

PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted proposal. *Note: Names and contact information may be shared with external groups by GSCA.*

Name of proposed charter school:

Proposed charter school location:

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

School district(s) of proposed school location:

Legal name of group applying for charter:

Names, roles, and current employment for all persons on applicant team:

Designated applicant representative:

Address:

Office and cell phone:

Email address:

Fax:

Model or focus of proposed school:

(e.g., arts, college prep, dual language, etc.)

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
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Year 1 (specify)		
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Year 2		
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Year 3		
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Year 4		
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Year 5		
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At Capacity		
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Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes ☐ No ☐

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has NO previous experience in operating a school, the applicant should use the RFP for New Operators.*

Proposed Head of School/Principal Information *(If Known)*

Name of proposed candidate:

Current employment:

Daytime phone:

Cell phone:

Email address:

Will an proposal 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):

Submission date(s):

Executive Summary

Mission and vision

Mission: Creek Point Academy will offer a K-8 school choice focused on the four pillars of academic excellence, student responsibility, parent partnerships, and moral focus, and through our rigorous student-focused curriculum, we will prepare students for high school, college, and life beyond.

Vision: Creek Point Academy will provide a rigorous curriculum with an emphasis on data-driven instruction, academic excellence, and moral focus.

Creek Point Academy (Creek Point or CPA) intends to locate at 3600 N. German Church Road, Indianapolis, IN 46235. Our facility is currently occupied by an existing charter school that partnered with our proposed management partner for 20 years. The existing charter school plans to move to a new location at the end of the 2023-24 school year. We hope to continue to serve the local community well.

Educational need and target population

The east side of Indianapolis needs a high-quality school choice, especially for students who qualify as at-risk. NHA has experience in helping schools meet this need, both across the nation and in Indiana.

We do not have a target population. Creek Point Academy will serve any student who chooses to enroll through our open application process. We plan to open for the 2024-25 school year to serve students in kindergarten through 8th grade. With this in mind, and given our location, we project enrollment levels that are similar to the population currently served in the area for the following student groups:

- English language learners: 57 percent
- Gifted students and students with special needs: 12.5 percent
- Free and reduced-price lunch students: 97 percent

The population of multilingual learners in the area has expanded by nearly 20 percent in a single school year. This indicates a community that is in transition and has found a home in this part of Indianapolis. Creek Point will be equipped to serve these students, as noted in the Education Plan section of this application. We will also take an intentional and proactive approach to inviting these families to our school and to be a part of a vibrant learning community that values each student. This will take place through outreach to parents, with supports such as a parent academy to help parents understand the approach to teaching and learning as well as classes to learn English. Building a strong multicultural community with high expectations and high support for all students aligns with our mission and vision.

Our Board intends to adopt an admissions and enrollment policy fully in compliance with the requirements of IC § 20-24-5. Our independent legal counsel will review our policy as an extra measure to ensure we remain in compliance with statute. This policy has been utilized by other charter schools partnering with NHA, including in Indiana.

We will establish enrollment preferences for Creek Point Academy. Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants: siblings of currently enrolled students, siblings of students selected in the random selection process, students whose parent or guardian is a member of the governing board of the school or is a full-time teacher, professional, or other employee at the school, all remaining applicants.

Community engagement

Strong parental partnerships are a critical foundation of our school model. We believe parental involvement is the result of effective and robust school-home communication. Our school is committed to maintaining an atmosphere of open dialogue between school leaders and parents, and we have already established community partnerships in support of a successful school environment. Our school leader prioritizes interacting with the school community and will build strong relationships through formal and informal engagement events.

To date, our efforts have involved establishing a social media presence, as well as a broad advertising campaign to inform families of our potential school choice. We will contact families in a variety of ways to inform them about our school's mission, the enrollment process, and how they can become involved in the school. Any combination of radio ads, television ads, billboards, bus ads, and other paid media options will be used to spread the word about the school to parents throughout the community. Families also will receive flyers in the mail, invitations to participate in parent informational meetings, and notices of "meet-and-greet" sessions with the principal and other school representatives.

We will benefit from a dedicated admissions representative with strong grassroots relationships across the area. To date, we have engaged and established relationships and partnerships with organizations that include Boys and Girls Clubs, KinderCare, Torris Tots, Loving Hands Childcare, The Performing Arts Conservancy, Community Alliance of the Far Eastside, Pathway Resource Center, The Ross Foundation, Success Center at East, The Excel Center, Indianapolis Public Library, and more.

Education plan/school design

Creek Point Academy will implement an educational program that centers around four pillars: *academic excellence*, *student responsibility*, *parent partnerships*, and *moral focus*. These pillars are also a major component of NHA's comprehensive model, and our shared commitment to them will allow us to provide a high-quality choice from day one.

Research base demonstrating likely success

We envision meeting the demand of our area with a new K-8 school that we will operate in partnership with National Heritage Academies (NHA). Our model will include both an aligned and rigorous curriculum, research-based and data driven instruction, systematic intervention, a commitment to serve every student, and an embedded moral focus curriculum. Our founding committee will be accountability-focused, with oversight of academics, operations, and finances. NHA will provide a suitable school facility, as well as a documented record of successfully serving students. Nearly 70 percent of students in NHA-partner schools qualify for free and reduced-price lunch (FRL), 75 percent are demographically minority, and about 10 percent are English language learners.

- Research by Stanford University's Center for Research on Education Outcomes (CREDO) shows that NHA students receive the equivalent of an extra 69 days in math each year and receive an extra 46 days in reading over the same timeframe (CREDO, 2023).
- NHA currently partners with one existing school in Indiana, Aspire Charter Academy in Gary, IN.
- The current charter school has long been in demand by families, consistently enrolling about 650 students.

Unique features

Creek Point will benefit from an instructional approach that is data driven. We will use processes designed to include multiple checkpoints throughout instruction that measure understanding of content. Teachers will analyze data at both the classroom and individual student levels and then identify building blocks of instruction that scaffold student learning appropriately. This will enable teachers to determine exactly what knowledge needs further development in each student, and to individualize instruction as appropriate to ensure that each student learns as expected.

Our moral focus curriculum is built upon such virtues as prudence, justice, temperance, and fortitude. This component will be integrated into our educational program, and lessons will develop strong personal character and the qualities needed to become good citizens.

Core values of teaching and learning

We embrace the idea that student learning will be a shared responsibility among students, teachers, and families, and that this value requires our school staff to teach to students' hearts as well as their minds. This includes implementing an educational program around our four pillars that embodies the recognition that every student can learn at a high level.

Creek Point Academy will use NHA's distributed leadership model consisting of a principal and grade-level deans who share administrative responsibilities. Each dean will oversee a team of grade-level staff (for example, one dean each for grades K-2, 3-5, and 6-8). Deans will serve as direct managers for teachers and support the principal, allowing teachers to receive ongoing coaching and instructional support.

Our school's teachers will receive ongoing training and professional development as a top priority through an ever-evolving set of initiatives. This includes a five-day summit for new teachers. Our school leaders will provide more observing, coaching, and feedback than teachers typically receive and collaboration with staff from the other NHA-partner schools in the region will help our educators share best practices.

Teaching will include effective, research-based instructional strategies in daily lesson plans and daily instruction. Strategies that have high probabilities of effectiveness, such as those identified by researchers at Mid-continent Research for Education and Learning (Marzano, Pickering, and Pollock, 2001), will be used by teachers to meet student needs. Because effective learning requires teachers to shift the cognitive load to students, teachers will develop students' knowledge, understanding, and skills incrementally through appropriately sequenced lessons and units of instruction.

Key programmatic features

Creek Point will have strong and comprehensive hands-on management of instructional staff. As noted above, we will implement a distributed leadership model.

Our principal will lead efforts to implement our core values, so Creek Point Academy always strives for academic excellence. This includes five specific elements to our school-wide framework.

- *Establish a professional culture of excellence:* Our school community will be motivated to achieve high expectations and to exhibit high care for all of its members.
- *Systematize collaborative improvement:* All staff will work in collaborative, data driven teams in pursuit of improved student learning through shared study and instructional best practice.
- *Lead instructional excellence:* Deans will have focused instructional coaching as the top priority, to ensure high-quality learning for every student, in every classroom, every day.

- *Implement systematic intervention:* We will identify the needs of academically at-risk students, students with special needs, English language learners (ELL), and gifted and talented students. We will also provide tailored instruction and systematically monitor student progress.
- *Cultivate meaningful parent partnerships:* Parents and Creek Point staff will connect to understand and support each other in a caring and meaningful way, working in partnership to help every child achieve college readiness. In partnering with parents to prepare students for an opportunity to attend college, we will also be setting them up for success should they choose alternative endeavors.

Vision for growth

We plan to open Creek Point Academy in August 2024, serving up to 575 K-8 students and adding in additional sections of most grades each subsequent year until reaching full capacity. This will help us build an appropriate climate and culture to ensure that each student in each classroom receives the best possible instruction daily. By 2028-29, we expect to serve 772 students in a school with four sections of kindergarten and three sections each of grades 1-8. Class sizes will range from 25-28 students. We will maintain enough flexibility to adjust this enrollment pattern as needed to meet students' needs.

GRADE	2024-25	2025-26	2026-27	2027-28	2028-29
K	100	100	100	100	100
1	84	84	84	84	84
2	84	84	84	84	84
3	84	84	84	84	84
4	84	84	84	84	84
5	56	84	84	84	84
6	28	56	84	84	84
7	28	28	56	84	84
8	27	28	28	56	84
TOTAL #	575	632	688	744	772

Our chosen operating partner, NHA, manages more than 100 schools around the nation (including Indiana). NHA's current partnerships are located in Colorado, Georgia, Indiana, Louisiana, Michigan, New York, North Carolina, Ohio, and Wisconsin. Together with local boards, NHA has opened two new schools for the 2023-24 school year – located in Watkins, Colorado and Waukesha, Wisconsin. A full list of NHA-partner schools can be found in Attachment 23.

At this time, Creek Point Academy is the only school our founding group intends to open. Our focus is on ensuring a strong school remains on the east side of Indianapolis that successfully meets the needs of all students who wish to enroll.

Leadership and governance

Our founding committee has come together to offer families an additional educational choice. Should our charter be approved, we will transition to become the school's governing Board. This will allow stability and effective management in overseeing Creek Point's success to fulfilling of our mission. Our group is comprised of individuals with strong ties to the community and experience with charter schools. We collectively have extensive backgrounds in charter school policy, education, community engagement and leadership, business, and finance.

Our Board will be one of governance, focusing on achieving our mission and vision, as well as the goals outlined within our charter contract. The Creek Point Academy Board's bylaws and articles of incorporation are central to our composition, conduct, and decision-making responsibilities (included as Attachment 9). In totality, these key items will guide our work, assisting us in making decisions in the best interests of families who choose to enroll with our school. Our initial terms are staggered to ensure continuity of leadership for our school during the first charter term and beyond. We will be the driving force behind the mission and vision of Creek Point and will ensure that we are meeting the academic and operational goals we have set.

We will partner with NHA, through a services agreement, and will delegate the daily operations of Creek Point. This will include all essential back-office functions that allow staff at the school to focus on student learning and instruction. We will hold NHA accountable to deliver a program that has us on the path to achieve our mission, vision, and goals, and we will direct change in any instance where it is deemed necessary. A draft services agreement is included as Attachment 14.

Founding Group & School Leadership

Founding group membership

Our founding group is comprised of individuals with a common interest in the future of our community and its students.

Members include:

- Lindsay Lux: Ms. Lux is an experienced lobbyist with a demonstrated history of working in government affairs. She has strong professional skills working with nonprofit organizations, grassroots organizing, government, fundraising, and leadership.
- Jukobie Russell: Mr. Russell has over 24 years of experience in education. He is currently a sixth-grade teacher, and the Executive Director of Knowledge Based Solutions, which is an education and consulting company. He has experience in rating schools' performance, programs, curriculum, and school operations so parents can find the best fit for their child. Our board will benefit from his extensive background in education and his experience attending charter schools growing up.
- Tory Walker: Mr. Walker is a parent and a chef in the Indianapolis area. He will bring his perspective as a parent to the board. His mother was a teacher, so he understands the impact teachers can have on students' lives.
- Chad Reynolds: Mr. Reynolds currently works as a wealth management advisor at Northwestern Mutual, while also working as a partner at Truss Wealth Advisors. He brings significant experience in finance to our Board. Since 2007, he has helped clients to build financial security through customized goals and planning. His expertise will assist our school in being a strong financial steward of public funds.

Our founding group intends to become our school's initial governing Board, and will consist of a President, Vice President, Secretary, and Treasurer. Board members may hold more than one office at a time, aside from President and Vice President. Our Board will elect officers in conjunction with our annual meeting. Resumes for each member of the founding group are included in Attachment 1.

Our founding principal will be Phobie Perkins. Ms. Perkins worked as an at-risk student coordinator at Marquette School of Excellence in Chicago from its opening in 2012 until 2018. She helped the turnaround school provide a high-quality education to all students. Ms. Perkins became principal at Lansing Charter Academy in January 2018. At the start of the 2022 school year, she became the principal of Andrew J. Brown Academy. She is an experienced school leader and has a track record to show she is committed to developing a strong school culture, promoting student achievement, and implementing school operations. Ms. Perkins will be a strong asset to our school with her experience and knowledge of the community. She has implemented many programs that we intend to continue, such as a vibrant Back-to-School Night, New Family Dinners, Parent Academy, Content Nights, and many small touches that will ensure families are engaged.

We have chosen to partner with National Heritage Academies (NHA) to achieve our mission, vision, and goals. NHA partners with 100 schools nationwide (including two in Indiana) to provide comprehensive support in preparing students from all backgrounds for high school, college and beyond. The organization's extensive experience and longstanding commitment to each of the schools with which it partners will best position Creek Point Academy to successfully serve families beginning in the 2024-25 school year. NHA has experience in providing academic, financial, performance management, facilities management, and parent engagement support to local boards like ours.

Our governing Board is ultimately responsible for the success of Creek Point Academy and assuming stewardship of public funds. To achieve our mission, vision, and goals, we must make decisions in the best interests of our students and families.

Background

For 20 years, Andrew J. Brown Academy has served this local community with a strong school choice. The board of the current school wishes to go in a new direction and will move to a new school location. As noted above, the school has seen a significant increase in the number of students learning English, with Spanish, Haitian Creole, and French as the predominant languages. We look forward to being able to continue to meet the needs of this population as the community transitions. Ms. Perkins has built a strong school culture that is welcoming and inviting, as evidenced by the nearly 20 percent increase in ELL students in one year. For the 2023-24 school year, 70 of 90 kindergarten students speak another language at home. This is a student population that need consistency in education and one we seek to serve.

Our founding group seeks to continue to meet this need with a new K-8 school that we will operate in partnership with National Heritage Academies (NHA). Our model will include both an aligned and rigorous curriculum, research-based and data driven instruction, systematic intervention, a commitment to serve every student, and an embedded moral focus curriculum. Our founding committee will be accountability-focused, with oversight of academics, operations, and finances. NHA will provide a suitable school facility, as well as a documented record of successfully serving students. Nearly 70 percent of students in NHA-partner schools qualify for free and reduced-price lunch (FRL), 75 percent are demographically minority, and about 10 percent are English language learners. As previously mentioned, our Board has experience in education, policy, small business ownership, and finance.

School leader and leadership team

We are fortunate to have Phobie Perkins serve as the founding principal of Creek Point Academy. Ms. Perkins has served as principal at two other NHA-partner schools and has led this school community for the past two years. She embraces and believes in the mission and vision in place for our school. This will be the foundation upon which we partner with the school's principal to establish our desired climate and culture.

Should our charter be approved, we will work together with NHA to ensure all organizational and logistical matters crucial to the school's opening are met. Our founding group will take all necessary measures to become the school's governing board, and in turn grow our membership in accordance with our bylaws.

We will lean on NHA and its experience to work in a full-time capacity upon the approval of our charter. This will include its proven in practice approach to opening a new school. NHA's new school opening team has an established process that will be integrated with all requirements of the Grace Schools Charter Authority (GSCA) and our school community. This team maintains experience in all facets of a school's opening. This team meets regularly and will generate status updates for our principal and founding group to ensure we are meeting the requirements of our charter contract and the needs of families in our area.

CPA will be led by our principal and a team of deans who will oversee grade-level bands. This distributed leadership model will provide an exceptional level of support for our teachers and families. We will also have a dedicated admissions representative who will use a grassroots approach to meet and attract families to our school.

Education Plan

Curriculum and instructional design

Our curriculum will serve as the driving force for the educational program at CPA as it defines what students need to know at each grade-level and provides detailed pacing guides, lesson plans, enrichment, and supplemental programming to meet student needs.

Basic learning environment

Our school will be an in-person learning environment that focuses on personalized instruction, rigor, student responsibility, and uses blended learning.

- *Rigor:* Our program will be aligned to Indiana's Academic Standards. Content will be taught at an appropriate level of rigor that cognitively engages students, intentionally uses all time for learning, personalizes instruction, and ultimately challenges students to drive their own learning. We will use alternative teaching models, such as co-teaching for special education, and will integrate this into our classroom framework student needs.
- *Personalized instruction:* Our school will focus on small-group instruction and effective learning strategies, including ways to facilitate and pace student-driven instruction. It is anticipated that most lessons will begin with a small block of direct instruction, and then students will transition to small-group settings.
- *Blended learning:* To customize learning, we may use online learning tools to create a blended learning environment. Small-group and blended learning approaches enhance flexibility on the time, pace, and place students learn. Programs like Dreambox, Lexia, and SORA gather valuable information and transmit it to teachers. With this wealth of information available in real time, teachers can more effectively customize learning to each child's needs.

We will use processes designed to include multiple checkpoints throughout instruction that measure understanding of content. Teachers will analyze data at the classroom and individual student levels and then identify building blocks of instruction that scaffold student learning appropriately.

Our school will replicate the NHA model in place at other schools partnering with the organization. This includes NHA's four pillars (*academic excellence, student responsibility, parental partnerships, and moral focus*). Other dynamic components of Creek Point Academy will distinguish us from other nearby schools.

Class size and structure

When Creek Point Academy ultimately serves all of grades K-8, we will have four kindergarten classes with approximately 25 students each. In grades one through eight, we are planning to serve approximately 28 students per class. Through our high expectations for student behavior, small-group instruction, and blended learning components, this class size will serve us well.

Curriculum overview

Please see a sample of our curriculum in Attachment 4. Our curriculum is designed to develop critical thinking skills and build empathy so students can make informed decisions and take action to address issues impacting them and their communities. This includes developing teachers and staff that are aware of and responsive to varying backgrounds, cultures, beliefs, and experiences of their students. This will develop the relationships needed to differentiate instruction with consideration to the nuances of cultural experiences to make our curriculum equitable. We modify instruction to respond to student needs and maintain a high bar of rigor while providing students with access to complex topics and material. We describe this approach as Culturally Responsive Instruction.

We recognize our students will interact and work with individuals from different backgrounds throughout their lives, so we must ensure students can address issues important to them or their community with respect and compassion. We want students to have the wisdom to understand the sources of information they have and the potential bias they present. Four principles will guide our decisions regarding the topics, texts, and planned professional development for educators regarding Culturally Responsive Instruction at Creek Point:

- Relationships are the foundation for all learning.
- All students can achieve at high levels.
- We need high expectations without excuses.
- Books, historical studies, and all curricular resources should be mirrors, windows, and sliding glass doors for our students.

To prepare students for a rigorous high school curriculum and give the best opportunity for college and career success, we will implement NHA's curriculum. The curriculum is built on Indiana Academic Standards and for English language arts and mathematics, science, social studies, art, music, and physical education. This ensures students learn the required skills and knowledge at each grade level. Checkpoints for understanding will be integrated throughout, and an emphasis on moral focus will be an explicit component of the curriculum.

We believe a great school should develop students' hearts and minds. Dr. Martin Luther King, Jr. stated, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."

We will implement the moral focus curriculum to:

- *Create an environment that is conducive to teaching and learning:* As students learn virtues, our classrooms will become increasingly self-managed, releasing teachers from the time and burden of constant classroom management. This will provide additional time for instruction, especially one-on-one or small-group tutoring, to meet student specific academic needs.
- *Support the academic goals of the school:* We believe that a strong correlation exists between moral focus and academic success. Thus, instructional time that is dedicated to the moral focus curriculum will pay dividends academically.
- *Promote college- and career-readiness:* We believe that students need more than academic skills to succeed in high school, college, and beyond. It is our goal to provide students with the moral compass and fortitude they need to face challenges and prevail.
- *Attract students and families:* Parents in current NHA-partner schools strongly approve of the moral focus curriculum. In the most recent Voice of the Parent survey, 90 percent of parents agreed that their school delivers on the promise of moral focus.

Our moral focus curriculum will build on universally recognized virtues such as prudence, justice, temperance, and fortitude. Through lessons that seek specifically to instill these virtues, students will build and maintain strong personal character and develop the qualities necessary to achieve academic success and become good citizens. This effort will not be just a random lesson here and there, but a fully developed program that is well-integrated into our instructional and educational program. Through lessons in these areas, students will build and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.

English language arts

Literacy – including reading, writing, and speaking – is a fundamental component of success in high school and in college- and career-readiness. Low literacy levels prevent students from mastering other subjects, and struggling readers and writers are often excluded from even the opportunity to take academically challenging courses. In contrast, students who can comprehend complex texts are more likely to succeed after high school.¹

Developing word recognition and language comprehension skills to support true reading comprehension is the cornerstone of the research-based structured literacy curriculum. This will produce literate students who are proficient readers, evaluative writers, and collaborative, analytical contributors to classrooms –preparing these students for the colleges and careers that await them.

Mathematics

Students' K-8 education must prepare them for advanced math courses in high school. The National Mathematics Advisory Panel has noted: "A strong grounding in high school mathematics through Algebra II or higher correlates powerfully with access to college, graduation from college, and earning in the top quartile of income from employment."²

The mathematics curriculum lays the foundation for students to acquire a deep understanding of mathematical concepts. The math curriculum also underscores the importance of number sense and operations, measurement, computation using formal algorithms, geometry, data analysis and probability, and problem solving and inquiry, along with an emphasis on algebra in middle school grades.

Science

Developing success in science involves providing content knowledge, teaching the practices and skills of scientists, and imparting information on the nature of science. Our science curriculum includes study in life, physical, earth, and space science, as well as engineering and technology. Students participate in scientific inquiry and discovery by conducting investigations, using instruments, and applying math skills that model the process scientists use to study the world and universe.

Social studies

The social studies curriculum will ensure that students are prepared for their lives as informed global citizens. Students' understanding in history, culture, economics, and civics will be developed. In grades 6-8, the social studies curriculum will challenge students to hone their literacy skills through history. This will allow students to use critical-thinking skills to make connections, inferences, and arguments with the learned content.

¹ ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* (Iowa City, IA, 2006).

² National Mathematics Advisory Panel, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (Washington, D.C.: U.S. Department of Education, 2008).

The curriculum emphasizes how geography and economics interact in a global society. By studying primary and secondary sources, students will develop knowledge of our shared national and world history and will learn to make connections between the past and present, and between cultures and government systems that are familiar and those that are not.

Art

Study in art will help students understand and appreciate art and its role in expressing ideas throughout history. Students in lower grades will learn to recognize and describe art forms from a variety of eras and places and will learn that art has many forms and purposes. Students in upper elementary and middle school grades will compare art from different periods, cultures, artists, and mediums.

Music

Students will study theory, music appreciation, and the work of great composers. They will learn to identify basic forms and patterns, describe elements of music using appropriate vocabulary, and sing and play basic instruments. Students will listen to a variety of music and compare music from different composers, periods, cultures, styles, and genres. In higher grades, students will refine their knowledge and skills by singing, playing, improvising, and composing.

Physical education

Physical education will include a sequence of developmental experiences to help children learn by moving. Students will first learn and practice basic movement skills and manipulate objects by throwing, catching, striking, pushing, pulling, and climbing. They will take part in individual and group activities and games to increase body awareness, practice new skills, and learn to move safely around others. Students will also learn fairness, positive attitude, teamwork, and sportsmanship.

Technology education

The school's technology education program will equip students with digital literacy skills needed to be productive, safe, and technologically savvy life-long learners. The standards are derived from the International Society for Technology in Education.³

Our partnership with NHA will ensure that our curricula is consistently aligned to the Indiana Academic Standards and updated as needed.

Use of technology in delivering instruction

As noted above, technology will play a supporting role throughout the core academic curriculum at Creek Point Academy. Integrating technology throughout our school will help us meet the needs of all students and give them skills necessary to be on the path to college- and career-readiness. This entails using a technology plan that supplements instruction at an individual, small-group, and full-class level. Components of our plan include:

- *Library/computer lab:* The school will incorporate a library space outfitted with technology in classrooms that is appropriate to meet students at their current learning levels. This will let students use technology for research, writing composition, and presentation skills.
- *Classroom technology:* Each classroom will be equipped with Chromebooks for every student when Creek Point opens.
- *Personalized:* Each student will take personalized formative assessments using a computer-adaptive exam. These assessments zero in on the student's instructional level, set individualized goals for achievement, and help teachers identify skills a student has, those the student needs to solidify, and those the student is ready to learn next.
- *Small-group instruction:* Small-group settings will be created to ensure students are engaged with the standards at their current levels of learning. A technology blended learning approach will be deployed during small-group time to target instruction and skills practice based on individual learning needs. Each classroom's Chromebooks will aid instruction and leverage software platforms such as Dreambox, Lexia, and SORA. Dreambox and Lexia are online math and reading programs that individualize instruction for students and identify areas of weakness or strength so teachers can differentiate instruction and address learning deficiencies or provide enrichment opportunities.

Teaching methods

Our founding committee shares NHA's core belief that nothing drives student success more than having a strong teacher in every classroom, every day. To ensure effective instruction for every child every day, Creek Point Academy will prioritize recruiting and retaining excellent classroom teachers.

Our school culture will also come to life through NHA's organizational frameworks, which we will implement for our school and for each classroom.

School-wide framework: The principal will be charged with faithfully and consistently implementing these values to drive the successful pursuit of above-average academic results. There will be five specific elements to the school-wide framework at the school: *Establishing a professional culture of excellence, systematizing collaborative improvement, leading instructional excellence, implementing systematic intervention, and cultivating meaningful parent partnerships.*

³ See: <https://www.iste.org/standards/for-students>

Classroom framework: To complement the school-wide framework, NHA has developed a classroom framework of four key instructional competencies that will improve academic results for both individual students and the school.

- *Classroom culture:* Teachers will strive to lead self-managing classrooms by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to clear behavioral expectations.
- *Planning:* Teachers will plan instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet student learning needs.
- *Teaching:* Teachers will deliver content at a level of rigor that challenges students, cognitively engages them, uses all time for learning, and personalizes instruction.
- *Assessing:* Teachers will implement assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

Teachers at Creek Point Academy will use various instructional methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time to allow for differentiation of instruction. At times, collaborative learning will be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in inquiry-based learning of curricular content. Independent work will give students time to practice applying skills or knowledge previously learned, extend individual learning through the application of knowledge and skills to novel situations, or promote development of higher-order thinking skills.

Our instructional strategies provide a comprehensive approach of delivering educational content while incorporating the flexibility to adapt instruction to meet student needs and learning styles. Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be employed by teachers to meet student needs.

Additionally, because effective learning requires that teachers shift the cognitive load to students in a purposeful and intentional way, teachers will develop students' knowledge, understanding, and skill incrementally through appropriately sequenced lessons and units of instruction.

Evidence-based support

As part of the school's overall effort to manage instruction, the school's leadership will work individually with teachers to ensure appropriate teaching techniques are used to enhance student learning, promote high expectations, and are evidence-based. Our teachers will receive ongoing professional development, scheduled planning time with their peers, and benefits of a professional learning community – all to facilitate design and to implement creative new variations on recognized best practices. Teachers will also receive support through weekly observations and subsequent coaching and feedback sessions to ensure they successfully implement teaching techniques proven to promote student learning. Such techniques include, among others:

- | | | |
|----------------------------|-----------------------|------------------------------|
| • Redirecting | • Calm voice | • Notes |
| • Start-up routines | • Prompts | • Do now |
| • Do it again | • Transition routines | • I-can statements |
| • Use of attention signals | • Precise praise | • Differentiation |
| • Circulation | • Clear directions | • Checking for understanding |

This academic model has been proven to work in Indiana and across the country. In a recent study from Stanford University's Center for Research on Education Outcomes (CREDO) NHA students were shown to receive the equivalent of an extra 69 days in math each year and receive an extra 46 days in reading over the same timeframe (CREDO, 2023). The instructional strategies described here and in the Teaching methods section above will result in a comprehensive academic program that prioritizes personalized instruction for each student.

Differentiation of educational program

We plan to utilize the NHA model that has been proven successful with students in this area. However, our program will differ from other NHA schools in that it will be tailored to the needs of the students in our area. Our school will be an example of Indiana's legislative purposes for charter schools. Our school will provide opportunities for families that align with the intent of successfully offering a high-quality school choice. Listed below are a few key differentiators:

- *K-8 school design:* Our school is designed to make an early investment in the students we serve and to continue that investment steadily until students reach high school. Students' educational experiences in middle school are critically important to adequately prepare them for a rigorous, college-preparatory high school program. Research shows that learning

during the students' formative years is the foundation of their future academic success.⁴ Studies by ACT note that "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness...than anything that happens academically in high school."⁵

- *Distributed leadership model (Dean model)*: Our school will utilize a distributed leadership model ("dean model") which will see a principal and grade-level deans offering teachers dramatically more observation, coaching, and feedback than teachers typically receive in other school settings and configurations.
- *Professional opportunities for teachers*: Our school will provide school staff with professional development to assist them in succeeding in their current roles. This will also develop credentials for advancement. The foundation of opportunity is compensation that is broad and deep, with competitive salaries, merit pay, benefits, and retirement.
- *School accountability*: Our school will hold accountable all stakeholders (Board, leadership, teachers, students, and NHA) for the academic outcomes of our school. We will adhere to the state accountability model. Students will complete state assessments, and results from those tests will be the foundation of our self-evaluation. Our governing Board will require NHA to measure results on operational matters that include parent satisfaction, school finances, and attendance
- *Increased learning opportunities*: Our school will cultivate and foster a school community focused on innovation to meet the needs of all students. We intend to prepare students for high school, college, and career by emphasizing blended learning, small-group learning, and online learning tools and results from aligned assessments. This will assist in personalizing and differentiating instruction to maximize flexibility for teaching and learning.
- *Instructional innovation*: Instructional staff will benefit from ongoing professional development, scheduled planning time with peers, weekly coaching, and collaboration with a professional learning community. These will encourage design and implementation of creative variations on best practices.

Pupil performance standards

Students will exit our school in accordance with the Indiana School Accountability Framework. Consistent with our mission, we believe strongly that students should leave our school prepared for high school and college – both socially and academically. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, the academic goals of our school, and our mission. Our Board is committed to meeting the needs of students who are at-risk academically. Our model will have a robust formative assessment program to quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

Policies and standards for promotion

Creek Point Academy students will be expected to progress academically through one grade level each year. Our program is designed to ensure that students are prepared for high school, college, and/or career.

Our principal will have the final decision regarding the promotion, acceleration, and retention of students. If a student fails to meet the third-grade requirement of the Indiana Academic Standards, additional interventions and a personalized and monitored reading improvement plan will be offered. We will not promote students who have failed to master grade-level curriculum. A variety of structures and procedures will be incorporated into our school model to ensure that students do indeed receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers and will ensure that instructional plans are aligned and scaffolded appropriately across grade levels to ensure smooth student transitions.

Creek Point Academy will use formative assessments designed to include multiple checkpoints throughout instruction that measure students' understanding of content. Teachers will analyze data at the classroom and individual student levels and then scaffold towards student mastery of each objective. Short-cycle formative assessments will enable teachers to determine exactly what knowledge needs further development in each student. School leaders will consistently review data to ensure that the school's curriculum and instructional approach are accelerating student learning. This information will be shared with our Board regularly.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of intervention designed to bring those students back on track. Intervention programming, supported and informed by the formative assessment process, is designed to ensure that by the end of one grade level students are academically ready to transition to the next grade.

At various times throughout the school year, we will administer assessments to students that are norm-references to supplement the state tests. Analyzing the results of these assessments will give us snapshots in time of how Creek Point Academy students are comparing with students in schools across the area, Indiana, and the country. School staff and leaders will utilize assessment

⁴ George Kuh, Jillian Kinzie, Jennifer Buckley, Brian Bridges, & John Hayek, *What Matters to Student Success: A Review of the Literature*. (National Postsecondary Education Cooperative, 2006).

⁵ ACT, *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School* (Iowa City, IA: ACT, 2008).

results to inform instruction for each student, allowing Creek Point Academy to meet students at their learning level and foster ongoing growth.

High school and graduation requirements

Creek Point will offer grades K-8, and as such, high school and graduation requirements are not applicable to this proposal.

School calendar and schedule

We will work with NHA to develop our school day and week, and many components of the schedule will be similar to other NHA-partner schools. As currently envisioned, our school day will run seven hours, starting at 7:45 a.m. and ending at 3:00 p.m., and will provide 6.5 instructional hours per day. This structure offers students and parents more educational time than traditional district schools in our area. Anticipating that we will provide approximately 184 days of instruction each year, our school will exceed the required minimum instructional hours. We anticipate that each day students will receive 90-135 minutes of instruction in English language arts, 90-100 minutes of instruction in mathematics, 45 minutes of instruction in science, and 45 minutes of instruction in social studies. Students will also receive regular instruction in specials classes, such as art, music, physical education, and library/technology.

Also included in our calendar are 15 days (five prior to the school year, ten days when school is in session) dedicated to professional development. We will schedule two parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

School culture

We believe that all students have the ability to learn at a high level, regardless of background, experience, or need. It is upon us as the governing Board, and NHA as our management partner, to ensure that we offer families an educational program and the necessary supports to prepare students for high school, college, and/or career.

Creek Point Academy will implement an educational program that centers around four pillars: *academic excellence*, *student responsibility*, *parental partnerships*, and *moral focus*. These pillars are also a major component of NHA's comprehensive model, and our mutual commitment to them will allow us to provide a high-quality choice from day one.

- *Academic excellence*: A successful education provides a foundation that students need to thrive in high school, college, and beyond. Success will differ for individuals, but we will prepare all students for college. We recognize that some students may ultimately choose other pathways, but we believe students who are successfully prepared for an opportunity to attend college will be equally prepared for any future endeavor. This starts with a culture focused on high care and high expectations for all students every day. Our curriculum, culture, and excellent teaching will help us meet or exceed standards and ensure students master skills and knowledge at each grade level.
- *Student responsibility*: Students excel when they know what is expected of them and can take pride seeing results generated by their best effort.
- *Parental partnerships*: To build strong parent engagement, we will actively engage parents in their children's learning and consistently communicate with them. A parent room will foster parent-teacher interactions.
- *Moral focus*: To develop students' hearts as well as their minds, our moral focus curriculum will build and focus on core virtues. This initiative will help students build and maintain strong personal character and become good citizens.

We embrace the idea that student learning is an adult responsibility, and that this value requires our school staff to teach to students' hearts as well as their minds. This includes implementing an educational program around our four pillars that embodies the recognition that every student can learn at a high level. Our culture will rely on the teaching methods and key differentiating educational features discussed earlier in this section, especially the school-wide and classroom frameworks.

Creating and implementing school culture

As mentioned above, Creek Point Academy will implement an educational program that centers around our four pillars. We believe we can most successfully achieve our mission, prepare students for college- and career-readiness, and meet the needs of all students by creating a culture that encourages family involvement. It will be a priority to communicate this important aspect to build our culture from day one. School staff will also be hired in alignment with this culture and professional development prior to the start of the school year will build and enhance our culture.

Taking all student populations into account

We do not intend to target any specific student population. For this reason, we have a vision and mission that builds and fosters a climate and culture that allows any student who chooses to enroll to learn at a high level.

Typical day

Teachers will arrive at our school approximately 30 minutes before the instructional day is scheduled to begin. Teachers will use this time to prepare for students and create an initial assignment for students, often referred to as a "Do Now." For this typical day, Ms. Jones is a second-grade teacher. Students will enter the classroom and Ms. Jones will begin with instruction in English

language arts. Our school will have a balanced literacy focus and Ms. Jones will have 130 minutes of instruction in reading that will take place through whole group instruction and read alouds; small group instruction with technology; and, independent work. After this learning block, students will transition to mathematics as our school plans to prioritize learning in these two core subjects in the morning. Students will begin with a math story, which is a word problem that stimulates higher-order thinking skills to frame, solve, and explain a math computation. Ms. Jones will ask her students to work in small groups to discuss and present their answers. Students will go to recess and have a snack while Ms. Jones prepares for the next part of the math lesson.

Ms. Jones and her students will resume math instruction, again working in both large and small group settings. After the math period of 75 minutes finishes, Ms. Jones and her students will begin a science lesson. Ms. Jones will make connections from math instruction to science as possible and will help students to see the real-life applications of their learning. Next, Ms. Jones and her students will go to lunch. Students will eat in the gymnasium first and then will have lunch recess. Ms. Jones will use this time to eat lunch, talk with her colleagues, and prepare for her next lesson.

In the afternoon, Ms. Jones and her students engage in a lesson on social studies. As possible, Ms. Jones will make connections to the English language arts block and the read aloud text from earlier in the day. Students then proceed to a specials class. Today's class is music, where students are beginning to work on two new songs for an upcoming concert. During this time, Ms. Jones will meet with her grade-level team to analyze data from recent assessments and to begin planning for the upcoming units.

Students will return to the classroom for the final lesson of the day, which will highlight the monthly moral focus virtue. Students will discuss the virtue and how they have seen it applied in their classroom. Ms. Jones will wrap up the day with her students with a read aloud on the virtue and students will prepare to go home. Students will gather their belongings, ensuring that they know their homework assignments and have any papers to take home. Our school will use a system called Driveline to dismiss students in a safe and secure fashion. Students will remain in the classroom with Ms. Jones until their family is called and will then proceed out to the designated pick-up area. Some students may remain at school for after-school tutoring or care until their parents come to pick them up.

Ms. Jones will head to the media center for a quick staff meeting with updates on future school events. A more in-depth meeting is planned for next week, where staff will be analyzing data from beginning-of-the-year assessments to personalize instruction for students. Ms. Jones will head back to her classroom to briefly tidy up and prepare for the next day. Ms. Jones may also take a few minutes to connect with parents via the Parent Portal to share good news about their child's learning or to provide informational updates to all families.

Supplemental programming

Summer learning

One study on the decrease in academic proficiency that occurs when students are out of school for the summer notes: "A number of researchers have found that *nearly all the differences in achievement between poor and middle class children can be attributed to changes in learning that take place over summer.*"⁶ We may implement summer learning programs as part of our systematic intervention program and our commitment to supporting student learning throughout the summer. We will determine summer school programming based on student needs.

Extra- or co-curricular activities and programming

Our budget includes a set-aside amount of funds equal to two percent of per pupil revenue (capped at \$35,000 each year) for use at the school per our Board's discretion. Our Board may expend these funds for educational and extracurricular interests beyond the proposed model educational and operational programs.

Our Board and school leadership will advocate for students to take part in extracurricular and school-time activities. We aim to provide a well-rounded high-quality educational experience. Doing so will involve students taking part in these activities. We will support parents interested in starting clubs or groups, and we anticipate facilitating the formation of a parent organization. In partnership, we believe this organization will supplement the mission we establish for our school. Our Board will request updates from the parent organization to frequently understand current initiatives and programs. We will work to make certain the organization complies with all applicable requirements, including with regard to fiscal management.

Programs or strategies to address student mental, emotional, and social development and health

It is essential to meet the social and emotional needs of our students to provide the safe and nurturing school environment we envision. Creek Point will hire a mental health provider, initially part-time, to offer counseling, behavior management, and other services to meet student needs. We will provide all services required by student IEP or Section 504 plans and intend for this professional to work with students through our comprehensive response-to-intervention (RtI) program and other recommendations from teachers.

Once our school is approved and students begin to enroll, we will tailor our programming to meet their needs.

⁶ Miller, Beth M., "The Learning Season: The Untapped Power of Summer to Advance Student Achievement" (Quincy, MA: Nellie Mae Education Foundation, 2007), p. 4.

Other planned student-focused activities and programs

Creek Point Academy may offer other learning opportunities to enrich classroom offerings and intervention services as needs dictate.

One of the most effective interventions for students who are performing below grade level is additional time with an effective teacher. To help eliminate achievement gaps, our school will plan to offer struggling students tutoring before school, after school, and/or on Saturdays, depending on the most convenient arrangement for the students and their families.

Special populations and at-risk students

Creek Point Academy believes *all* students can learn at high levels, regardless of background or circumstances, when given high-quality instruction in a nurturing yet challenging environment. With that in mind, we also affirm a commitment to recruit, welcome, and educate students with special needs. These students include those who are below grade-level proficiency or have circumstances that could potentially hinder continued academic success. NHA-partner schools typically match the population of students served by the closest local schools. We expect to enroll students with Individualized Education Plans (IEPs) and Section 504 plans, students who are learning English, intellectually gifted students, and students who are at-risk of academic failure. Though we will not target any specific group in our recruitment efforts, we know that schools in this area serve these populations, and we likely will as well.

Meeting the needs of students with disabilities

Creek Point will provide appropriate services and specially designed instruction for students with IEPs and Section 504 plans, allowing access to, and promoting progress in, the general education curriculum. We will serve *all* children according to their individual academic, functional, and social and emotional needs, providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with state and federal requirements. Should our facility not accommodate the needs of a specific student, we will work to identify and support an opportunity that allows that student to both take part at Creek Point to the extent possible, as well as receive the necessary and vital services. Creek Point will assign a dean to oversee the programming for students with special needs.

Identifying and serving students with mild, moderate, and severe disabilities

Creek Point Academy will comply with obligations under the Child Find requirements of the Individuals with Disabilities Education Act (IDEA), including 34 CFR §300.125. We will appropriately notify parents consistent with state and federal requirements. We will also incorporate Child Find in marketing efforts within the community to attract the broadest possible spectrum of students, including students with special needs. Our strategy will aim to reach every family with a K-8 school-aged child within our geographic area via media, direct mail, and parent information meetings. By targeting broadly, we will attract students who reflect the entirety of the community we serve and ensure that students learn in an integrated environment. We will hold meetings among families with students with special needs and our special education professionals to review our special education program at the school and encourage questions.

Identifying students with special needs: We will identify students with special needs when they enter the school with an active Individualized Education Program (IEP) or when they go through our Intervention Assistance Team (IAT) process.

When a new student enrolls, parents will be asked to indicate if their child has an IEP or Section 504 plan and to provide a copy of records. We will share any provided information with the dean overseeing special education, the classroom teacher, and the special education teacher. The registrar will request a copy of all school files, including special education and Section 504 records from the child's prior school. Upon receipt, the registrar will review all student files to determine if the student received special education or Section 504 support. If the student received special education or Section 504 support and these records were not provided by the parent or received in the student's cumulative file, then the registrar will immediately request the missing records from the student's prior school/district. School leaders and appropriate staff will then be notified of this information. Upon receipt of a student's current IEP or Section 504 plan, staff will complete the transfer process consistent with state and federal requirements. Comparable services, consistent with the received IEP or Section 504 plan, will be provided until the IEP or Section 504 plan is accepted or a new IEP or Section 504 plan is developed, consistent with state and federal requirements.

If a complete special education record is not received within 14 days of the date the school is notified and we believe that the student may have an IEP, the school will contact the prior school for more information. If we do not obtain that info, the school will initiate the special education referral or re-evaluation process.

Since some students may come to Creek Point Academy with no active IEP or identified disability, we will be responsible for identifying students who may need special education services under IDEA or Section 504, consistent with state and federal Child Find requirements. We will have several strategies in place to identify students with special needs. If a student is experiencing academic and/or behavioral difficulties in the general education setting, the teacher, other educational staff, and/or the parent may refer the student to the school's IAT. This team will include the principal (or his or her designee), a classroom teacher, and the referring teacher. The student's parent or guardian will be invited to participate in this meeting and share more information. The IAT will review and analyze screening information/data, RtI results, and data on classroom performance, discipline, and state

assessments, as well as information provided by parents. We will use this data and information to determine the best educational/behavioral interventions for the student and service/support options (e.g., counseling or school social work support). Outcomes of this meeting may include:

- Continuation of current intervention and progress-monitoring through the RtI process.
- Implementation of additional interventions through the RtI process.
- Referring the student for a Section 504 evaluation.
- Referring the student to the special education team for consideration of a comprehensive special education evaluation.
- Implementing no further action and continuing to monitor the student's academic, behavioral, and/or social progress.

This RtI process will help us avoid misidentification and over-referral of students for special education instruction. Parents can request a special education evaluation at any time, including instances when they disagree with the outcome of the IAT meeting. The school will respond to this request consistent with state and federal timeline requirements.

The dean overseeing students with special needs will work to schedule a special education evaluation. The evaluation team will include various professionals consistent with the type of disability or disabilities suspected, such as teachers of general education, special education, and speech and language, as well as an occupational therapist, school social worker, and school psychologist/mental health provider. The team, with parents invited to be members, will meet to identify what evaluations are needed to diagnose disabilities defined by state and federal requirements. Parents may share new information, including evaluation/medical information from private providers. Parent notice and consent will be requested and obtained before initiating special education testing. The IEP team, including the multidisciplinary team (or representative) and parent, is responsible for determining special education eligibility, identifying the student's needs, and developing an individualized educational plan to address the student's needs within the least restrictive environment. The provision of a free appropriate public education and all other applicable state and federal special education requirements will be followed.

The evaluation process is nondiscriminatory, and any written material will be in the family's native language. Tests must be validated, selected, and administered by certified or licensed personnel, consistent with the testing administration guidelines and in compliance with all state and federal requirements. Multiple measures will be used, and the evaluation will assess areas of educational need and the child's special education and related service needs.

Once the evaluation has been completed, the dean will schedule an IEP team meeting in consultation with the parent. The IEP team will review the results of the comprehensive evaluation and any additional relevant information provided by the parent and then determine eligibility for special education consistent with state and federal requirements (including rule-out factors).

Following the determination of special education eligibility, the IEP team will develop an IEP for the student. This plan will be designed to address the student's unique needs and satisfies the requirements of FAPE provided in the least restrictive environment.

Placement will fall along a continuum of options with primary emphasis being placed on educating the student in the general education classroom to the greatest extent possible with implementation of needed supplemental aids/services, and/or supports. Removal from the general education classroom will only take place when the nature and severity of the student's disability necessitates this removal. A continuum of placement options will be available to support student placement decisions, including consideration of placement in more restrictive settings operated by the local district or other external entity.

Special education instruction: Educating students with special needs requires both individualization of the educational programs and services and maximizing inclusion in the general education setting. Our service delivery model may include co-teaching, consultant teacher support, and/or support provided through resource room services. We recognize that the least restrictive environment for some students with special needs may require more extensive supports, including placement in programs operated by the local district or some other setting.

The focus of instruction will be placed on IEP goals and objectives and grade-level content expectations with scaffolding of instruction from the student's instructional level to grade-level expectations. Emphasis will be placed on accelerating learning outcomes through delivery of research- and evidence-based practices and resources with the goal of closing the instructional gap toward grade-level proficiency. Screening and assessment data will be used to determine student instructional levels and needs. Whenever appropriate, grade-level instructional materials will be used with needed accommodations and supports. For students significantly below grade level and/or missing foundational reading and/or math skills, we will use a direct instructional approach and supporting resources. Progress-monitoring data will also be routinely collected and analyzed to monitor student performance and to support needed adjustments in instructional practices/delivery.

If a student consistently does not make progress on IEP goals and objectives, the teacher will inform the dean, who will then schedule an IEP team meeting and/or an additional evaluation. The school will conduct a functional behavioral assessment (FBA) when a student's behavior negatively impacts his/her academic, and/or social/emotional performance within the school setting. Based on this data, the IEP team will consider the need for positive behavior support or a behavior intervention plan (BIP).

Emphasis within this plan will be placed on identifying the function of the target behaviors, teaching desired replacement behaviors, implementing strategies designed to prevent behavioral escalations, and providing a sequence of strategies and procedures that can de-escalate behavior. A core team of building staff will be trained in non-violent crisis prevention intervention (CPI) techniques to support crisis situations with emphasis placed on verbal de-escalation and the use of intervention procedures designed to keep the student and staff safe. Behavioral incidents resulting in the need to utilize CPI-approved physical intervention techniques will result in immediate parental contact with a written summary provided to the parent within 24 hours of the incident. This documentation will also be maintained on file at the school.

Instruction provided outside of the general education classroom will only take place when the nature and severity of the student's disability necessitates this model. A continuum of placement options will be available to support student placement decisions, if necessary, including consideration of placement in more restrictive settings operated by the local district or other external entity.

Related/ancillary services (speech, mental health, physical, and occupational therapy) will be provided and scheduled consistent with the student's IEP. These services will be provided by properly certified and licensed practitioners who will be employed or contracted by NHA or provided by the local school district or other affiliated agency.

Evaluation and monitoring of special education student progress

Data will be routinely collected to monitor student progress on IEP goals and objectives and to support instructional decisions. The school also will ensure that parents of children with disabilities are informed of how their child is progressing on annual IEP goals and in the general curriculum at least as often as parents of general education children.

If the student is not making progress on IEP goals/objectives, the school will schedule an IEP team meeting, including parents. The IEP team will review and revise the IEP as needed and consider additional supports, services, placement options, and any other identified needs. If the child's needs extend beyond the capacity of the school setting, the school will work with the parent to explore additional educational options.

Creek Point Academy will administer a norm-referenced screening assessment multiple times each year to identify baseline skills and to assess growth targets. Special education staff will routinely implement curriculum-based and progress-monitoring assessments. Assessment data obtained will be used by special education staff to monitor and adjust their instructional practices based on the student's response to instruction. Special education providers will also use this assessment data to monitor student progress on IEP goals/objectives and for reporting purposes (e.g., report cards, parent-teacher meetings, IEP team meetings). Monthly data walks will be conducted during special education team meetings to review progress.

Special education providers will also use curriculum-based assessments and other progress-monitoring data collection tools to monitor progress on IEP goals and objectives.

Monitoring IEPs: The principal will assign a dean to oversee special education at Creek Point Academy. This dean will conduct weekly one-on-one meetings with the special education staff to discuss student progress and the timing of annual reviews and three-year re-evaluations. This will include review of service logs to verify compliance with the student's IEP service time and progress-monitoring data. Progress reports will accompany report cards, and deans will discuss student progress relative to IEP annual goals at one-on-one meetings with teachers. General education teachers will keep a record of the IEP or Section 504 accommodations and modifications that are to be made in the general education setting. Special education teachers will provide a copy of an "IEP-at-a-glance" to regular education teachers to allow for collaboration on student goals and objectives in the grade-level curriculum.

NHA special education supervisors and school professionals will annually evaluate special education at Creek Point Academy, focusing on Child Find activities, educational outcomes, IEP implementation, parent involvement, compliance, and behavior. A review of data for each of these areas will be conducted. A continuous improvement plan (CIP) will be developed for any areas not yet "met." The special education dean and the NHA special education supervisor will monitor progress toward the goals outlined in the CIP and adjust, as necessary.

Graduation requirements: As our school will only serve students through 8th grade, graduation requirements for students with special needs are not applicable.

High-quality staffing for students with special needs: Creek Point Academy will aim to hire teachers certified in special education to ensure high-quality instruction for students with special needs consistent with Indiana state requirements. Staff credentials will be reviewed to ensure compliance with the certified teacher requirements. Related service staff will have state-required credentials before providing services to eligible students.

Details on the number and type of staff hired to serve students with special needs are included below. Our budget accounts for the staff and professional development sessions described in this section.

All new staff, including special education teachers and support/itinerant staff, will join a new staff orientation session before the start of the school year to learn the school's mission and special education practices and procedures. Special education staff will receive additional professional development (PD) during professional development days and special education staff meetings, at regional/state conferences, and in weekly one-on-one meetings with the dean overseeing special education.

Special education teachers and special education paraprofessionals will be on staff in our first year to support students with IEPs. The school also will have ancillary staff, such as a social worker, speech therapist, occupational therapist, physical therapist, and mental health provider, either on staff or through a contract. Additional special education staff will be added based on student need and growth in the special education student population, consistent with state or local district caseload requirements.

Examples of adjustments to meet diverse needs

Our school culture will be one of collaboration so that adjustments to core content to meet diverse student needs are regular and expected. Examples of this could include instruction that takes place in the general classroom with scaffolding and support in smaller more supportive environments. Through the personalized plans created for our students with diverse needs, classroom teachers, support staff, and teachers for specialized needs will share ideas, best practices, and adapt instructional strategies to offer students access to the content at their level.

One advantage of partnering with NHA is its commitment to a needs-based approach to our school. The organization commits to ensuring we always have the resources necessary (materials, curriculum, staffing) to successfully serve *all* students.

Meeting the needs of English Language Learner (ELL) students

Creek Point Academy is committed to ensuring that ELL students, or multilingual learners, have access to high-quality education and instruction. The school that has operated in our planned facility has a large ELL population with Spanish, Haitian Creole, and French as the predominant home languages. Creek Point will maintain a welcoming environment for multilingual families, including signs in various languages, dedicated parent and family events, celebrating holidays and cultures, and literacy training/support for parents/guardians. We believe all teachers are language teachers. Our ELL program is designed to ensure that multilingual learners are equipped with the essential academic vocabulary, knowledge, and skills necessary for academic success, both within the school and beyond. Our core curriculum has been developed to include research-driven best practices for language acquisition, including Sheltered Instruction Observation Protocol (SIOP) strategies.

Identification and placement: The school will work with students and families to identify ELLs through home language surveys and the WIDA Screener.

All new entrants will complete the Home Language Survey (HLS), as provided by the Indiana Department of Education. If it is indicated on the questionnaire that a student's home language is English, then the screening process will be discontinued. If it is indicated on the HLS that the student's home language is not English, Creek Point Academy will conduct an informal interview with the student in his/her native language and in English. If it is confirmed that the student is a potential ELL, then the school will obtain previous ELL records or the WIDA Screener.

If the student scores above 4.5 on the WIDA Screener, the screening process will be discontinued. If the student scores 4.5 or below on the WIDA Screener then the student will be considered eligible for the school's ELL program. All student information on home language and proficiency levels will be recorded in the school's student database and in the students' cumulative files.

During the screening process, ELL staff will take appropriate action if the student has accommodations documented in an IEP or 504 Plan or if the student has had interrupted formal education.

The parent or guardian of a multilingual learner will be notified, in English and in their native language, of their child's eligibility for the ELL program. Parents or guardians will also receive written notification, in their requested language, of the identification of their child as an ELL student, the programs available to their child(ren), and their right to refuse such services. The school will make every effort to meet with the parents or other persons in parental relation to such ELL students, at least twice a year, to help them understand the student's progress. Parents or guardians also receive communication about their student's Individualized Learning Plan outlining language goals for the year.

Instructional Programs: We will implement an effective, research-based approach to accelerating English language acquisition for multilingual learners that includes Sheltered English Immersion (SEI) in the general classroom, as well as specific language acquisition instruction called English Language Development (ELD). SEI is the vehicle for the acquisition of grade-level content, while ELD is driven by the need to increase proficiency in English and specifically the academic English necessary for success in school. Additionally, we will implement newcomer programming to help students new to the country acclimate to the school and community.

- SEI is the provision of an immersion environment, where all classroom instruction is delivered in English by the classroom teacher with an awareness of the unique characteristics and needs of multilingual learners, and additional realia, scaffolding, and background knowledge provided during the course of lessons. The hallmarks of effective teaching and learning, such as

the nine instructional strategies in Classroom Instruction That Works, the formative assessment planning process, the NHA Curriculum, NHA's proven best practices, and differentiation to meet individual student needs, remain in an SEI classroom, with additional language supports in evidence. SEI is also referred to as Sheltered Instruction or SDAIE, Specifically Designed Academic Instruction in English. ELL teachers will regularly collaborate and plan with core content teachers to implement ELL scaffolds to allow students to access core content.

- ELD is focused on helping students acquire social and academic English. The SEI classroom enables access to the grade-level content, despite a lack of proficiency in English, while ELD is intended to dramatically increase the level of proficiency in the four domains of listening, speaking, reading, and writing. ELD combines “a) explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, grammar, vocabulary, pronunciation, and norms of social usage and b) ample opportunities to use the second language in meaningful and motivating situations.” Students that are provided with ELD in a separate block have been shown to have “modestly but significantly higher English oral language and literacy scores” as teachers focused on developing oral literacy in English. ELD should take place as a supplement to the defined ELA instruction, not in place of such instruction, and will frequently take place outside of the general education classroom, though not always. ELD is also referred to as English as a Second Language (ESL) or Teaching English to Speakers of Other Languages (TESOL).
- We will provide intensive support to newcomers to help them acquire social and instructional language to engage in core content. This will include using the student's first language as a foundational support towards English language development. Newcomers or recently-arrived ELL students may have limited or interrupted formal education, and therefore have limited literacy in their home language. This program, along with the parent liaison, work hard to make the students and their families feel welcome at Creek Point Academy.

Monitoring student achievement and exit criteria: Creek Point Academy will track the academic achievement of multilingual learners and the progress they are making towards proficiency in English. The school will utilize multiple measures to track progress, such as Lexia data, classroom assignments, formative assessments, grade-level assessments, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Indiana assessments, and the ACCESS for ELLs. ELL students will be required to participate in Indiana's ELA, mathematics, science, and social studies tests that may be administered in English or an alternative language with approved ELL accommodations. Multilingual learners who have recently arrived in the country will still participate in statewide assessments. However, their scores will take three years to be fully counted in the school's accountability metric.

For an ELL student to exit the ELL program, the student must score at the proficient level on the ACCESS assessment for ELLs. Students will be monitored for four years after exiting the ELL program. Family involvement, high expectations, and active learning techniques will continue to encourage individual students to achieve greater academic success after exiting the ELL program. The academic success of ELL students is a responsibility shared by all educators, the family, and the community.

Staffing and development: Creek Point Academy will invest in resources that successfully close achievement gaps for multilingual learners. Our school will benefit from a dedicated ELL specialist within the building. This professional will focus on development and scaffolding for content teachers to support classroom instruction for ELL students. This team member will also provide direct support for ELL teachers, to include systematized planning, co-observations with grade-level deans, co-teaching lessons to drive exceptional instruction for ELL students, and more.

All staff will receive professional development on strategies for working with multilingual learners and strategies to engage families of multilingual learners. This professional development will ensure that all staff members take ownership for the multilingual learners in the school and will be equipped with the necessary tools to meet their needs. All staff members will receive LETRS training, and will benefit from follow-up planning, coaching, and observations by collaboration between an ELL specialist and English Language Arts specialist. We will include multilingual learners in all school classes and activities. Instructional materials for multilingual learners will be evaluated and selected based on the proven success of the tools in meeting the needs of similar populations of multilingual learners.

We will adjust staffing as necessary based on the enrollment of students. A member of the school administration (dean) will serve as our ELL coordinator to coordinate ELL data, schedules, and ensure that multilingual learners are not over-classified as students with special needs. This individual will evaluate the needs of the school to provide additional services and consultants as determined by the needs of multilingual learners in the school. An ELL Specialist from NHA's Curriculum and Instruction Team will support the dean and teachers in further enhancing ELL programming.

We are committed to ensuring that multilingual learners and their families are not excluded from curricular and extra-curricular activities due to an inability to fluently speak and understand the language of instruction, including any before- or after-school tutoring and summer learning programs. We will provide to the parents or other persons in parental relation to multilingual learners school-related information in their preferred language when feasible.

All students identified as ELLs will have an Individualized Learning Plan created that documents their level of proficiency in English (overall and in the domains of listening, speaking, reading, and writing), provides student-specific goals for each domain

of language, and contains all accommodations/modifications to be utilized in classroom instruction and on assessments, as appropriate and allowable.

This plan will provide a common understanding of the needs of each multilingual learner for the classroom teacher and ELL staff. Additionally, the school will use the plan to coordinate between staff members on how to meet the needs of the student in language acquisition and academic achievement and to communicate progress or newly identified areas of need.

Identifying and meeting the learning needs of students performing below grade level

Creek Point Academy will implement a process to ensure that we consistently identify, serve, and monitor students who need intervention. Our systematic intervention program is designed to stimulate early action that helps prevent academic failure and maximize the effectiveness of grade-level instruction. It is based on a framework of six key practices:

- Schedule intentionally.
- Create collaborative teams.
- Identify students appropriately.
- Develop intervention plans.
- Monitor progress.
- Provide professional development.

Within this systematic intervention framework, we will follow a three-tiered approach to support students identified as struggling and put them on the path to success.

- *Tier one:* Teachers will respond to student learning needs as part of regular classroom instruction. The school will develop written intervention plans based on insights from diagnostic assessments, teacher referrals, data from classroom and state assessments, and parent input. Students who have not yet demonstrated mastery will receive supplemental support in the classroom, and corrective approaches for these students will include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual students' needs, and use of learning centers and alternative materials.
- *Tier two:* If students do not master content in the first tier of intervention, we will base new, more prescriptive interventions on teacher referrals, data from classroom and end-of-instruction assessments, results from assessments tied to national norms, state assessment results, and parent input. Students will receive supplemental interventions using ideas that are proven to accelerate student learning. Other intervention strategies will sometimes be provided in classrooms in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming. Our intervention professionals will monitor student progress frequently to ensure that intervention is effective and that classroom teachers and interventionists collaborate regularly.
- *Tier three:* If progress-monitoring data shows that a student is not making enough progress after Tier Two actions, Tier Three interventions will begin. The teacher, intervention staff, and the school leaders will regularly review current strategies, monitor student progress, and work together to monitor that student's learning patterns and progress. Tier Three interventions include an intensified approach focused on selected high-priority reading and math skills. One-on-one concentrated tutoring will also be considered whenever appropriate. If these interventions help the student reach appropriate levels of learning, the school will hold a referral meeting to decide if testing should be given to determine if the student has special needs.

Students previously on an intervention plan who score above the 25th percentile are eligible to be removed from the plan.

To accommodate the needs of our students, we will provide more specific instructional programming for at-risk students. The school will dedicate additional staff solely to providing Tier Two and Tier Three interventions, make plans for extended learning time, and increase learning intensity in specific areas to targeted student subgroups. This front-end investment may include:

- Intervention teachers and tutors to provide Tier Two and Tier Three interventions.
- An after-school blended-learning program and onsite summer learning.
- Bi-weekly monitoring to ensure that interventions are achieving their designed purpose.

Identifying and meeting the learning needs of intellectually gifted students

Students who possess exceptional gifts and talents should receive the direction, time, encouragement, and resources to maximize their potential. Creek Point Academy will work with parents and students to identify gifted and talented students from all backgrounds, and to provide instruction that nurtures and fully grows that excellence.

For all students, our school will use an assessment in reading and in mathematics that is referenced to national norms (potentially NWEA). To ensure continuing academic growth for each student, the school will be committed to thoroughly monitoring students' progress and adjusting learning opportunities when growth is inadequate, whether a student is performing below, at, or above grade-level proficiency. In addition to using the norm-based assessment results, classroom teachers will monitor mastery of curricular content, as measured through classroom assessments that are administered as part of the school's formative assessment program. The formative assessment program is a planned process by which teachers and students adjust their approaches to

teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. This process will allow the school to identify students who are performing at the very highest levels, a potential indicator of a student's identification as gifted and talented.

Some NHA-partner schools have had a sufficient number of accelerated students in one grade level to allow the formation of a class cohort comprised of scholars who are performing above grade-level proficiency and who are designated gifted and talented, allowing an entire student subgroup to move through the curriculum at a more rapid pace. This allows opportunities for larger groups of scholars to be systematically challenged with higher-order thinking skills and project-based learning within a common peer group, and the pairing of that unified section of students with a specially-qualified teacher. This arrangement will be considered at our school if the number of students identified as gifted and talented warrants.

If there is not a sufficient number of students in one grade level, student can participate in the EXCEL-ERATE program. Differentiated curriculum can be provided to top-performing students who are ready to progress beyond grade level. This allows us to better meet the needs of more advanced students and provide the appropriate level of challenge and higher-level thinking.

Student recruitment and enrollment

Creek Point Academy proposes to open in 2024-25 by offering 575 seats in grades K-8. We then intend to grow until enrolling a maximum of 772 students in 2028-29. Our school will adopt NHA's typical grade level section model at full enrollment. This model offers a maximum of 100 seats in kindergarten (four sections) and 84 seats each in grades one through eight (three sections per grade). This composition is proven in practice, as more than 100 NHA-partner schools across the country that embrace the model are showing statistically significant learning outcomes for students. The school operating in this location currently enrolls over 650 students. While we know it is unlikely that all students will stay with us, we have a robust plan to retain as many students as possible and to recruit new students. In our immediate area, there are over 14,000 5-9-year-old students and nearly 14,000 10-14-year-old students. This gives us confidence that there are many students in the area that may be attracted to a program like ours.

Our founding group's deep understanding and knowledge of our community, as well as NHA's expertise with outreach will establish a foundation of informing families about Creek Point Academy. Our efforts will provide a greater depth of understanding in our community, identify educational needs not met by current choices, and gauge how attractive Creek Point Academy is to area families.

Should our proposal for Creek Point Academy be approved, our marketing efforts will intensify. We will assign a dedicated local admissions representative prior to our first day who has strong ties to and knowledge of the community. This representative will leverage our Board's knowledge and will begin a grassroots marketing effort under the guidance of an experienced admissions manager. This will involve leveraging relationships with community organizations, including with daycare providers, local chambers of commerce, community businesses, area churches, temples, and other houses of worship, HeadStart and other community education programs, and youth activity centers.

Traditional advertising outreach will also be utilized. This may include outdoor advertisements (municipal buses and stops, billboards, etc.), radio commercials, television announcements, local and community publication advertisements, and internet media ads. These undertakings will begin well in advance of our first day of school, and all efforts will be funded by NHA.

Monthly enrollment information meetings will be scheduled for families and held by representatives of our school. Meetings will be marketed through a variety of channels (digital marketing, direct mail, and grassroots efforts). Families will be informed of our mission, educational program, and vision, and will have opportunities to ask questions and become familiar with members of our team.

Should it prove necessary, multilingual representatives will be present at our meetings who speak the most prevalent home languages. We want to make certain we are able to converse with as many families as possible in their home language. Prior to meetings, we will share school and meeting details in these languages to area organizations that provide services to ELL families.

We will schedule events specially planned for parents of students who have special needs. These families will have the chance to learn more about how Creek Point Academy will successfully serve students with special needs. These meetings will be an open forum, providing families a chance to hear about what is most important to them when choosing a school for their child.

Families who decide to enroll their student with us will be invited to additional parent information meetings to hear more details about our educational program, meet our school leaders and staff, learn more about the moral focus curriculum, and hear how they can take an active role in their student's education. There will be a social component during these meetings to encourage parents to collaborate with us in designing a strong school culture and community well before our first day.

Recruiting at-risk and other educationally disadvantaged students

We understand that a portion of the students who apply and enroll may have limited financial means and may qualify for free and reduced-price lunch (FRL). Given NHA's experience serving similar student bodies, we know we must do the following to communicate effectively:

- Assign an admissions representative who can establish relationships in communities across the state and is able to leverage her/his knowledge and resources to reach all sectors.
- Establish relationships with community organizations that cater to families in poverty.
- Communicate frequently, through multiple means.
- Host meetings at times convenient for working families.
- Provide additional assistance for families who are homeless or living with another family.
- Provide uniforms to families who cannot afford them and/or work with the vendor to provide price reductions.

Recruiting students with special needs

We know it will be critical to host events specially designed for parents of students with special needs. These meetings will be an open dialogue, sharing information with parents about our school, but also hearing from parents about matters important to them. We will be clear in our marketing efforts that families of children with disabilities will be welcome at the school.

- The school's admissions representative will work closely with incoming families who have children with special needs to make sure they are appropriately linked to our special education supervisor, school leaders, and staff.
- We will attend and distribute marketing materials at events or programs designed specifically for the special-needs population.

Recruiting English language learners

NHA has a documented record of attracting, enrolling, and successfully serving students who are English language learners. We will leverage their strengths in this area and adopt their methods for recruiting this student population. This includes offering our publications, advertisements, and other communications in multiple languages. In addition, we will also host parent meetings in languages other than English to ensure parents can get specific answers to their questions in their native language.

For additional details, please see included as Attachment 7 our draft admissions and enrollment policy, as well as our intended enrollment practices and procedures.

Student discipline

We believe time spent on student discipline is time not spent on student learning. The philosophy behind the discipline policy is to create and maintain a culture that commits to individual student achievement. We will adopt, implement, and sustain a program called *Behave with Care*, which includes school-wide behavior and classroom management practices, is rooted in the concept of engagement, and is aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support (PBIS) model. Behave with Care includes a six-level color-coded, school-wide behavior management system to ensure that positive behaviors are reinforced. Teachers and staff will consistently reinforce positive behavior using strategies such as relationship building, classroom motivation systems, development of social contracts, precise praise of positive behavior, and individual student affirmations.

Our school will be governed by a Student Code of Conduct/Discipline Policy that complies with federal civil rights, special education law and applicable state statutes. This code of conduct will specifically outline our expectations of how students will behave and interact with their peers and school staff. Our policy details how Creek Point Academy staff will respond to behavior issues, and if necessary, how they must handle suspensions and expulsions.

Our goal is to offer a high-quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff will take a very proactive role in enforcing the Student Code of Conduct.

Before the start of each school year, our Board will review and approve a parent and student handbook. The parent and student handbook will be distributed to all families at Creek Point Academy and contain detailed information on disciplinary expectations and processes through a Student Code of Conduct. We have included a draft of our Student Code of Conduct (within the sample parent and student handbook) with this application as Attachment 8. The draft includes how disciplinary expectations will be communicated to parents/guardians and students and addresses state statutory requirements, policies, processes, and due process rights. The draft also describes how Creek Point Academy will handle discipline for students with special needs to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Determination Reviews as appropriate. This early communication will help ensure that our disciplinary expectations are in place from day one.

Once our Board approves the parent and student handbook, we will share this widely within the school community by posting the handbook on our school website, printing hard copies for families, and ensuring that students that enroll in our school know the

behavior and discipline expectations. We will consult with our legal counsel to ensure that any updates to the handbook remain in compliance with state law and our charter agreement.

Performance Management

Our founding group recognizes that what gets measured gets done. With this in mind, we pledge a commitment to measure both academic and operational outcomes for Creek Point Academy. We will also make certain that our management partner, National Heritage Academies, is held accountable for success by clear metrics. In doing so, we will ensure that our school serves all students, regardless of need. We will embrace the notion that student learning is an adult responsibility.

We will use measures of academic growth and proficiency beyond those required by state law. Further, we will treat our goals as starting points, foundations of success that we will strive to surpass. Our academic goals will include comparisons to neighboring district schools and state and national averages. We will prioritize local comparisons because they help us ensure that we offer families a strong choice. Families' choices typically involve weighing specific individual school buildings in their own communities; as they make decisions about their children's education, they seldom make comparisons to statewide average scores or even averages of entire districts. At the same time, we will value and use state and national averages to help measure our success because they provide a broader measure of our overall performance.

Our goals are specific, measurable, ambitious, attainable, relevant to our mission, and time-specific. Each goal focuses on a specific assessment and assessment period, and each is designed to encourage consistent improvement and achievement in student learning. These goals emphasize separate metrics based on academic achievement and academic longitudinal growth, and they reflect Indiana's key performance indicators. Our commitment includes serving students who are educationally disadvantaged, gifted and talented, English language learners, minority students, and students who have special needs. These goals will also help eliminate achievement gaps and prepare students for success in high school and college. Our Board expects to update our goals and measures as our school achieves them and reevaluate them at the end of our first charter term.

Mission-specific educational goals and targets

- The school will outperform schools that the students would otherwise attend.
 - Phalen at Francis Scott Key, Tindley Summit Academy, Stonybrook Intermediate/Middle, George S. Buck School, Phalen Virtual Leadership, or Charles Warren Fairbanks.
- The state test median student growth percentile will be at or above the 50th percentile.

Mission-specific organizational goals and targets

- The school will demonstrate long term financial health, have adequate financial management and systems, and will receive an annual unqualified independent audit.
- Creek Point Academy will achieve an overall employee engagement index of 70 or higher on a school-administered employee engagement survey.
- Creek Point Academy will achieve an overall parent satisfaction rate of 70 percent or higher on a school-administered parent satisfaction survey.

Assessment data

Our school will administer frequent, varied assessments throughout the year to ensure that students make appropriate progress pursuing mastery of state standards. This will include ongoing formative assessments, NHA's common assessments, state assessments, and internally created assessments.

Our key assessments will include:

- Formative assessments: Creek Point Academy will administer formative assessments to provide important benchmark data on student growth.
- Interim assessments: We will administer interim assessments two or three times per year to give deans and teachers long-term snapshots of students' learning and preparation for end-of-year state assessments. These interim assessments have been designed by NHA to align with the Indiana framework and are highly predictive of proficiency on the state assessment.
- Unit tests: Teachers will administer unit tests in specific subjects after completing instruction in that area of learning. Students who score poorly will be re-taught and re-tested.
- Quizzes: Teachers will challenge students with quizzes at the end of each week to take a quick snapshot of student learning covered that week. Data from these quizzes, which are also closely aligned with state standards, are analyzed in real time so teachers know whether and how they must modify instruction. In fact, at NHA-partner schools, it is common for instructional professionals to modify teaching plans within a day of receiving quiz results.
- Exit tickets: On any day, teachers may give an exit-ticket assessment based on the standard that was the focus of that day's lessons. Because our instructional plans are driven precisely by standards, a simple roomful of thumbs up or down will offer teachers valuable, aligned, and actionable feedback.

Use of assessments in daily instruction

Our school's educational philosophy is based on an overarching approach to teaching and learning that prioritizes assessments throughout the instructional process to make modifications based on student needs. The assessments described throughout this section will ensure that teaching is adapted and accelerated to meet the needs of students.

Teachers, school leaders, and parents will have regular access to data through the NHA network and we expect that these groups will have frequent conversations on assessment data to ensure that instruction is meeting the needs of all students. The review of school data will be a standing agenda item for our Board meetings.

Our school leadership team will be in charge of the administration of these assessments, including sharing data with relevant parties. NHA's Information and Analytics team will support data analysis, reporting creation, and data warehousing.

Our school leaders and teachers will collaborate during grade-level or departmental planning time to analyze assessment data. This analysis will seek to help them identify, understand, and address learning gaps, set improvement goals, and clarify PD needs. These efforts will focus on individual students, on entire grade levels, and on the entire school. In their data analysis, school leaders and teachers have specific priorities:

- School leaders will weigh aggregate data to evaluate school-wide and classroom performance and to direct improvement efforts at the school-wide level.
- Working with deans and others, classroom teachers will use assessment data to understand classroom performance and to modify instructional tactics to address learning needs highlighted by the data. Grade-level teams and deans will assess grade-level performance and identify standards and core content areas on which learning must improve.

Evaluating our progress on goals

Our Board will review assessment data to consider the degree to which curriculum and instruction is meeting the needs of our students, our goals, and the terms of our agreement with NHA. We will access the information through our online Board Portal, which will include all our meeting materials and corporate documents, as well as relevant school performance information. NHA will also produce a suite of reports for the Board to review at our regular meetings which will cover student academic performance at the school and subgroup levels, and other critical components. Furthermore, our annual evaluation of the school and NHA will leverage student assessment data to review our program's effectiveness and generate recommendations for our Board and school leadership.

Our school will regularly test the efficacy of teaching and the quality of learning with a wide range of assessments that monitor the progress of all students. In designing assessments, we will prioritize close alignment with state standards because we know data from aligned assessments allows us to modify instructional tactics with confidence that we are giving students the best preparation for end-of-year state assessments.

Student information system

A benefit of partnering with NHA is the robust technology platform it has created to collect student information and evidence of learning, called MyNHA. Creek Point Academy will collect and warehouse the results data from assessments through its student information system, NHA's comprehensive portal. NHA then works with the school's leadership team to analyze student achievement data from assessments. The leadership team reports results back to classroom teachers and recommends strategies for any instructional adjustments to ensure students are making adequate progress.

Parents have access to student performance information for their children through a web-based reporting suite. Real-time data is available to parents regarding student attendance and behavior as well as information about subject-area performance. Teachers are also able to easily access student attendance and achievement data. Through Parent Portal, teachers access student learning goals and growth targets for students. As the Board, we will review a school performance "dashboard" monthly to continually monitor NHA's performance, including student proficiency and growth measures, data on college-readiness, disaggregated student behavior data, and parent and teacher satisfaction surveys.

Assessment professional development

As part of our commitment to data driven instruction, we will prioritize professional development (PD) designed to help teachers improve their skills analyzing data for insights and applying those insights to instructional planning and delivery. This PD commitment reflects a simple insight: The best possible data on academic outcomes is of no value if teachers do not use it to improve instruction. NHA's new teacher summit, an intensive week-long summer session for all teachers who are new to NHA-partner schools, as well as NHA's regional PD events for educators at several of its partner schools and Creek Point Academy's own in-school sessions, will all focus frequently and intentionally on understanding assessment data and using insights from that data to refine and improve instruction.

We are fully committed to data driven instruction because we know data from assessments in October, in March, and at any time during the school year offers predictive value on likely outcomes at the end of the school year. More importantly, this data gives us opportunities to modify instructional strategies if such changes are needed.

Corrective actions

Each year Creek Point Academy will develop a School Improvement Plan (SIP), a comprehensive needs assessment of the school's educational practices and the identification of strategies to meet those needs in the upcoming school year, with oversight from our Board. The SIP will provide a comprehensive analysis of student achievement, school environment, teacher community, parent community, and administrative data. The school will focus and prioritize building-wide professional development efforts on the areas identified in the SIP. In the event that our school falls short of academic achievement expectations, this is one of the key corrective actions we will undertake. Our Board also has the ability to ask NHA to undertake a corrective action at any point in time, as a regular review of assessment results will be on our meeting agendas.

We will document all of our efforts in the required Accountability Plan and Report so that each year we are able to identify key areas for improvement and to steadily increase the academic performance of our school and the perceptions of staff, students, families, and the community.

Governance & Management

Legal status and governing documents

Creek Point Academy is a state incorporated non-profit. We have applied for 501(c)(3) status from the Internal Revenue Service. All organizational documents for Creek Point Academy, can be found in Attachment 9. Additionally, included as Attachment 10 are completed and signed Statements of Assurances.

Organizational charts

Included as Attachment 11 are a Year 1 network organizational chart, a Year 1 school-level organizational chart, and a school-level organizational chart at full expansion.

Governing Board

Our Board will be a governance board that oversees only Creek Point Academy. We will focus on achieving our mission and vision, as well as the goals outlined within our charter contract. These key legal documents above will guide our work, assisting us in making decisions in the best interests of families who choose to enroll with our school. Through a services agreement, we will delegate to NHA the daily operations of Creek Point. We will hold NHA accountable to deliver a program that has us on the path to achieve our mission, vision, and goals, and we will direct change in any instance where it is deemed necessary. Our Board will soon have four members. We are saving a space for a parent on our Board and per our bylaws, expect to have five to seven members.

Roles and responsibilities

Our Board will consist of a President, Vice President, Secretary, and Treasurer as voted. Roles and responsibilities of each officer include:

- *President:* The Board President chairs our Board meetings, ensures we utilize Robert's Rules of Order, works with NHA to set the agenda, is the Board's primary contact for the school principal and our Board's independent legal counsel, and signs contracts on our Board's behalf.
- *Vice President:* The Vice President assumes the President role and responsibilities in the event of an absence, or as assigned.
- *Secretary:* The Secretary signs our Board's approved meeting minutes, executes contracts when two signatures are required, and ensures that proper protocol is followed in terms of capturing what takes place at each meeting.
- *Treasurer:* The Treasurer interprets and clarifies the school budget for the rest of the Board and presents the budget as prepared.
- *Director:* All Directors understand and adhere to Indiana Open Door laws, read, understand, and abide by the school bylaws and policies, and attend meetings having read the board materials ready to discuss all items. Directors also recruit new board members and provide financial oversight and budget approval.

Our founding group is comprised of individuals with a common interest in the future of our community and its students.

Members include:

- *Lindsay Lux (President):* Ms. Lux is an experienced lobbyist with a demonstrated history of working in government affairs. She has strong professional skills working with nonprofit organizations, grassroots organizing, government, fundraising, and leadership.
- *Jukobie Russell (Secretary):* Mr. Russell has over 24 years of experience in education. He is currently a sixth-grade teacher, and the Executive Director of Knowledge Based Solutions, which is an education and consulting company. Our board will benefit from his extensive background in education and his experience attending charter schools growing up.
- *Tory Walker (Treasurer):* Mr. Walker is a parent and a chef in the Indianapolis area. He will bring his perspective as a parent to the board. His mother was a teacher, so he understands the impact teachers can have on students' lives.
- *Chad Reynolds (Director⁷):* Mr. Reynolds currently works as a wealth management advisor at Northwestern Mutual, while also working as a partner at Truss Wealth Advisors. He brings significant experience in finance to our Board. Since 2007, he has helped clients to build financial security through customized goals and planning. His expertise will assist our school in being a strong financial steward of public funds.

Board creation

Our founding committee intends to become our school's initial governing Board, and will consist of a President, Vice President, Secretary, and Treasurer. Board members may hold more than one office at a time, aside from President and Vice President. Our Board will elect officers in conjunction with our annual meeting. Resumes for each member of the founding committee are included in Attachment 1. Additionally, our completed Board Member Information Forms and signed Background Check Authorization forms are included in Attachment 12.

Pre-existing nonprofit organization

This is not applicable. Our proposal is a new non-profit organization.

⁷ Mr. Reynolds will be formally appointed at our next Board meeting.

Procedures

Our founding group was formed by individuals interested in providing a continuous educational choice for students and families in a facility that has been a high-quality charter school for 20 years. This group has been appointed and will transition to serve as our governing Board, should our charter be approved. Our Board intends to hold monthly meetings during our planning year and through the first year of operations. We will work with NHA and our independent Board legal counsel to ensure that we are compliant with the Indiana Public Access laws, publishing a calendar of meetings and notice of posting should a special meeting be necessary. We do not currently plan to have committees but may modify this approach as needed.

As Creek Point Academy becomes operational and has established itself in the community, we may revisit our schedule of regular meetings and revise, as necessary and in accordance with any requirements of our charter. We want to ensure that the community and families at our school are able to share their questions and concerns and will revise our meeting schedules and timing, as necessary.

Our Board will perform functions including but not limited to:

- Articulating, maintaining, and driving our mission and vision throughout the school community.
- Holding NHA accountable for the efficient and effective operation of the school and for the achievement of academic goals.
- Reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented.
- Reviewing, approving, and monitoring progress toward academic, financial, and operational goals.
- Reviewing and approving school policies.
- Ensuring that sufficient enrichment programs are created to supplement the education program.
- Appointing officers and committees as needed.
- Adopting, amending, and repealing bylaws as needed.
- Developing and maintaining effective relations with Grace Schools Charter Authority.
- Ensuring that meetings are conducted in accordance with open door laws and in compliance with Indiana conflict of interest and public records laws.

The principal, with NHA as appropriate, will provide us with the information needed to assess all aspects of the school's performance in a comprehensive and timely manner.

Ethics and conflicts of interest

The Creek Point Board will partner with Grace Schools Charter Authority to oversee our educational program, set school policies, monitor finances, and represent the school to stakeholders. We will pay special attention to meeting all school responsibilities under our charter, meeting performance targets, and furthering the school's mission. We will delegate all operational responsibilities to NHA, so we can limit our activities to our priority, governance and oversight. We will do all of this with the highest ethical standards and will ensure there are no conflicts of interest. Please see Attachment 12 for our completed Board member information forms. There are no current perceived conflicts of interest for any of our Board members.

Our Board will govern the school with an unwavering commitment to ethical practices. This definitive standard of behavior in governance also is held by NHA and is one of the foundational reasons why NHA was selected for our school. Pursuant to our bylaws, a Board member shall inform the Board of any actual or apparent conflict of interest with regard to any transaction contemplated by the Board. Conflicts of interest include transactions in which a member of the Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. The transaction may be approved only by a vote of the majority of Board members who have no conflict of interest. Attachment 13 includes a draft of our Code of Ethics and Conflict of Interest policy. There are no known existing relationships of founding Board members that could pose an actual or perceived conflict of interest if this charter school application is approved. The Board will consult our legal counsel should any real or apparent conflict of interest ever arise. Our legal counsel will also provide support and advice as we review transactions for any actual and perceived conflicts of interest.

Advisory bodies

At this time, our founding committee has not planned to form advisory committees, councils, bodies, etc. that would aim to help us make decisions that pertain to Creek Point Academy. However, this does not prevent us from exploring the possibility in the future of doing so. We intend to be a dynamic governing Board that forecasts and responds to the needs of our students and families. This will allow us to potentially create committees related to specific subject areas that can offer insight to our Board.

It is our obligation as founding committee and eventual governing Board of Creek Point Academy, to hold NHA accountable to deliver us a successful school. The definition of our relationship between the Creek Point Academy Board, NHA, Creek Point's school leaders, teachers, and staff are ordered within an organizational chart (see Attachment 11). Creek Point Academy's principal directs grade-level deans (who in turn oversee grade-level teachers). The principal also leads administrative tasks of Creek Point Academy (we have budgeted for a registrar who will carry out these tasks).

Board expansion, development, and succession

Our Board will have staggered terms of office to ensure continuity as we open our school and expand membership. We seek to anticipate vacancies to the greatest extent possible, asking members to notify the Board President early in the year of their term expiration if they do not wish to renew their term. We will maintain a list of contacts and associates whom we want to ask to serve on the Board or who have expressed an interest in doing so, referring to this list whenever a vacancy may occur. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws, and we will strive to ensure that an appropriate breadth of skills and experiences are represented by our membership, particularly in the areas of governance experience, education, and financial management.

Board members will benefit from training and development to ensure that we govern the school effectively and fulfill our mission. We will offer all Board members training as needed to ensure Board effectiveness. This will include opportunities to use Board funds to support attendance at the National Charter Schools Conference and NHA's annual Board symposiums. In addition, to support Board members' ongoing professional development, our Board will have access to a detailed suite of on-line learning modules maintained by NHA. These training assets help Board members understand a wide range of topics, including: Board member roles and responsibilities; Board procedures; authorizer roles and responsibilities; the services and lease agreements; Board bylaws; executive sessions; public comment at Board meetings; and academic, operational, and financial data. Our staggered Board terms will allow new Board members to benefit from the experience current Board members are able to share. We will also look to partner with the Institute for Quality Education to provide new Board members with extensive training resources. Additionally, we will seek support and advice on governance training from national and local sources, our own legal counsel, and our own professional resources.

Grievance process

- *Parent complaints:* We will create an open environment for parents and make every reasonable attempt to respond appropriately to parent concerns in a way that resolves issues satisfactorily.
 - Classroom teachers will be the first line of communication to address any concerns. If parents are dissatisfied with the response from their child's classroom teacher (or if the nature of the complaint does not involve a teacher), parents may contact a designated member of the school leadership team to arrange a meeting to discuss the concern.
 - On the rare occasion when speaking with a teacher or school leader does not resolve the concern, parents may bring the concern to the parent relations department at NHA, a unit dedicated specifically to help parents and guardians work with school leaders to address concerns and resolve conflicts. Parents have several ways to report a concern, including: calling the department using a toll-free number, reporting concerns using the "Contact Us" page of the school website, or by emailing NHA at its general contact email address. This contact information is also listed in the handbook and available in the school's main office.
 - If these efforts do not resolve the issue to a parent's satisfaction, concerns may be brought to our Board. Parents may also contact the Board directly if they have concerns relating to a Board policy or decision, if there is a suspected violation of laws or the terms of the charter, or if parents have concerns about the school management or operations. Concerns brought to the Board may be presented orally or in writing. The Board will address the concern at or before the next public meeting.
- *Staff complaints:* We will adopt a process to help staff resolve concerns or grievances.
 - The school's deans will be teachers' first line of communication for addressing concerns; concerns about deans shall be addressed to the principal.
 - As a second option, staff may contact a representative at NHA's service center.
 - Employees also may take advantage of a third option, an employee hotline that will let them provide feedback anonymously. Any such concerns will be immediately escalated to the NHA Service Center for review, investigation, and resolution.
 - In the rare event that staff cannot resolve a concern by speaking directly with school leaders, by communicating with an NHA representative, or by communicating through the hotline, staff may bring an unresolved concern to our Board.

School management contracts

ESP selection

Our founding committee intends to partner with NHA in large part due to the comprehensive educational program it provides. We do not take lightly our responsibility to ensure the success of Creek Point Academy. Members of our founding committee have spent significant time vetting NHA. We believe NHA's longstanding record of success both in Indiana and across the country makes the organization the best partner for us. NHA's model includes a personalized curriculum, professional development, staffing, and more, plus a school facility. NHA has a documented record of success in serving students from all backgrounds and needs and we believe that will serve our mission well.

Our belief is that partnering with NHA is in the best interests of the families who will trust us to serve and grow their students. Consider the following:

- Since 1995 when the first NHA-partner school opened, NHA-partner schools have successfully applied for and been granted renewal of their charters on all but one occasion (Rochester, New York in 2005).

- Research from Stanford University’s Center for Research on Education Outcomes (CREDO) shows that on average students increase their academic performance each year they attend an NHA-partner school. Specifically, NHA students receive the equivalent of an extra 69 days of learning in math each year and receive an extra 46 days in reading over the same timeframe (CREDO, 2023).
- Similar research by the University of Michigan published in 2018 documented “substantial” benefits for NHA students in math as well as gains in reading that are smaller but still positive for each year a student is enrolled (University of Michigan, 2018).

Term sheet

A term sheet detailing terms of the contract between Creek Point Academy and NHA has been included as Attachment 14.

Our governing Board is ultimately responsible for the success of Creek Point Academy. In order to achieve our mission, vision, and goals, we must make decisions in the best interests of our students and families.

The governing Board will perform oversight of school administration and NHA. The Board will delegate day-to-day management functions and school administration oversight to NHA, including recruitment, training, supervision, and evaluation and hold NHA accountable for the school’s academic success and fiscal responsibility. NHA will recruit and recommend school administrators who will oversee and evaluate other staff members. The evaluation process will address academic performance, implementation of the NHA educational program, compliance with applicable laws, financial management and reporting, student recruitment, facility management, staff management and supervision, and overall operation of a viable and stable organization.

Creek Point will benefit from NHA’s system of supports that cover a multitude of functions designed to allow school staff to focus on students. These supports include all aspects of human resources, accounting and grants management, facilities management, special education, curriculum development, board relations, compliance, parent relations, data analytics, and information technology.

NHA is making a significant investment for the success of our school. We are grateful for their commitment, but are not beholden to the organization. The draft services agreement, as outlined in Attachment 14, will define the relationship, obligations, and accountability. If we ever choose to terminate the services agreement, a separate intended facility lease agreement automatically terminates as well.

Management contract

A draft of our proposed services agreement has been included as Attachment 14.

Relationship between governing board and ESP

Our Board will exercise our statutory authority and contractual and fiduciary responsibilities at all times. Our Board will be independent of NHA and we have contracted with independent legal counsel to advise us in our duties. We have selected Lewis and Wilkins LLP to advise us in our negotiations with NHA to ensure we maintain a strong level of local control over the school and will assist us in ensuring we appropriately hold NHA accountable for providing success in academics, operations, and finances.

We understand that NHA may make a significant investment in our initial budgets and while we are grateful, this does not leave us beholden to NHA in any way. Our services and lease agreements are separate and if we choose to terminate the services agreement, the lease agreement automatically terminates as well. If we would like, NHA is committed to continue to provide support for the remainder of the school year should we sever our relationship during the year. Our Board will secure directors and officers insurance and will not require us to assert, waive, or not waive any governmental immunity.

Our services agreement with NHA clearly outlines our independence, as well as the responsibilities of both NHA and our eventual governing Board. We recognize that it is our Board that will hold the charter and that we are responsible for achieving our goals. We will hold NHA accountable for the academic results of our school and helping us meet our charter goals. Because NHA manages our school operations, we will also hold NHA accountable for the fiscal and operational soundness of our school. We are partnering with NHA to deliver an educational program that we are confident will serve our community well, achieve our charter goals, and advance our mission.

Our Board will regularly receive reports on the school’s academic and operational progress. We will receive information on academic growth, comparative performance, accountability, and college readiness to evaluate academic progress. We will use student attendance data, parent and staff satisfaction survey results, and a comprehensive review of the overall performance of NHA as operational measures of accountability. Financial viability will be measured by the school’s annual financial audit.

Items for which NHA is responsible

Per our proposed services agreement, NHA is committed to providing:

- *Comprehensive educational program:* Our school will adopt NHA's proprietary educational and academic programs and goals (as defined in an approved charter contract). Subject to Board oversight, NHA will implement and administer the program.
- *Curriculum and materials:* It is NHA's obligation to provide all curriculum and related materials.
- *Special education and related services:* We delegate to NHA responsibility for providing special education and related services in conformity with the requirements of applicable law.
- *Administrative services:* These responsibilities entail all operational practices and procedures, including:
 - student recruitment and admissions;
 - student assessments, testing, promotion, and retention;
 - acquisition of instructional materials, equipment and supplies, and administration of extracurricular activities and programs;
 - business administration;
 - accounting, general ledger management, financial reporting, payroll, employee benefits, and payroll tax compliance;
 - food services;
 - facilities administration and maintenance; and,
 - student behavior management and discipline.
- *Financial reporting:* NHA will be required to provide for our review and consideration an annual budget, financial statements, and a report on school operations and performance.
- *Start-up funds:* NHA is obligated to provide start-up funds for the development of curriculum and a technology system, for selecting, hiring, and training staff, and for ensuring that our facility is clean and appropriately equipped. These start-up investments by NHA are deemed to be contributions to our Board, with no expectation of repayment.
- *Facility:* It is NHA's responsibility to secure a facility to be leased or otherwise provided to us.
- *Insurance coverage:* NHA shall maintain policies of insurance as required by a charter contract and applicable law.

In exchange for delegating these duties, NHA must provide updates on progress against our proposed charter goals at least annually. If we are dissatisfied with NHA's performance, we may terminate our services agreement with or without cause by providing at least 90 days' notice.

Services fee

NHA is contractually bound to implement its complete educational program from day one. This includes pledging funds necessary to cover any operating expenses that might exceed revenues, thereby ensuring we always have sufficient cash flow. NHA is willing to make these investments because of its commitment to a "double bottom line:" a recognition that only sustained academic success can generate long-term financial sustainability. NHA embraces the primacy of academic success as both an operational reality and a core value.

We have set no break-even point based on enrollment, and we value NHA's financial commitment to our school despite enrollment or funding fluctuations. Our knowledge of the community and market research makes us confident we will attract enough students to meet projections on enrollment and revenue. Nonetheless, NHA's pledged support ensures that the school will have the necessary resources to deliver our envisioned educational program.

Our services agreement specifies that NHA assumes the obligation to cover expenses and all financial risk. In exchange, the Board appropriately allocates all revenue to NHA. Any residual between revenue and expenses is NHA's compensation. If expenses exceed revenues in any given year, the obligation to cover the shortfall is solely NHA's. In fact, we anticipate a budget shortfall between revenues and expenses in the first years of the school's operations, a result of the intentional plan to open gradually, initially serving up to 575 K-8 students and adding in additional sections of most grades each subsequent year until reaching full capacity. Thus, this financial plan calls for NHA to contribute substantially to the school's operations. We emphasize again that our services agreement requires NHA to provide enough funds to cover budgeted expenses in subsequent years even if public revenues drop below projections. This model has been successful at other NHA-partner schools in Indiana and across the country. With committed and appropriate Board oversight of the budget, we expect similar success.

Financial controls and oversight

Our services agreement ensures that the school receives a full suite of operations services, including financial services such as accounting, purchasing, and payroll. A draft services agreement has been included as Attachment 14. Additionally, support staff will include a school finance controller who serves as a guide of the school's finances. This controller will regularly provide the principal with detailed income statements and reconciliation of funds. On a quarterly basis, the school finance controller will prepare financial statements for the Board, which will include both an income statement and a balance sheet. The NHA Financial Services team will also ensure that financial reporting requirements are met, including: grant expenditure reports; quarterly reports; annual audited financial statements; 990 forms; and authorizer-required financial status reports. A system of financial

controls will be established to ensure that all purchases made with federal, state, and private revenues are controlled and monitored.

There will be many controls surrounding our financial processes, including that:

- Supervisors must approve and release entries into the payroll system before payroll is generated.
- Any requested staff changes require the approval of both the school principal and an official at NHA.
- Regular comparisons will be made between staff rosters and payroll ledgers.
- An integrated computerized system manages all purchasing, general ledger, grant accounting, fixed assets accounting, and cash disbursements activities.

NHA has written policies for purchasing, accounts payable, the use of corporate credit cards, Board discretionary funds, principal discretionary funds, school money handling, deposits, and a security policy. All cash receipts and transfers to the bank accounts will be posted individually, and NHA's accounting department will ensure a proper segregation of duties.

Methods of contract oversight and enforcement

Our founding committee and eventual governing Board, plans to annually evaluate the performance of NHA and will review data to ensure that the school is making progress toward the charter goals.

In addition, we may contract periodically with an outside third party that has experience and expertise in evaluating the performance of charter schools to evaluate the school. Included in such an assessment will be an evaluation of NHA's operation of the school and the services it is providing, and an evaluation of progress school leaders are making in meeting expectations for the school. This report is expected to serve as the foundation of an improvement action plan developed collaboratively with the Board and NHA and implemented as soon as practical after the report has been presented to and discussed by the Board.

Conditions for renewal and termination of the contract

Under the services agreement we intend to enter into with NHA, the Board may terminate the management arrangement prior to the end of the term, with or without cause, with 90 days' written notice. The Board also may terminate the contract if NHA fails to remedy a material breach of the agreement within 30 days' notice of such a breach. Examples of a material breach include:

- NHA failing to account for or make expenditures approved by the Board in the annual budget;
- NHA failing to follow Board-approved policies and procedures;
- The school or NHA receiving an unsatisfactory performance rating as reported by a state or independent evaluator; and,
- NHA taking or failing to take any action that places the charter in jeopardy of termination, suspension, or revocation.

If the Board terminates the services agreement with NHA, state and federal school revenue will continue to flow to the school to fund its daily operations. The Board expects the highest level of performance from NHA. If that mark of excellence is not met, NHA will surely know about it and will either fix it or we will terminate the relationship. Our goal is not to have a mediocre school – we want to set a model of excellence for others. The envisioned arrangement provides substantial and sufficient autonomy for the Board to ensure we accomplish this goal.

Conflicts of interest

Our Board will govern Creek Point Academy with a commitment to strong ethical practices. NHA shares this belief, and exemplifies it across each of its partnerships. Conflicts of interest include transactions in which a member of our Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. These transactions may only be approved by a vote of the majority of members who do not have a conflict of interest. We have also completed the background check authorization forms as required by GSCA.

Existing conflicts of interest

In the event our application is approved, we are aware of no known or existing relationships that could pose an actual or perceived conflict of interest.

Avoiding actual and perceived conflicts

Our Board will adopt a policy regarding conflicts of interest regarding any/all transactions that come before us. We will seek advice from our independent legal counsel to address any real or apparent conflicts of interest. We will request they provide support and insight as we review transactions for perceived conflicts of interest.

Authorization to do business in Indiana

According to the Indiana Secretary of State, National Heritage Academies is authorized to do business in Indiana.

Network Management

Creek Point will be supported directly by NHA's School Quality team. Since 1995, NHA has created a corporate organizational structure that enables each partner school in its network to effectively meet their LEA responsibilities and requirements. That structure includes the following:

- Director of School Quality who directly supports and mentors school leaders, supported by NHA's 500+ professionals at the NHA Service Center.
- Onsite academic deans who ensure the proper, efficient and successful implementation of the academic program and work closely with the teaching staff to improve their instruction and classroom management.
- Curriculum and instruction professionals who create the pacing, assessment schedule, as well as train teachers.
- School operations teams who assist the school's staff in the areas of enrollment, marketing, recruitment, purchasing, facilities, and other day-to-day tasks.
- School finance controller who supports the school's principal with finances.
- Grants coordinator who ensures proper implementation of all state and federal grants.
- Student data specialists and student information system teams who assist each school with data entry, report cards, etc.

The NHA organizational chart included as Attachment 11 provides additional detail on network-level positions, services, and supports provided to NHA-partner schools.

Network leadership team

Included in Attachment 11 is an organizational chart detailing roles and responsibilities for departmental leaders at the NHA Service Center.

Jason Pater, Interim CEO and Chief of Operations Support: Jason brings more than 20 years of experience as a growth-minded leader to his role. Blending his business acumen with an intellectual curiosity, he is focused on short- and long-term company growth planning and streamlining operations among NHA's portfolio. This post brings Jason back to his roots. He began his career at NHA in real estate and new business development. Prior to his current role, Jason served as President of PrepNet, a network of college preparatory high schools, where he also led operational growth and planning. His business-focused mindset is driven by NHA's core value of acting with discipline to sustain academic success and financial viability so that every choice puts children's needs first. He is a seasoned traveler having been to 30+ countries, climbed Mount Kilimanjaro, and fluently speaks Spanish. Jason holds a B.A. from Hope College with a dual major in Business Administration and Spanish and an M.B.A. from Michigan State University.

Nick Sheltrown, PhD, Chief Learning Officer: During his 23 years in education, Nick Sheltrown has served as a teacher, a district administrator, and faculty member of institutions ranging from public schools to universities to educational technology companies. As the Chief Learning Officer, he oversees learning strategy, staff, and the performance outcomes of more than 65,000 students at 100 academies across nine states. Prior to his current role, Nick was the Vice President of Analytics and Accountability for NHA. In this role, he implemented a comprehensive suite of analytical tools, including descriptive, diagnostic, predictive, and prescriptive analytics to improve teacher performance and help students achieve, and even surpass, their academic goals. As an educator, Nick worked as a high school math teacher and as an adjunct faculty member at Michigan State University. In the latter role, and as a district administrator, he helped educators leverage innovative technologies to accelerate learning. Before joining the executive team, Nick worked for Compass Learning (now Edgenuity Inc.) as the Director of Learning Analytics. Before this, he was the Senior Director of NHA's Information and Analytics team. He also served as Vice President of Professional Development for a technology start-up and was the Director of Measurement and Research at Grand Valley State University. Dedicated as much to learning as instructing, Nick received a B.A. in Mathematics from Cornerstone University, an M.A. in Curriculum and Teaching from Michigan State University, an M.B.A. from the University of Michigan, and a Ph.D. in Learning, Technology, and Culture from Michigan State University.

Bob Owen, Chief Financial Officer: As Chief Financial Officer, Bob supports business-critical initiatives that include ensuring the financial well-being of the company, administrative, financial and risk management operations, and development of financial and operational strategy to support NHA's core value of "act with discipline to sustain our academic success and financial viability." Bob possesses the expertise and track record of a successful CFO along with the hands-on business experience of a seasoned operations executive. He has had a 34-year finance career with a deep foundation in public accounting as well as standalone CFO experience within the educational space. Prior to NHA, Bob served as the CFO of Regent University located in Virginia Beach, VA. Prior to Regent, Bob was the CFO of a large publicly traded education company. His other experience includes financial leadership roles at Princess Cruise Lines and Royal Caribbean Cruises. He began his career at Deloitte and Touche. Bob's credentials include a B.B.A. in Accounting, Certified Public Accountant (inactive), and Chartered Accountant (inactive).

Tari Reinink, Chief Marketing Officer: Tari Reinink heads NHA's marketing efforts, strategically guiding the NHA brand and ensuring parents and families have the information they need to decide whether to attend an NHA-partner school. As such, she manages how NHA's story is expressed and shared, both internally and with parents and community leaders. Serving as the lead

brand architect, Tari is responsible for the enrollment of the students in all of our schools. As the chief parent advocate, Tari works tirelessly to meet parent needs and ensure an excellent customer experience. "There is nothing more fulfilling than impacting the life of a child. NHA provides me that opportunity," she says. With a background of more than 20 years of marketing leadership, Tari brings a wealth of integrated brand-building experience to her position. Prior to her current position at NHA, she served as Vice President of Global Marketing for Alticor, where she gained deep knowledge of brand positioning, strategy, and creative execution - all while spearheading new methods for measuring results. Tari is an expert in multi-cultural marketing, having successfully marketed billion-dollar brands to consumers all over the world, including all of North America, Europe, China, and Japan. She applies her multi-cultural experience to NHA's diverse consumer groups, methodically developing and delivering targeted messaging and a customized experience to all external stakeholders. She is a member of the National Charter Schools Professional Networking group, the eMarketing Association Network, the American Marketing Association, the Direct Marketing Association, WOMMA (Word of Mouth Marketing Association), and the Academy of Marketing Science. Tari received her B.A. in Industrial Marketing from Western Michigan University and her M.B.A. in Marketing and Finance from Haworth College of Business.

Thea Reigler, Chief People Officer: In heading up NHA's human resources team, Thea oversees the design and implementation of solutions that promote people and ensures the continued excellence of staff at all NHA-partner schools. In her current role at NHA, Thea develops and implements human resource metrics reporting and analysis, which includes cost per hire, recruiter efficiency, and benefits per full time employees. During her tenure at NHA she has grown employees in our organization and improved turnover of teachers nationally. Previously, as the Vice President of Human Resources for a leading health system, Thea played a leadership role in successfully growing her organization from a staff of 4,000 to more than 20,000 people; this included executive leadership in hiring and development, as well as the creation of succession plans to support career growth and business change. During her tenure there, she successfully completed more than forty mergers and acquisitions. At NHA, Thea has established the organization's core values and designed an execution strategy to embed into all talent management practices. She has developed a comprehensive five-year people strategy of support, selection, development, engagement, performance, and improvement. In addition, she has introduced talent calibration to drive succession and performance clarity. This initiative has increased NHA performance by several percentage points collectively across the organization. She has realigned the engagement strategy to tie to strategic key business drivers and implemented a new model to promote proactive action planning. Current results exceed national benchmarks. Always growing personally and professionally, Thea currently serves as a board member for the HRG (Human Resources' Group) and is a member of several external committees to promote active support for underprivileged women and children. She has spoken at numerous human resources conferences and continues to find time to serve the community. Thea obtained her B.S. in Business Administration from Aquinas College, a certification in SPHR from the Society for Human Resources Management, and a certificate in Strategic Decision-Making in Human Resources from Wharton School of Business.

Eric Spangler, Chief Technology Officer: In his role as Chief Technology Officer (CTO), Eric provides leadership to the entire network of NHA-partner schools to improve student achievement by implementing engaged learning that is supported by fully integrated technology. Eric has been serving student technology needs in education for over 25 years. Through supporting rapid, sustained growth at the University of Maryland Global Campus (UMGC), Eric led teams that helped power remote and hybrid learning for an initial cohort of 300 students to surpassing 90,000 per year. Through progressive leadership roles at UMGC in delivering proprietary Student Information Systems, Learning Management Systems, and virtual cybersecurity computing labs, and later implementing numerous commercial, innovative cloud-based solutions, Eric gained a continued passion for utilizing technology to help students and teachers succeed. Eric left the D.C. Metro area for Michigan to join ProQuest, an educational technology company that powers research in academic, corporate, government, public and school libraries around the world with unique content and software solutions, including rich academic databases, and technologies that connect people with vast information. While at ProQuest, Eric led a team that provided technology infrastructure, services, and operations for over 25,000 customers and tens of millions of educational students and researchers. Eric holds a B.S. in Computer Science and an M.S. in Cybersecurity.

Centralized support services

A description of the centralized support services NHA will provide, including their structure, the services provided, service costs and allocation, and goals have been included in the budget narrative, included as Attachment 22. Additionally, service goals have been outlined in the term sheet and draft contract included as Attachment 14.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals		X
Curriculum	X	
Professional Development	X	X
Data Management and Interim Assessments	X	X
Promotion Criteria		X
Culture	X	X
Budgeting, Finance, and Accounting	X	X
Student Recruitment		X
School Staff Recruitment and Hiring	X	X
H/R Services (payroll, benefits, etc.)	X	
Development	X	
Community Relations	X	X
IT	X	
Facilities Management	X	
Vendor Management/Procurement	X	
Other operational services, if applicable		

School Staffing

Staff structure

Attachment 15 presents a staffing chart illustrating the structure of the school, including the relationship among the Board, NHA, the school leadership team (principal and deans), teachers, and other staff. The Board will oversee the school's management partner. The principal will oversee the academic deans, each of whom will oversee a group of grade-level teachers. The principal also will oversee the administrative functions, headed by the school's registrar. NHA will employ staff as is permitted by law.

Additionally, included in Attachment 15 is a description of the administrative and staff structure planned for Creek Point. It describes teacher-student ratios, adult-student ratios, and lays out how the relationship between the school's senior administrative team and the rest of the staff will be managed.

Staffing Plans, management and evaluation

Relationship between the school and its employees

The school staff will serve our school on an at-will basis and, under our partnership arrangement, teachers will be employed by NHA. School leaders will partner with NHA to staff the school in accordance with expertise, strengths, performance, and how to best meet the needs of students who enroll with us. Included as Attachment 16 is the Creek Point Employee Handbook.

Salary ranges and employee benefits

Creek Point Academy will operate under a market and performance-based compensation philosophy, and endorses and will use the "Total Rewards" structure offered by NHA to its partner schools. This approach rewards administrators, faculty, and staff who have the greatest impact on student learning and achievement. The Total Rewards approach uses and evaluates all aspects of staff compensation (base pay, incentive pay, recognition programs, benefit design, tuition programs, etc.) to help recruit staff, invest in them, and encourage and reward behaviors that are proven to enhance student learning.

Our market-based pay and "pay for performance" philosophy rewards outcomes. We measure student academic growth and proficiency robustly and hold staff accountable for success. Staff will be evaluated and rewarded based on the accomplishments of the school. Teachers and deans will be evaluated on the academic performance of students in the classrooms over which they have responsibility. As part of the annual review process, base salaries or hourly wages for administrators, faculty, and staff will be evaluated and modified based on these individuals' accomplishments. Our administrators also will be empowered to identify struggling and ineffective staff and arrange for additional support services as appropriate (or, if additional training and supports are determined unlikely to develop the staff member to where he or she needs to be to ensure the success of the school, to terminate that employee). The working environment allows administrators to make decisions sensitive to the demands of students.

Components of the Total Rewards structure include the following:

- *Base pay (salary):* Teacher salary guidelines will be implemented that differentiate pay based on years of experience and performance. A non-scheduled approach to salary will be used to provide the greatest flexibility to meet specific school needs. Starting salaries typically are based upon research into the local market for teachers. Benefits include an emphasis on career progression with the support necessary to grow professionally, a respectful and professional working environment, a generous benefits package, and an unrelenting focus on achieving excellence. Increases in base compensation for employees will be recommended by the school principal and approved by NHA's Director of School Quality to ensure that high levels of student learning are being appropriately rewarded.
- *Incentive pay and additional compensation:* An incentive bonus plan will exist for the principal. Teachers will be eligible to earn additional compensation for supporting other student learning programs such as tutoring, mentoring new teachers, coaching sports, and/or working on special curriculum projects.
- *Health, dental, and vision benefits:* NHA believes in choice for employees when it comes to selecting a benefits package. As such, NHA offers three different health benefit plans and two different dental plans so employees can choose what is best for them and their family. One NHA benefit plan is a traditional PPO plan and there are two different high deductible health plan options with a health savings account (HSA). The HSA options allow employees to plan for their current health coverage needs while also planning for their future needs because they can set money aside for future use. One of the dental plans is a basic coverage plan, and the second plan offers higher coverage for those with more in depth dental needs. Premiums for NHA's benefits plans are market competitive and benchmarked every year to ensure NHA offers affordable options. Eligible employees will receive an exceptional combination of medical, dental, and vision insurance at a very low cost, typically with low or no co-pays and deductibles (nearly 85 percent of all medical and dental expenses incurred by employees or their families currently are covered at NHA-partner schools).
- *Health/flexible spending account:* Employees may open a health/flex spending account to set aside a portion of earnings to pay for certain qualified expenses. A flexible spending account is only available with the traditional PPO benefit offering.
- *Retirement savings:* Staff will be offered a 401(k) retirement plan with an employer match of 50 percent of the first 6 percent of compensation contributed to the plan and immediate vesting.

- *Life insurance:* Full-time employees will receive basic life and accidental death and dismemberment (AD&D) insurance that equates to their annual salary. NHA also offers optional group term life insurance for employees and eligible dependents, such as spouses and children. Employees will pay for any optional life insurance they choose.
- *Pay for time away:* Short- and long-term disability insurance will be provided after a one-year waiting period.
- *Employee Assistance Program:* An Employee Assistance Program, available at no cost to the employee, will provide free confidential counseling, legal advice, and financial advice to employees and their family members.
- *Tuition reimbursement:* Full-time and part-time employees will be eligible for tuition reimbursement for courses taken toward a job-related degree or continuing education credits.
- *Educator discounts:* A list of discounts that are available to educators will be researched, compiled, published, and made available to each employee.
- *Recognition programs:* Employees are encouraged to achieve high performance and will be provided encouragement through recognition programs, such as the annual NHA “Excellence in Teaching” award, HighFive reward program, peer-to-peer recognition program, and service awards. In addition, NHA will provide special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, Teacher Appreciation Week, and Charter Schools Week.

A well-developed program of professional development also demonstrates the school’s investment in staff to grow and remain long-term partners with Creek Point Academy.

Recruiting and retaining teachers

The school’s teacher-recruitment efforts will benefit from NHA’s extensive teacher candidate network and proven recruitment capabilities. NHA currently has a full staff of teachers and support educators who we expect to transition to Creek Point Academy. NHA will also be ready to perform a search to replace talent that departs during the transition. The search will focus on identifying teachers who are committed to high expectations of academic growth, and who will participate collaboratively and professionally with other staff and with parents, volunteers, and the community.

A robust program of professional development, both required and optional, will ensure that teachers are able to learn and grow while at the school, enhancing the ability of the school to retain the best educators year after year.

NHA’s organizational design has put in place the necessary systems and procedures to prepare, develop, motivate, engage, reward, and ultimately retain school staff. Creek Point Academy will implement a “Total Rewards” compensation model to provide staff with both a desirable benefits package and chance to earn additional compensation for supporting other student learning programs. Included within our proposed budget is teacher pay above market for openings that can be hard to fill (e.g.: Special Education and ELL teachers). Our health plan offerings are competitive, with low employee-cost options, retirement choices (including an employer-match), life insurance, tuition reimbursement, and employee acknowledgement and reward programs.

Hiring school personnel/ Unsatisfactory leadership and teacher performance

In the spring before the school opens, top candidates for each teaching position will be sent to the principal for further evaluation and selection. Once a candidate is selected by the school leadership team and final referencing and criminal background checks are in place, the candidate will receive a start date and orientation instructions. We aim to have all positions filled in time to ensure attendance at the New Teacher Orientation professional development session in late July.

As an initial step in the hiring process, each candidate will be evaluated to determine if the candidate is qualified and certified for the role as defined in state law and applicable federal requirements. We will conduct national criminal background checks on each candidate we wish to hire, as required by GSCA.

Staff members (including leaders and teachers) at Creek Point will serve on an at-will basis. Our school’s climate and culture will allow school leaders, our Board, and NHA to make decisions in the best interest of our students. This includes identifying ineffective staff, offering additional structures and support, or termination of employment.

Under the provisions of our proposed services agreement with NHA, our Board maintains the authority to express reasonable dissatisfaction with the principal. If NHA and the principal have been given sufficient time and support to remedy an issue and there has been insufficient improvement, the Board can direct NHA to terminate the principal.

In the event a staff member’s performance is found to be unacceptable, and dependent upon the degree, circumstances, and nature of incident(s), appropriate disciplinary responses may be warranted. Examples include warnings, initiation of performance coaching/improvement plans, suspensions, or administrative leave. If expectations are not met upon the implementation of appropriate interventions, or if a significant violation of policies and procedures takes place, termination of the employee may be necessary. Our school’s employee handbook is distributed to employees before or on their first day of employment, and includes information on corrective-action and termination.

Evaluation of the school and the school leaders (principal)

Our principal will attend Board meetings and provide ongoing updates. These updates will include operational data, student performance, assessment data, and parent survey data, when available. The review of this information will be a standing item on the agenda at each of our Board meetings. We will use this information to analyze Creek Point Academy's progress towards our performance goals and performance of the principal. Under the provisions of our services agreement with NHA, we maintain the authority to express reasonable dissatisfaction with the principal. Additionally, our contract with NHA allows us to terminate the entire partnership at any time if we decide that is in the best interest of the school. Should we opt to terminate the agreement with NHA, we retain the right to lease the school building for the remainder of the current school year, as well as for one additional school year. Importantly, the per-pupil funding will continue to flow to us to fund school operations independently. This allows us to transition management to another company or to become more of an operational board and contract for the individual services we need.

Staff evaluations

Expectations for teacher performance and student achievement will be communicated to and discussed with all teachers before hiring and during PD sessions before the start of school each year. These will also be consistently reinforced in teachers' meetings with their instructional deans. Teachers will understand and embrace the belief that student learning is an adult responsibility, and the success of our students is dependent on high-quality teaching in each classroom, each day.

We believe providing teachers robust development opportunities is essential to the success of our school. We also believe that for our students to succeed, we must hold teachers to high standards of accountability. NHA has developed a rigorous teacher evaluation system that will be the foundation of teacher accountability at Creek Point Academy.

We will continuously evaluate teacher performance using both quantitative and qualitative measures consistent with our classroom framework. The evaluation system for teachers will focus on six factors: *classroom culture*; *planning*; *teaching*; *assessing*; *professional accountabilities*; and, *the quality of student learning*.

Throughout the year, teachers will receive regular coaching and feedback based on the evaluation rubric, ensuring transparency and open communication on performance throughout the school year. At the end of the school year, teachers will receive a formal rating that uses a four-level scale: *exemplary*, *effective*, *developing*, and *ineffective*. For a sample of our rubric, please see Attachment 17.

Data-driven evaluations

Performance data will be collected using multiple methods:

- Internal and external student assessment data will be collected and distributed to school leadership by our management partner, NHA. Creek Point Academy and NHA prioritize data driven instruction, and we will invest in tools and PD sessions to help teachers develop data analysis skills.
- Teachers of non-tested subjects – art, music, and physical education, for example – will use the curriculum to establish appropriate learning targets for their students.
- Student progress toward learning targets will be used as data points in these teachers' evaluations.

Professional development

NHA maintains a dedicated School Leadership Development team that works to build a leadership culture throughout the NHA school network. The School Leadership Development team identifies and promotes successful school leadership practices and behaviors across NHA schools. They design and deliver professional development for experienced principals and deans as well as preparing new principals and deans to create and lead a successful school community. One way school leadership teams are prepared is through the NHA Leadership Summit. NHA plans and develops a week-long program in July for all school leaders. Time at this summit is invaluable for school leadership teams to hear from national experts, collaborate with others in the NHA network, and plan effectively with their teams for the upcoming school year.

Additionally, a New School Opening (NSO) team comprised of NHA staff and school leadership participate in recurring meetings to ensure the school meets all pre-opening requirements and remains on track for a successful opening. School leaders also receive training at these meetings.

Professional development throughout the year

Distributed leadership model's ongoing PD: Our commitment to distributed leadership – for which our shorthand is the “dean model” – will see our principal and deans offering teachers dramatically more observing, coaching, and feedback than teachers in other schools typically receive. Deans schedule weekly one-on-one meetings (O3s) with all teachers to review lesson plans and give strategies, based on deans' classroom observations, on how each teacher can improve instruction. In this process, deans offer important feedback, coaching, and encouragement, help teachers analyze data on student performance, and, when necessary and appropriate, model the approach to instruction they want teachers to learn and emulate.

Ongoing in-school PD: After our new teacher summit (NTS), summer PD will continue in the school, where the principal and deans will design and deliver sessions for all teachers focused on the school's needs, goals, and community culture.

Regional PD: Professional development will continue during the school year with two regional PD sessions for teachers at Creek Point Academy and other NHA-partner schools. These sessions will reinforce material from earlier development sessions while adding emphasis on one select NHA-wide initiative, such as interim assessments. Importantly, these NHA sessions help teachers grapple with challenges that are specific to their states and regions.

Priorities targeted for in-school PD activities include:

- Instructional planning.
- Analyzing assessment data for insights on instructional tactics.
- Improving school culture.
- Working within an interactive classroom framework.
- Adhering to classroom routines that support student engagement and behavior management.
- Creating learning-oriented classroom environments.
- Recommitting to constant supervision of students, which is an essential foundation of our learning climate and school culture.
- Using assessment data to drive the planning and delivery of rigorous instruction.
- Creating and maintaining teacher-student relationships in which students become more comfortable asking questions and advancing their own learning.

Support and development

NHA will provide various PD opportunities for school leaders, including:

- *Leadership summit:* NHA plans and develops a week-long program in July for all school leaders. This time is invaluable for school leadership teams to hear from national experts, collaborate with others in the NHA network, and plan effectively with their teams for the upcoming school year.
- *Principal series/dean development series:* Each year, school leaders have opportunities to grow through peer collaboration and coordinated training and development events. These are often a combination of centralized, regional, and virtual events.
- *Leadership performer support:* Ongoing PD is provided throughout the year related to performance, hiring, student data, serving parents, special education, intervention investments, and teacher satisfaction, among other topics. These sessions are conducted through podcasts or virtual classrooms and are recorded for anytime access.

Creek Point Academy will foster a high level of instruction via clear expectations, frequent observations and feedback, and an intentional focus to develop teaching practices. Our school will implement professional development across our community and culture, initiated with a rigorous orientation and training experience ahead of our first year. Ongoing development will be of great importance, and will be implemented as an intentional part of our school year calendar. This will include:

- Mentor teachers for new teaching staff.
- Regular coaching/feedback sessions.
- Formal training sessions.
- Weekly grade-level team meetings with deans to support a mutual approach to instruction.
- Creations of professional learning communities.
- Daily time for common grade-level planning.
- Grade-level and cross-grade-level team meetings scheduled for teachers to collaborate on increasing student learning and achievement.

Teachers at Creek Point Academy will be able to access a wide variety of learning opportunities through our partnership with NHA. These opportunities include video libraries, conferences, virtual learning, web-based resources, and dedicated curriculum and instruction specialists.

Effective implementation

Creek Point Academy's school leadership will lead efforts to determine professional development needs. These team members will partner with NHA to create a customized plan founded upon the identified needs. Our school leaders will annually complete a comprehensive assessment of the educational program and operations of Creek Point Academy. Teachers will then develop a School Improvement Plan (SIP), analyzing student achievement, the school environment, the teacher and parent communities, and the administration. Our SIP will offer a strategic plan to fulfill needs, and both individualized and school-wide professional development efforts will be utilized to meet noted needs.

Professional development prior to school opening

NHA's PD for teachers starts before most teachers start their classroom assignments with a five-day paid new teacher summit (NTS) in late July for all teachers who are new to any NHA-partner school. NTS includes segments on key features of NHA's academic and operational model. The summit is not merely an orientation session, with organizational leaders reciting facts and

explaining policy. Instead, NTS sessions are participant-centered, with new teachers having ample opportunities to practice new strategies, tactics, and “teacher moves” they need to succeed in teaching and managing classrooms. A key NTS goal is to prepare new teachers for success in their first days in the classroom. For new teachers, such success is essential but not automatic. Teachers must earn students’ respect and confidence early in the year to begin a strong learning culture.

NHA works constantly to improve NTS and other aspects of its professional development for teachers with innovations designed to address constantly changing teachers’ needs. All new hires also receive an onboarding survey to provide more insight on their hiring experience, team support, professional development, and more. This survey information is used to assist in improving the professional development and onboarding processes.

Expected days/hours of professional development

We have included in our calendar 15 professional development days. Five will occur prior to school and ten will occur during the school year. We will schedule two parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

Professional development to meet the needs of all students

Our professional development will give each staff member strategies and resources to meet the needs of a diverse student population. We will provide specialized PD to help staff meet the needs of students with academic challenges, students with special needs, gifted and talented students, and English language learners.

Data driven professional development

As part of our commitment to data driven instruction, we will prioritize professional development designed to help teachers improve their skills analyzing data for insights and applying those insights to instructional planning and delivery. This PD commitment reflects a simple insight: The best possible data on academic outcomes is of no value if teachers do not use it to improve instruction. NHA’s new teacher summit, an intensive week-long summer session for all teachers who are new to NHA-partner schools, as well as NHA’s regional PD events for educators held at several of its schools, and Creek Point Academy’s own in-school PD sessions will all focus on understanding assessment data and using insights from that data to refine instruction.

Aligned professional development

In addition to the large-scale events described above, we also will have weekly grade-level planning meetings and monthly planning meetings by grade span (e.g., K-2, 3-5, 6-8). These meetings will be facilitated by the deans and will provide opportunities to share best practices, ask for recommendations on lesson adaptations and modifications, and review and analysis of student work product and other data. The meetings will focus on horizontal and vertical alignment of teaching and learning and will be a key point of collaboration for staff.

Plans to adapt professional development

The professional development plan described here is intended to help Creek Point Academy establish a strong start and is focused on creating the school culture that will drive our educational philosophy and help us achieve our mission and vision. As our school grows, we will use data to make informed decisions about new PD opportunities that would benefit our staff, and we will work with NHA to identify and provide additional content.

Evaluation of professional development

NHA will continue refining PD efforts and developing new innovations to help staff and students succeed. Different professional development opportunities and priorities for educators are referred to throughout this narrative.

Our school will survey all employees on their engagement and satisfaction at least once each year. We will monitor the quality of our work environment by conducting formal exit interviews with employees who leave the school voluntarily. The surveys and exit interviews will gather information in a number of categories, including morale and overall satisfaction. The results of the surveys will be shared with the staff, and the school will develop action plans to foster continuous improvement and increased engagement for all employees.

Teachers will have an additional avenue to receive and provide feedback during their weekly one-on-one conversations with their grade-level dean. These conversations will include observations made in the classroom during the week. Teachers will receive instructional support and opportunities to share what works well and in what areas they may benefit from more help.

Parent & Community Involvement

Our founding committee's deep understanding and knowledge of our community, as well as NHA's expertise with outreach will establish a foundation of informing families about Creek Point Academy. We will partner to understand the interest of potential families utilizing diverse focus groups in our community, polls or surveys of public opinion, and more. Our efforts will provide a greater depth of understanding in our community, understand educational needs not met by current choices, and gauge how attractive Creek Point Academy is to area families.

We know that there are many families that have already chosen to send their children to school in this facility, and many of these families have long-standing relationships. It will be our goal to work cooperatively with the current school to ensure families are aware of both educational opportunities and to highlight why Creek Point Academy would be a good fit for their children. If our charter application is approved, we will begin more proactive communications with our community to share our mission and vision and answer any questions that current or future families may have. This will include family information and enrollment meetings, outreach to local daycare providers and preschools, and other community-based organizations.

Additional ongoing community engagement

We are making various efforts to inform the community about Creek Point Academy. We are highlighting our efforts via social media and a landing website. Our landing website is live and is receiving outreach from families indicating their interest in enrolling with Creek Point Academy should it be awarded the opportunity to open. We have already started hearing from families who are interested in our school.

Our driving motivations for Creek Point Academy are to help our community in its success as it continues to grow and offer a unified high-quality charter school for all student needs. There are currently more than 14,000 5–9-year-olds within 15 minutes of our proposed location, and nearly 14,000 10–14-year-olds. We are proposing a school for families from across Indiana that will include a strong academic program for any student who wishes to enroll. Additionally, we believe it is imperative to offer an environment with high moral focus to prepare children to make a lasting impact in the future. Creek Point Academy's mission and vision will focus on ensuring that the school meets the needs of all students.

Engaging parents in the life of the school

The role of parents in developing the proposed school

As Creek Point Academy will be a choice for families in the community, we understand the importance of including the voice of parents in its planning and development. As such, we have made it a priority to maintain the parent voice on our Board. Tory Walker, our Board Treasurer, grew up in Indianapolis and attended area schools. A father of two young boys, his priority includes advocating for school communities that will allow his children to thrive and be prepared for the future that awaits them. This perspective on our Board has helped us in setting a mission, vision, and goals that will adequately meet the needs of families who will choose to enroll with Creek Point. We also plan to add a parent of an enrolled student in our school, once our school is operational.

Parent communication prior to school opening

We know strong parental involvement in our school is often a product of strong school-to-home communication. Our school will have a commitment to creating and maintaining an environment of open conversation among parents, school leaders and teachers. This dynamic will begin upon approval of our charter proposal. We will inform families of our mission and contact them through a wide array of practical methods, including a dedicated tool called School Connect. This will inform families of our school, how enrollment takes place, and how to be active in our school.

We will make families aware of the latest events at our school as we approach our first day. We will do so through methods to include a monthly newsletter, website, and Facebook page. Social media websites will be used to help form and maintain connections between school leaders and parents. We will host open houses and tours within our school facility to showcase what families can expect as part of a student's educational experience. This pre-opening rapport with prospective parents will peak with a family orientation held at the end of the summer to allow enrolled students and their families to meet the principal, the student's teacher and classmates, and other school staff.

Annual parent survey

The Board and school staff will need direct feedback from parents to monitor the efficacy of parent relations and student retention efforts. Creek Point Academy staff will receive this information through daily conversations, and our leaders will report on these interactions to the Board. We also recognize the value in more formal measurements of parent satisfaction. Beginning in our first year of operations, we will ensure that we receive this direct and confidential input by giving parents and guardians opportunities each year to complete a survey called "Voice of the Parent." This survey will seek to ensure that adults' expectations and students' needs are understood and consistently met. Voice of the Parent is designed to systematically drive action and accountability so that the school remains parent-, student-, and community-focused. These survey responses will be confidential to the school, and the feedback received will be compiled into summary statistics for use at the school leadership and Board levels. Individual comments will be seen by school leadership after any identifiable information has been removed.

Similarly, we will survey all employees for job satisfaction at least once each year. The surveys will gather information in a number of categories, including morale and overall satisfaction. The results of the surveys will be shared with the staff, and the school will develop action plans to foster continuous improvement and increased engagement for all employees.

Ongoing parent involvement

At Creek Point Academy, we believe we can most successfully achieve our mission to prepare students for high school, college, and career, and meet the needs of all students by creating a culture that encourages family involvement.

Volunteering: Our dedicated parent room provides space in the school for parents and guardians to, simply put, have a constant presence at Creek Point Academy. Additionally, we welcome parents to get involved in the day-to-day schedule of the school. This may entail assisting in supervising recess or lunch periods, offering help in classrooms, or helping coach one of our athletic teams.

Monitoring children's education: Creek Point Academy will actively engage parents in their children's learning. Prior to each school year, we will make parents and each student aware of grade-level performance expectations. Student progress against those goals will be communicated to parents regularly through direct teacher communication via phone calls and emails, our online student information system, progress reports, report cards, and parent-teacher conferences.

Parents will have access to a student information platform developed by NHA. This platform can be accessed from any computer with internet access, or a mobile application, through a specially designed parent portal. The *Parent Portal* will provide information related to assigned student homework, offer resources for homework assistance, present student scores on various assessments, provide growth information, and host newsletters and school calendars.

Students, too, will use an online student portal that provides information related to their academic performance. Through this platform, they will have access to classroom-specific information, including classroom performance, homework and practice assignments, and other targeted learning information. Teachers will share daily learning goals with students during school hours, and students will receive regular feedback on their progress toward achieving these goals.

School leaders may facilitate the formation of a parent organization at Creek Point Academy. The Board will expect the parent organization to support our mission and student body in all it does and report to the Board frequently on the organization's initiatives. We will ensure that our parent organization has the necessary policies and procedures in place to stay in compliance with the law, including those necessary for sound financial management.

In addition, we will ask our school leaders to facilitate the establishment of a parent advisory committee, which will present to the Board periodically on issues important to our most important stakeholders: parents and families.

Community resources

Parents and community members have been deeply involved in the concept and development of Creek Point Academy. All founding committee members are either actively engaged in education, and/or are parents of school-aged children. This dynamic allows us to make decisions about the foundation of Creek Point Academy from the perspective of what is best for the whole school community, as well as what would be best for parents as they consider enrollment in a school like ours.

Our founding committee is extensively engaged and invested in our community. We are each involved in groups and organizations that look to address the needs that face our area, and we look for solutions to meet those needs.

As we continue to develop Creek Point Academy, we will seek out partnerships with various organizations within our community. As it is our intent to be a vibrant community institution, we are committed to providing support for students both inside and outside of the classroom. We will leverage our current relationships and contacts across the area and move forward with partnerships before and after the school opens. Additionally, we will ensure that any and all established partnerships with programs, businesses, and organizations will be free of any actual or apparent conflicts of interest.

Evidence of community support is included with our application as Attachment 18.

Start-Up & Operations

Start-up plan

Upon the approval of our charter, our Board will meet regularly to discuss and approve matters necessary for immediate success. These meetings will be open to the public. Our governing Board will participate in and meet all deadlines required by GSCA. We will also benefit from the process that NHA has in place to open new schools, which includes timelines and tasks to ensure our school starts well academically, financially, and organizationally. While not all encompassing, three key areas of initial focus will include:

- **Facilities:** Our facility information is provided in the Facility Section of this application. It offers a detailed description of our proposed school building.
- **Staffing:** Our Board has identified Phobie Perkins as our school principal. Ms. Perkins will work with NHA to transition existing educators at the school to the new school. Through our strong board governance and NHA's experience in opening schools, we are confident that we have the systems, processes, and personnel to ensure a strong school opening. We are pleased to provide further details upon request.

Included as Attachment 19 is our start-up plan for Creek Point. Additionally, we have completed the Start-Up Budget in the Financial Plan Workbook, included as Attachment 21.

Transportation

Creek Point Academy will strive to make certain our school is accessible for all families and that transportation will never be a barrier for student attendance. We do not intend to offer bus transportation to the general student population, but we will offer parents and guardians resources and support to coordinate their transportation needs. We will provide transportation as required by any individual student's IEP, Section 504 plan, status as a student experiencing homelessness, or other applicable law.

We plan for our students to have experiences in the community in the form of field trips. When opportunities arise for students to supplement classroom learning with field trips, we will contract appropriate transportation as needed.

Because our school will not provide transportation to the general student population, the school will help parents address student transportation needs. A successful learning experience would be impossible without parents' partnership and dedication. NHA-partner schools nationwide have benefitted in many ways from collaborating with parents to address transportation needs.

School teachers, administrators, and staff greet students and parents during morning drop-off and afternoon pick-up. This routine offers students a transition between school and home that is comforting, safe, smooth, and welcoming. Students arrive at school more focused on the activities of the day and with lower levels of anxiety and distraction than are often attributed to school bus rides. This approach also will allow staff an additional point of contact with parents and will give parents an additional opportunity to become a part of the day-to-day life of the school. This will enhance our efforts to build a sense of community. This approach succeeds at NHA's other partner schools.

Creek Point Academy will implement a software program called Driveline to facilitate the process when parents arrive to pick up their student. This system allows students to stay in the classroom until their parent or guardian is on the school property. Classrooms then receive a non-disruptive notification when a specific student's parent or guardian is ready for pick-up. This system is efficient for traffic purposes, and it adds a new layer of student safety.

We recognize that this transportation strategy may not be a viable option for every family. Before the first day of school, during an orientation program for families, we will work with parents to address and coordinate their needs to ensure that transportation is not a barrier to any child attending the school. School staff will also work to identify and plan the use of public transportation options that are available and, if needed, make arrangements with private carriers. However, we also recognize that our population may include students who have transportation needs, including students from outside the local area. We have budgeted funds to address those needs.

Safety and security

The health and safety of students, staff, and visitors is a vital component and will be a continuous concern of our school. School staff and students should – and will – feel safe and protected at all times. The presence of a safe environment also enhances learning. Our school and NHA will create and maintain an environment of safety and wellness that includes: visitor screening to impede threats; effective facility management; a structured behavior management system; moral focus as an integrated part of the school's curriculum; and, practices and procedures to monitor and properly administer immunizations and medications.

Creek Point Academy will comply with all applicable health and safety laws, rules, and regulations and will enforce policies to ensure that our school is a safe and healthy place. We will prepare and follow a building safety plan for emergency situations, and all employees will be provided an employee handbook that outlines rules of conduct and health and safety issues. The school facility will comply with all applicable federal, state, and local laws for fire safety including the Americans with Disabilities Act.

Health services

To maintain a healthy environment, students will be required to provide evidence of required immunizations as provided in state law. To ensure the safe, secure, and proper administration of medication to students, trained school staff will administer these medications according to state requirements for authorization, administration, record keeping, storage, and training practices.

Safe and secure learning environment

Conduct that threatens, intimidates, or coerces an employee, student, or visitor at any time, including after school hours, will not be tolerated. Any threatening statement or gesture will be interpreted as intent. Similarly, veiled threats will not be tolerated. All threats of violence, direct or indirect, will be reported to the local police department immediately. This includes threats by employees, students, vendors, or visitors. All suspicious individuals or activities will also be reported to the local police department immediately. Creek Point Academy will strive to establish productive relationships with local first responders who can assist our schools with these, or any, emergencies.

Safety technology

To ensure the ongoing safety and security of students and school staff, all entrances to the building except the main entrance will be locked during school hours. The school will have a key-card reader that allows access to the building for staff. Other parties wishing to enter the school will ring a bell and then be granted access to the office. In the office, all parties, including parents and visitors, will sign in through our automated system. This is a visitor-management system provided by NHA that establishes a check-in kiosk located in the front office and provides additional security to the school. When people check-in at the kiosk, a scan of each visitor's picture identification is taken to ensure they are authorized to be in a school or near children.

After school hours, all entrances will be monitored with motion-control units to detect unauthorized intrusion; security cameras may also be installed at key junctions and entrances, if needed.

School safety processes

The "all hazards" school safety plan addresses a number of contingencies to ensure student safety at all times. In addition, the school's operating partner, NHA, and its school safety and security manager will ensure that the school is prepared for and able to respond to emergencies.

As outlined elsewhere, the school will implement a school-wide behavior management system called Behave with Care. In addition to Behave with Care, several school members will be trained by NHA on Crisis Prevention Intervention techniques. This allows our staff to safely and effectively resolve behavior issues involving students. The goal of the school-wide behavior management system is to enable teachers to lead self-managed classrooms, provide students with clear and consistent expectations of behavior, and to provide school leadership with adequate documentation and actions to address ongoing or severe misbehavior.

A written safety plan and safety policies will be shared with staff, parents, and students, and will be available for inspection upon request by appropriate state and local agencies and the school's authorizer.

School safety specialist

Creek Point Academy will designate a staff member to serve as a school safety specialist. The school safety specialist will be responsible for implementing the school's safety program, and will work collaboratively with NHA's safety and security manager to be trained on these responsibilities and on implementation of the program. Such training on school safety policies and systems is to be ongoing, and to occur monthly.

Technology specifications and requirements

Not applicable. Creek Point is not a blended learning or virtual school.

Insurance coverage

Provided as Attachment 20 is an estimate for the described insurance coverage.

Facilities

Street address

3600 N. German Church Road, Indianapolis, IN 46235.

School district

Indianapolis Public Schools

Being able to occupy facilities specifically designed for our planned educational program is a huge benefit for our students and our faculty. We will be able to avoid overcrowding or trying to fit our program into buildings not designed to achieve our mission and vision. Our partnership with NHA will give us the exact facility we want and need for our program. This facility currently has a certificate of occupancy and meets all state and local health and safety requirements. We will ensure this remains the case as we seek to open Creek Point Academy.

The building Creek Point intends to occupy encompasses about 48,000 square feet, and includes enough space for a play area, a play field, and adequate parking. This safe, clean, and learning-friendly school is accessible to all students. The school building includes: classrooms (28), student support rooms (9), gymnasium, parent room, art room, music room, administrative spaces, and front office. As noted, the building has space for our entire programming.

If we ever determine our relationship with NHA is not producing our intended outcomes for the families and students we serve, our services agreement allows us to terminate the partnership with or without cause. Upon doing so, we would begin a search for alternate school facility options. However, Creek Point will continue to have access to our school facility. Under provisions in a separate lease agreement, our school is authorized to stay in the facility for the remainder of any current school year, and NHA is obliged to continue to manage and maintain the facilities. Additionally, in our lease agreement, we will aim to have the option to lease the facility for a subsequent school year. After that, we may be able to purchase the building, negotiate a new lease agreement (for which we would solicit advice from our independent legal counsel), or find another location for our school.

Budget and Finance

Budget form

We have attached a detailed budget for Creek Point Academy as Attachment 21.

Budget narrative

Our budget narrative has been included as Attachment 22.

Audits and compliance

Proposed business office, and financial systems and processes

Our services agreement ensures that the school receives from NHA a full suite of operations services, including financial services such as accounting, purchasing, and payroll. Additionally, support staff will include a school finance controller who serves as a guide to the school's finances. This position will regularly provide the principal with detailed income statements and reconciliation of funds. On a quarterly basis, financial statements will be prepared for the Board, including both an income statement and a balance sheet. The NHA Financial Services team will ensure that financial reporting requirements are met. A system of financial controls will be established to ensure all purchases made with federal, state, and private revenues are controlled and monitored. NHA has an integrated computerized system that manages all payroll, purchasing, general ledger, grant accounting, fixed assets accounting, and cash disbursements activities. NHA has written policies for purchasing, accounts payable, the use of corporate credit cards, Board discretionary funds, principal discretionary funds, school money handling, deposits, and a security policy.

We are confident that vigorous Board oversight and NHA's systems and controls will ensure that the school complies with the highest standards of fiscal responsibility and accountability.

Managing the annual school budget

We have asked NHA to draft a start-up budget for us based on their experience in Indiana and across the country. Attached as Attachment 21 is our projected full-enrollment five-year budget. Moving forward, we envision beginning with an assessment of need. Through the school improvement planning efforts, the annual review of NHA, and the Board's monthly monitoring of academics and finances, we will have a robust amount of information to establish our budget priorities.

The Board anticipates asking our Board treasurer to provide the first layer of appropriate governance and oversight of school finances. We anticipate providing feedback to our school leadership team, who will work with the assigned school finance controller at the NHA Service Center to develop an annual operational budget for presentation to our Board for review and approval. The Board will ensure that this budget is balanced and appropriate to meet the charter requirements. All budget assumptions – including things such as anticipated student count, number of classrooms necessary for those students, the number of teachers, paraprofessionals and support staff needed, costs for textbooks and other learning supplies, and more – will be discussed with school leadership and the Board. The budget approved by the Board each spring prior to the start of the next school year will contain the best estimates of student enrollment and specific student characteristics that may drive the budget. Similarly, the budget included in this application contains the best assumptions about our anticipated student population. Each fall, when the school is enrolled and the specific student population and needs are determined, an amended budget may be adopted.

The Board will review a financial statement each quarter, monitoring actual costs versus budgeted amounts in detailed categories, with an assessment of planned versus actual enrollment, student progress, and the school's academic and operational needs. We will request budget adjustments and more information as needed.

Contracting for an independent audit

Each year, the Board will retain a state-licensed independent public accounting firm with experience in K-12 education to audit the financial statements. These statements will be accurately presented in accordance with both generally accepted accounting principles and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. An audit report will also be issued on the auditor's considerations of internal control over financial reporting, and on compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. This report will be disseminated to the authorizer, the public, and required state agencies. We will comply with the Governmental Accounting Standards Board (GASB) provisions as well. If our school spends \$750,000 or more in federal funds during a fiscal year, the independent auditor will also perform a federally required A-133 Federal Single Audit.

Finance Advisory Committee

Our founding committee will explore the need for a finance advisory committee. If desired, this will be led by the board treasurer and will meet as needed to fulfill its duties.

Replication Capacity

While we are partnering with NHA – a nationwide charter school operator – for daily operations of Creek Point Academy, we are not proposing to replicate any particular Indiana school.

We do not take lightly our responsibility to ensure the success of Creek Point Academy. We believe NHA's longstanding record of success both within Indiana and across the country makes the organization the best partner for us. NHA's model includes a personalized curriculum, professional development, staffing, and more, plus a school facility. NHA has a documented record of success in serving students from *all* backgrounds and needs. Additionally, its program and approach to education – including the four pillars we will embody and NHA's school-wide and classroom frameworks – will serve our mission well.

NHA was founded in Grand Rapids, Michigan in 1995. The company's first partner charter school, Excel Charter Academy, opened in the fall of that year. NHA has extensive experience in the charter school sector, serving more than 65,000 students in 100 partner schools, with more than 14,000 students on waiting lists in the 2023-24 school year. This includes Aspire Charter Academy in Gary, Indiana (current enrollment of 640 students with 25 on its wait list).

Since the fall of 2014, NHA has partnered to open, on average, two schools annually. Over the organization's nearly 30-year history, the average is four schools per year. NHA takes a careful and measured approach to growth. This trend is expected to continue. NHA's growth has also been primarily in states in which the organization currently serves other schools. For this reason, the resources needed to develop systems to support new schools have been more modest than they would be in a new state, allowing NHA to maintain its focus on improving instruction.

NHA is able to mitigate many risks faced by new schools through its comprehensive services agreement and long-term commitment to its partner schools. Once a charter is awarded, NHA commits to provide a modern and safe school facility all at no cost to the partner school board. NHA provides private capital to finance the facilities and provides these funds as a contribution, not a loan. Additionally, NHA is privately funded, and partner schools and boards have no obligation to raise philanthropic funding.

NHA does experience some of the same risks and challenges that many schools face, including: identifying excellent school leaders and teachers; creating a culture of high academic expectations and high care for students; adapting to the needs of the specific student populations that enroll at the schools; and quickly accelerating student academic performance.

Based upon NHA's history of opening new schools across the country, including in Indiana, we have compiled a realistic and detailed plan and timeline for Creek Point's start-up for August of the 2024-25 school year. Included as Attachment 19 is our detailed start-up plan.

Portfolio Review & Performance Record

Operator's portfolio

Included as Attachment 23 is a summary of all schools in NHA's portfolio.

High-performing schools the organization operates

NHA-partner schools yield admirable student outcomes and success. All schools have a longstanding record of strong governance practices, consistently receive clean audits, and maintain outstanding rates with regard to compliance.

A high-performing school NHA operates is Greensboro Academy which opened in Greensboro, NC in 1999. For the 2022-23 school year, the school served 769 K-8 students. Consider the following:

- Greensboro Academy has earned an A letter grade on the state report card since the 2014-15 school year.
- On the 2022-23 state report card, the school earned the growth status of exceeds. On a 100-point scale, Greensboro Academy earned 85.9 points for achievement and 96.6 points for growth on the state report card.
- In the 2022-23 school year, Greensboro Academy outperformed their local district on the state test by 36 percentage points and the State of North Carolina by 32 percentage points.

Low-performing schools the organization operates

Center Line Preparatory Academy is a school that opened in 2020 that has not yet reached its full potential. This school opened during the ongoing COVID-19 pandemic and had to modify instruction between virtual and in-person during its first year, creating operational challenges. Available academic data, especially on student growth, has been limited.

The school has also experienced a change in leadership, which is likely to result in an increased focus on academics to accelerate student growth and proficiency. Consider the following:

- On the 2022-23 state test, 21 percent of students were proficient in ELA and 6 percent were proficient in math. These results are comparable to the local district, though NHA's aim is always to outperform and provide a better educational environment.
- The percent of grade 3-8 student meeting typical growth on NWEA MAP fall to fall increased from 2021-22 to 2022-23. Additionally, growth results are approximately 50 percent, indicating above average growth.
- Enrollment at Center Line Prep has increased each year since opening, and the school currently maintains a wait list.

Financial statements of other schools operated by the organization in Indiana

Included in Attachment 24 are the financial statements for both Aspire Charter Academy and Andrew J. Brown Academy.

Financial statements of business related entities

NHA is a privately held organization. As such, it does not submit an IRS Form 990 or publicly release its independent financial audits and financial records. Included with our proposal as Attachment 25 is a letter from PNC Bank indicating that the organization is in strong financial standing, as well as its ability to ensure the necessary resources are available to meet commitments to successfully launch Creek Point Academy.

Terminated contracts

Since 1995, only one NHA-partner school has taken action to terminate its agreement with NHA. For 20 years, NHA partnered with a local Board to serve students on the east side of Indianapolis. This school served as a beacon in the community, offering families a safe educational choice that met students at their learning levels and adapting individualized learning plans accordingly. Annually, approximately 600 students have chosen to attend this school based on its commitment to preparing students for their future.

While this partnership thrived for many years, the school's governing Board decided it had a new vision for serving families. However, the need and demand continues for a school in the same location for programming similar to that in place at the original school. Our local group, with ties to Indianapolis as leaders in civic engagement, education, finance, and importantly, as parents, has come together in hopes of continuing to offer families this opportunity. Understanding NHA's long-term record of success with students from all groups, we are choosing to engage in a partnership with the organization to offer families continuity and familiarity in educating their children.

Charter revocations and renewals

All NHA-partner schools up for renewal were successfully renewed by their authorizer, with the exception of one. Rochester Leadership Academy Charter School (Rochester, NY) was not renewed in 2005 for not meeting the goals outlined in its charter contract.

This is the only instance of an NHA-partner charter school being denied a charter renewal. Even so, NHA took this one negative situation and turned it into an opportunity to dramatically improve its school model and operations. For example, NHA instituted its distributed leadership model, creating new teacher-supervisor positions at each school and initiating weekly observation-and-

feedback sessions by those deans with each individual teacher. NHA also created a network of Directors of School Quality that provide direct, hands-on, quality-focused oversight to a handful of schools in a designated region. Early academic intervention programs for students at-risk of academic failure were strengthened, a full school-wide Intensive Learning Program model (now known as multi-tiered system of supports) was developed for new schools with high populations of below-grade-level students, and school culture implementation was made more consistent.

Since the non-renewal of the Rochester charter, NHA has been granted the opportunity to serve six other partner schools in New York State under multiple authorizers, and has done so with significant success. Every NHA-partner school in New York that has since been up for renewal has been successfully renewed (in fact, all NHA-partner schools across the country up for renewal of their charter have been reauthorized), and nearly all of these schools are outperforming their local district.

NHA partners with 100 schools in nine states. For 2022-23, 15 NHA-partner schools went through the renewal process. Of the 15 schools up for renewal, nine received full-term renewals and six received short-term renewals. For 2023-24, 13 NHA-partner schools will be going through the renewal process. NHA has seen a shift in the ability to receive full-term renewals from authorizers which can likely be attributed to lack of academic or student performance data due to the COVID-19 pandemic.

NHA has withdrawn applications for new schools and not opened approved schools throughout the 28 years of its operations. Most recent withdrawals or non-openings can be attributed to the COVID-19 pandemic.

NHA also worked with another charter school in the Indianapolis area that did not open approximately 10 years ago, Honor Charter Academy.

Authorizer intervention

In the 2021-22 school year, many schools across the country experienced delays in their annual financial audit. This was due to the increased audit burdens with additional funding from the federal government requiring more single audits, and overall staffing shortages at many audit firms. NHA was also impacted by these delays and experienced additional internal staffing shortages. Audits were completed as quickly as possible and, across the network, all audits were clean and unqualified. In some instances, authorizers sent letters to the schools to remind them of the requirement to submit a timely audit, though no formal authorizer intervention was required.

Additionally, at times authorizers may request that schools complete an academic plan to improve results. These plans are completed regularly but have not required formal authorizer intervention.

Litigation or arbitration

Due to the nature of legal, staff, and/or civil actions, this information remains confidential. There is no pending litigation at this time that would negatively impact this charter application or NHA's ability to provide the services and contributions outlined here.



P: 317-496-1494
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Lindsay G. Lux

Lindsay Lux serves as Director of Government Affairs for The Heritage Group, a fourth-generation family-owned business managing a diverse portfolio of more than 30 companies. In her role, she develops and implements strategy to advocate on behalf of entities that specialize in heavy construction and materials, environmental services, and specialty chemicals. Today, The Heritage Group employs more than 5,000 individuals in 170 locations.

Prior to her work with The Heritage Group, Lux was a Vice President at Civic Point, a full-service public affairs firm dedicated to helping influence policy and public opinion in order to achieve goals. There she advocated for clients before the Indiana General Assembly, the state's Executive Branch, regulatory agencies, and respective trade associations. She also developed and implemented legislative strategy with and for her clients. Her efforts aimed to advance and grow the impact of groups and organizations that move communities forward.

Lux has also served as the Manager of Mission Services and Advocacy for the American Lung Association in Indiana, where she emphasized making Indiana and local communities across Indiana smoke-free. This included supporting the passage and implementation of Indianapolis' smoke-free ordinance, which went into effect in June 2013.

Ms. Lux has also prioritized community engagement, including as chair and founding member of the Tobacco Free Indiana Coalition, a former board member for the Indiana Tobacco Prevention and Cessation Agency (appointed by former Governor Mitch Daniels), as former president of The Exchange – IndyHub's Young Professional Board, and as a former board member and membership chair of the Government Affairs Society of Indiana. She received her Bachelor of Science in Public Affairs from Indiana University, with a concentration in Public Policy Analysis.

LINDSAY G LUX

C (317)496-1494 llux@thgrp.com

PROFESSIONAL SKILLS

▪ BS Public Affairs/Public Policy Analysis ▪ Grassroots/Grasstops Management ▪ Government Relations & Policy Development
▪ B2B Relationship & Partner Development ▪ Coalition Building & Maintenance ▪ Strategic Plan Development ▪
Cross-Departmental Collaboration ▪ Database & Software Experience ▪ Coalition & Volunteer Management ▪ Social Media
Marketing & Evaluation ▪ Leadership & Public Speaking ▪ Board Relations & Development ▪ Media Relations ▪ Budget
Administration & Management

PROFESSIONAL EXPERIENCE

Director of Government Affairs

The Heritage Group - Dec 2021 - Present

Responsibilities:

- Develop and implement The Heritage Group (THG) governmental affairs strategy in Coordination with THG Government Affairs team
- Support THG and its operating companies by developing government relations strategies and assist the operating companies in building and maintaining relationship with their local and state elected officials
- Build and maintain relationships with elected officials and appointees within THG footprint including state legislatures, governors and relevant state agencies.
- Manage contract lobbyists and ensure THG is in compliance with all lobby registration laws in each state where THG or THG company is registered
- Develop and maintain local government relationships with City/Town, County, boards/planning commissions
- Manage membership and participate in stakeholder and industry groups
- Identify new industry groups that would be beneficial for THG to join
- Advise THG on political giving at the local and state level and attend fundraisers on behalf of THG when necessary

Vice President

CivicPoint – A Subsidiary of Frost Brown Todd LLC JAN 2015 to 2021 *Multi-state public affairs and lobbying firm*

Responsibilities

- Advocate for CivicPoint clients at the Indiana General Assembly, the Executive Branch, regulatory agencies and respective trade associations through written and public testimony, grassroots strategies and face-to-face communication with decision makers
- Assist CivicPoint clients and Frost Brown Todd LLC in review and analysis of proposed legislation and rule making
- Develop and implement legislative strategy for CivicPoint clients
- Build and maintain relationships with committee chairs, legislators, and key agency staff
- Participate in firm related PAC activities and advise clients on their contributions. Represent CivicPoint clients and Frost Brown Todd LLC at fundraisers and events
- Monitor, track, and report on applicable legislation to CivicPoint clients and Frost Brown Todd LLC • Build coalitions that include legislators, businesses, trade associations, and stakeholders to effectively pass legislation
- Participate in key message development and branding for clients, serve as spokesperson for client through media activities and speaking engagements

Notable Achievements

- Created, lead, and maintained telemedicine coalition to successfully pass legislation to significantly expand health care access through telehealth in Indiana (House Bill 1263). Coalition included more than twenty stakeholders
- Demonstrated in-depth knowledge in legislative issues pertaining to multiple issues including health care, insurance and regulatory landscape, tobacco control, and public health
- Secured additional funding for public health programs in Indiana
- Grew and lead health related coalition by 50 percent, including adding non-traditional partners to advocate for tobacco control across the state
- Developed and implemented client events with legislators and stakeholders.

Manager of Mission Services & Advocacy

American Lung Association ▪ Indianapolis, IN 2011 to 2015 *National nonprofit whose mission is to save lives by preventing lung disease and improving lung health*

Responsibilities

- Serve as the primary advocacy staff member for the American Lung Association in Indiana. Provide program oversight, development and assessment; serve as the primary public contact for advocacy state-wide; and serve on a regional team of mission experts for the growth of the organization, nation-wide
- Represent the ALA on numerous coalitions across the state including multiple leadership positions; provide technical assistance to 51 tobacco coalition across the state; serve as primary spokesperson for Smoke Free Indy and Tobacco Free Indiana coalitions
- Serve as sole lobbyist for the ALA at the state and local level
- Represent the ALA for public relations campaigns, media interviews, and in public appearances; create and distribute press releases to media partners; provide trainings and presentations to volunteers and stakeholders
- Create benchmarks and evaluate all programs annually
- Budget for, develop, and report on fiscal year goals for Mission Team activities in Indiana

Notable Achievements

- Plan and execute 6+ PR campaigns with budgets ranging from \$1,500-\$100,000+
- Lead social media team to increase exposure and stakeholder interaction by 282% over 3-month period through increased social media channels, strategic messaging, and focused followers interaction • Secured new funding of \$200,000+ over 3 years
- Manage database of 600+ ALA volunteers annually
- Create 1-year and 5-year strategic planning modal with Local Leadership Board liaison • Deliver 30-60 minute presentations related to ALA programs at regional and national conferences, to partnering organizations, community events, and to potential funders

Affiliations

Government Affairs Society of Indiana ▪ Board Member ▪ September 2106 - 2022 ▪ Tobacco Free Indiana Coalition
▪ Chair, Founding Member ▪ 2011-2018 IndyHub Presidents Roundtable (now The Exchange) ▪ Vice-Chair, Chair, At-Large Member ▪ Indiana Tobacco Prevention and Cessation Agency ▪ Board of Directors ▪ 2010-2012
Appointed to serve on board by Governor Mitch Daniels



TORY WALKER

CONTACT

PHONE:
317-480-7646

EMAIL:
toryedwin@gmail.com

Tory Walker is an experienced, organized professional with extensive experience in culinary arts. Raised in the Indianapolis area, he continues to reside in the greater community where he and his wife raise their two sons.

As head chef at the Bulldog Bar and Lounge, Mr. Walker developed and implemented new restaurant menus. Demonstrating strong interpersonal skills, he oversaw hiring, scheduling, and supervising of kitchen staff while also managing restaurant inventory. Prior to his time at Bulldog, Walker managed the kitchen at Hawthorns Golf and Country Club.

Mr. Walker has also spent time as a kitchen supervisor and lead cook at St. Vincent Anderson, Rosie Place, and Marten House Hotel and Lilly Conference Center. During his time at these locations, Walker led meal service prep, developed new menu items, led kitchen opening and closing, and cooked everything from hospital patient meals to daily banquet orders.

Mr. Walker prioritizes time with his children and understands the value of a strong community. He prioritizes advocating for opportunities that will allow his children to grow and thrive. He received his degree in culinary arts from Ivy Tech Community College in Indianapolis, Indiana.

Tory Walker

(317) 480-7646

toryedwin@gmail.com

Fortville, IN 46040

Organized professional with extensive experience in the culinary arts. Accomplished in creating menus and recipes, managing staff, and overseeing kitchen operations. Experienced in working with multiple types of ingredients and food preparation methods in order to create unique and innovative dishes. Committed to delivering exceptional quality and taste, while achieving top customer satisfaction ratings.

SKILLS

- Menu Planning
- Food Preparation Techniques
- Inventory and Supply Management
- Employee Training
- Kitchen Staff Management

EXPERIENCE

HEAD CHEF

The Bulldog Bar and Lounge

Indianapolis, IN

April 2022 - October 2022

- Developed and implemented innovative menus to enhance customer experience.
- Drafted employee schedules to maximize efficiency and accommodate staffing needs.
- Oversaw ordering of food supplies and ensured freshness of all products used in the kitchen.
- Monitored inventory levels and enforced best practices, reducing waste.
- Hired and supervised kitchen staff, providing feedback and training as necessary.

KITCHEN MANAGER

Hawthorns Golf and Country Club

Fishers, IN

March 2017 - September 2020

- Developed seasonal menus and special food offerings to set apart from competition.
- Demonstrated excellent organizational skills in managing the daily operations of a busy kitchen environment.
- Managed scheduling of kitchen staff to meet the needs of the restaurant during peak business hours.

RETAIL COOK

St. Vincent Anderson

Anderson, IN

May 2015 - January 2017

- Prepared daily lunch menu from scratch.
- Prepared daily soup offerings from scratch.
- Prepared hospital patient meals.

LEAD COOK

Rosie Place

Zionsville, IN

December 2014 - May 2015

- Created new menu ideas to keep customers excited and engaged.
- Coordinated kitchen prep line for breakfast and lunch service, fostering swift service and high-quality food preparation.

- Executed daily opening and closing operations of the kitchen.

COOK/KITCHEN SUPERVISOR

Marten House Hotel and Lilly Conference Center

Indianapolis, IN

November 2011 - May 2014

- Oversaw prep line for breakfast and dinner service to ensure an efficient kitchen environment.
- Performed daily opening, closing and duties in accordance with guidelines.
- Prepared daily banquet orders quickly and accurately.

DELIVERY/CUSTOMER SERVICE LEAD

Premier Service and Delivery Company

Fishers, IN

November 2009 - November 2011

- Delivered and assembled home gym equipment sets to residents.
- Experienced pulling orders, unloading and unpacking equipment.
- Assisted customers in any questions/concerns regarding their equipment and/or order.
- Contacted customers regarding orders and handled any issues with product and/or delivery.

MANAGER

Cardinal Fitness

Indianapolis, IN

May 2006 - September 2007

- Supervised, managed, and trained a team of up to 6 individuals.
- Demonstrated excellent customer service abilities by providing constant phone support to current and future clients.
- Created weekly schedules for all employees.
- Oversaw and facilitated tours of the facility to potential members.
- Maintained and sold gym memberships; average of 5-8 per day.
- Participated in daily maintenance facility upkeep.

LEAD TECHNICIAN

Factory Fitness

Indianapolis, IN

June 2002 - January 2005

- Delivered and assembled 6 - 8 home gym equipment sets to residents in and out of state.
- Processed warehouse orders coming into and out of the facility on a daily basis.
- Performed Sales Associate duties when needed.
- Assisted customers in the purchasing of home gym and exercise equipment.
- Contacted customers regarding orders and handled any issues with product and/or delivery.

EDUCATION

CULINARY ARTS

Ivy Tech Community College, **Indianapolis, IN**



Jukobie W. Russell

P: 317-446-7588

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Jukobie Russell is a dedicated, resourceful, and highly motivated educator with a proven track record of highly effective leadership in training. Maintaining a passion for improving the lives of future generations, he currently teaches sixth grade at Rhodes Elementary School in Indianapolis.

Russell provides daily instruction to a diverse population of scholars while maintaining high levels of testing outcomes with a focus on reading and social studies. Prior to working with students at Rhodes Elementary, Mr. Russell gained extensive classroom experience at schools in both Indianapolis and Detroit, Michigan.

In addition to his work in the classroom, Russell is Executive Director of Knowledge Based Solutions, where he provides consulting services for providers and business entities in the areas of staff training and serving clients. His personal educational services focus on parenting, behavioral management, workforce development, mentoring, public re-entry, and more.

Mr. Russell's passion for students and community is evident in other past professional pursuits, including as a supervisor with TeenWorks, as well as time with Goodwill Industries, Fathers and Families Center, Shalom Heath Care INC., and Manhood Incorporated.

He is involved with the National Teachers Association, the National Federation of High School Sports (licensed official), and as a board member for One Karma Publishing Company. Russell has been recognized by the U.S. Congress for high excellence in the field of education and was lauded for a 21-year track record of success working with Opportunity Youth within public and charter schools.

Russell earned his Bachelor of Arts degree in Elementary Education – Behavioral and Social Sciences from Kentucky State University. He holds Indiana Professional Educators Licenses in Early Childhood Education and Elementary Generalist.

JUKOBIE WILLIAM RUSSELL

2617 N. Temple Avenue, Indianapolis, IN 46218 - kbsllc1199@gmail.com - 317-446-7588

Dedicated, resourceful, and highly motivated educator with a proven track record of highly effective leadership and training.

SUMMARY OF QUALIFICATIONS

- Recognized by the United States Congress for High Excellence in the field of Education
- Recognized for a 21-year track record of success and award-winning recognition for working with Opportunity Youth within Public and Charter Schools in Indianapolis and Detroit
- Unique ability to design and manage Outreach Programs
- Proven ability to handle sensitive and confidential situations while providing mediation support for families, scholars, the judicial system, and staff

PROFESSIONAL EXPERIENCE

Rhodes Elementary School – 6th Grade Teacher **November 2021 – Current** **Indianapolis, IN**

- Provide daily instruction to a diverse population of scholars while maintaining high levels of testing outcomes with a focus on Reading and Social Studies.
- Provided daily instruction for a diverse population of scholars for all academic subjects. 2nd grade (2022-23)
- Provided daily instruction for a diverse population of scholars for all academic subjects. 5th grade (2021-22)

Knowledge Based Solutions - Executive Director/Education and Training **April 2020 – Current** **Indianapolis, IN**

- Provide consulting services for service providers and various business entities in the areas of training staff and clients served
- Personal educational services including parenting, behavioral management, workforce development, mentoring, public re-entry, recidivism prevention, social restoration, life skills, skills assessment, remediation and tutoring, curriculum design and implementation, academic enrichment activities, cultural competency training, relationship building/sustaining, and client specific learning

Ignite Achievement Academy – Lead 4th Grade Teacher **August 2017 – July 2020** **Indianapolis, IN**

- Provided daily instruction to a diverse population of up to 25 scholars while maintaining high levels of testing outcomes
- Lead a team of staff members in professional development, planning, and instruction
- Created and implemented lesson plans designed to foster individual learning styles and promote scholar mastery of Language Arts, Math, Social Studies, and Science
- Set high expectations for scholar behavior and maintain those standards through classroom management techniques and positive reinforcement; utilize my interpersonal and communication skills while interacting successfully with administrators, teachers, parents, as well as my scholars; analyze test data to determine grade level strengths and weaknesses

TeenWorks – Supervisor **June 2017 – August 2018** **Indianapolis, IN**

- Facilitated coordination of work responsibilities with work site partner daily
- Worked alongside scholar employees
- Responsible for overseeing a crew of 13 scholar employees and 1 Assistant Supervisor
- Worked with program partners, identify and secure necessary equipment, instructional supplies, and materials using approved process
- Served as a mentor for scholars and a liaison to program partners
- Managed scholars and produced an evaluation at program completion
- Developed and coordinated delivery of soft skill curriculum
- Tracked scholar attendance and hours using online database

Creston Intermediate Academy – 5th Grade Teacher **August 2016 – June 2017** **Indianapolis, IN**

- Provided daily instruction to a diverse population of up to 30 scholars in two class while maintaining high levels of testing outcomes
- Created and implemented lesson plans designed to foster individual learning styles and promote scholar mastery of Language Arts and Social Studies
- Set high expectations for scholar behavior and maintained those standards through classroom management techniques and positive reinforcement; utilized my interpersonal and communication skills while interacting successfully with administrators, teachers, parents, as well as my scholars; analyzed test data to determine grade level strengths and weaknesses

- 7th Grade Girls Basketball Coach

IPS Public School #99 Arlington Woods – 5th Grade Teacher July 2015 – February 2016 Indianapolis, IN

- Provided daily instruction to a diverse population of up to 28 scholars while maintaining high levels of testing outcomes
- Created and implemented lesson plans designed to foster individual learning styles and promote scholar mastery of Language Arts, Math, Social Studies and Science
- Set high expectations for scholar behavior and maintain those standards through classroom management techniques and positive reinforcement; utilize my interpersonal and communication skills while interacting successfully with administrators, teachers, parents, as well as my scholars; analyzed test data to determine grade level strengths and weaknesses
- Served on School Improvement Team, to identify problem areas and troubleshoot solutions in all areas of school operations

Brook Park Elementary School – 4th Grade Teacher January 2013 – June 2015 Indianapolis, IN

- Planned and implemented lessons from all curriculum areas including Reader's Workshop, activity-based mathematics, whole language development, and science concepts; differentiated instruction based on individual academic needs while maintaining high levels of testing outcomes
- Organized materials in such a way that scholars found the presentation of skill building lessons fun and non-threatening
- Assured that all lessons met or exceeded the curriculum standards
- Evaluated scholar progress and communicated progress to scholars and parents

Goodwill Industries – Day Reporting Program Manager January 2011 – February 2012 Indianapolis, IN

- Responsible for overall program design; originated job descriptions and responsibilities; led recruitment and hiring efforts; monitored direct payments to ensure timely and accurate billing; established and maintained community provider relationships; developed and facilitated rigorous professional development; gauged and amended all service deliveries; created and maintained delivery tracking tools; succeeded at growing per diem
- Assumed additional responsibilities such as budget analysis, generating marketing awareness and development of reward and consequence system

Fathers and Families Center – Parenting & Outreach Specialist October 2005 – January 2011 Indianapolis, IN

- Responsible for recruiting participants; planning and coordinating parenting curriculum; generating marketing awareness; grant writing; grant management and retention; planning community events; overseeing monthly budget reports and data recording
- Planned and facilitated Fatherhood 101 Classes for Volunteers of America and Circle City Fatherhood Coalition
- Served on Family Development Services Community Advisory Board
- Accomplished serving as Health and Wellness Committee Chairman; Community Liaison
- Apollo 13 Manager
 - Managed ex-offender re-entry program
 - Maintained open lines of communication with ex-offenders regarding re-entry requirements

Shalom Health Care INC. – Parenting & Outreach Specialist October 2005 – November 2007 Indianapolis, IN

- Promoted self-help skills and the development of strong social skills in individual and group settings
- Taught parenting and life skills
- Served as tutor and scholar advocate

Skiles Test Elementary – Special Education Instructional Assistant August 2003 – March 2004 Indianapolis, IN

- Provided instruction to scholars with special needs such as Autism Spectrum Disorder, Attention Deficit Hypertension Disorder and Oppositional Defiance Disorder
- Coordinated Fifth Grade ISTEP Remediation Program

Advantage Academy – 3rd Grade Teacher August 2002 – June 2003 Detroit, MI

- Planned and implemented lessons from all curriculum areas designed to foster individual learning styles and promote scholar mastery of basic skills and concepts while maintaining high levels of testing outcomes
- Designed and implemented a behavior management program that helped run an organized and efficient classroom
- Promoted self-help skills, confidence, self-esteem, and the development of strong social skills
- Served as Annual Science Fair Chairman
- Served as Athletic Director

- Head Coach of Boys and Girls basketball teams
- Served as Fundraising Chairman

Edison YMCA-SLA – 3rd Grade Teacher

August 2000 – June 2002

Detroit, MI

- Planned and implemented language arts, math, science and social studies instruction; differentiated instruction based on individual academic needs while maintaining high levels of testing outcomes
- Maintained open lines of communication with parents to encourage scholar motivation and classroom performance
- Planned and facilitated professional development
- Served as mentor teacher; observing and providing constructive and developmental feedback
- Founded boys mentoring program *Males Eliminating Negativity* (M.E.N.)
- Awarded for outstanding service as Cub Scout Leader

Manhood Incorporated – Summer Learning Director

Summer 1999 – Fall 2001

Detroit, MI

- Responsible for supervision of summer employees and scholars; effective instructional delivery; instructional coaching; providing frequent behavioral feedback to direct reports; recruitment of program participants; processing payroll
- Planned events such as End of Year Celebration and Graduation

Academy of Detroit Schools– 1st Grade Teacher

August 1999 – June 2000

Detroit, MI

- Planned and implemented lessons from all curriculum areas designed to foster individual learning styles and promote scholar mastery of basic skills and concepts; differentiated instruction based on individual academic needs while maintaining high levels of testing outcomes
- Designed and implemented a behavior management program that helped run an organized and efficient classroom
- Developed a rapport with parents maintaining open lines of communication to encourage scholar motivation and classroom performance
- Collaborated with faculty members and administration, gaining diverse teaching and management techniques

EDUCATION AND TRAINING

Kentucky State University– Frankfort, KY

Bachelor's Degree; B.A, Elementary Education, Behavioral and Social Sciences, 1999

CERTIFICATIONS

State of Indiana Professional Educators License

- Early Childhood Education (P-3)
- Elementary Generalist (K-6)

AFFILIATIONS

- National Teachers Association
- National Federation of High School Sports, Licensed Official
- One Karma Publishing Company, Board of Directors



Chad M Reynolds

ChFC®, CLU®, CFP®, WMCP®,
RICP®

Partner

Office

(317) 284-5353

Email Address

✉ Email

Connect



About Me

As one of Indiana's leading wealth management advisors, Chad Reynolds has helped clients protect, build, and gift wealth to future generations since 2007. After understanding your goals and values, he and his team will work with you to build a customized, valued-based financial plan to implement your vision, modifying it as your life and priorities change.

Chad grew up in rural northern Indiana, where he developed a love for Indiana sports teams, especially Notre Dame football. He also learned the value of hard work from his parents, who owned and operated a tax-preparation firm. Chad married his best friend, Jennifer, a nurse practitioner in a hospital burn unit, and when they aren't watching the Indianapolis Colts or Fighting Irish, they enjoy traveling and spending time with their family and friends.

Designations

ChFC®, CLU®, CFP®, WMCP®, RICP®

Chad Reynolds, CFP®, ChFC®, CLU®, WMCP®, RICP®

Partner at Truss Wealth Advisors. Building a bridge to financial security. Forbes Best-In-State Top Financial Security Professionals 2022.
Indianapolis, Indiana, United States of America

As co-owner and partner at Truss Wealth Advisors, I help individuals, families, and businesses build a bridge to financial security with a distinctive, whole-picture approach that aligns your values and finances.

EXPERIENCE

Truss Wealth Advisors

July 2020 - Present

Partner

- At Truss Wealth Advisors, a firm of Northwestern Mutual, we take a values-based approach to financial planning. We help our clients design financial security with higher probable outcomes, so you can spend less time worrying about your finances and more time taking care of the people and the things that matter most to you. By intentionally aligning your values and finances, we create anchors of fiscal stability and peace of mind. When values are clear, planning is easier.

Northwestern Mutual

16 years 6 months

Wealth Management Advisor

February 2012 - Present

- With \$265.0 billion in assets, \$28.1 billion in revenues, and more than \$1.8 trillion worth of life insurance protection in force, Northwestern Mutual delivers financial security to more than 4.5 million people who rely on us for life, disability income and long-term care insurance, annuities, brokerage and advisory services, trust services, and discretionary portfolio management solutions. The company holds more than \$125 billion of client assets as a part of its wealth management company and investment services.

Field Director

February 2012 - December 2019

- While committed to serving my clients, I began to coach and mentor full-time advisors after successfully grooming my successors for the internship program.

College Unit Direct

March 2009 - February 2012

- While committed to serving my clients, I was in charge of recruiting, training, and overseeing our top-ranked college internship program.

Financial Representative

April 2007 - February 2012

- Provided financial security for my clients while continuing to learn and hone my leadership skills.

Valle Vista Health System

February 2003 - April 2007

Community Liaison

- Developed relationships with physicians and social services in the area to promote Valle Vista's business.

EDUCATION

University of Indianapolis

January 1996 - January 2000

CERTIFICATIONS

- Certified Financial Planner (CFP)
- Chartered Financial Consultant (ChFC)
- Chartered Life Underwriter (CLU)
- Retirement Income Certified Professional (RICP)
- Wealth Management Certified Professional (WMCP)

HONORS

Forbes Top Financial Security Professionals 2022 & 2023

- Forbes Best-in-State Top Financial Security Professionals list (July 2022 & 2023), based upon data as of December 31st of the preceding year. Research and ranking provided by SHOOK Research. Northwestern Mutual and its advisors do not pay for placement on 3rd party rating lists, but do pay marketing fees to these organizations to promote the rating(s). Rankings and recognitions are no guarantee of future investment success.

Phobie Perkins

708-441-7138

Email: phobiehicks@gmail.com

PROFILE

*Dedicated and successful **LEADER** with proven ability to:*

- Collaborate with teachers to use data diagnostically at frequent intervals (i.e. quarterly interim assessments) to assess each student's learning and to identify the most effective teaching practices.
- Establish well-defined standards and performance assessments for high quality student work at all grade levels.
- Mentor teacher leaders in their task to strengthen department's effectiveness in increasing student achievement.
- Coach teachers in the implementation of student-centered learning, data-driven instruction, parent communication, classroom management and respectful relationships in the classroom.
- Design, implement, and manage initiatives that increase student attendance.
- Lead stakeholders in consensus-building, goal-setting, and assessment of shared school vision and annual goals.
- Engage in collegial classroom observations that lead to discussion about teacher strengths and increased teacher efficacy as well as areas in need of further professional development or peer coaching in an effort to build a reflective professional learning community.
- Conduct and coordinate high quality professional development that is intensive, collaborative, job embedded and designed and led by educators who model best learning and teaching practices.
- Advocate for students receiving specialized services and English Language Learners.

OBJECTIVE

To lead a school in its vision and mission, to achieve student academic success and social-emotional growth, and to uplift families and community.

ACADEMIC BACKGROUND

- Currently a doctoral Educational Leadership student at Concordia University River Forest II
 - M.E.D, Educational Leadership /Administration , Concordia University, River Forest, (2010)
 - B.A.S., Radio/TV Communications, Purdue University Lafayette, IN (2005)
-

LICENSES/ CERTIFICATION

TYPE 75-General Administrative
State of Michigan School
Administrator Certificate

Area of Endorsement: General Administrative (K-12)
Endorsement: Elementary & Secondary Admin (K-12)

PROFESSIONAL EXPERIENCES

2022-Present	Principal <i>Andrew J. Brown Academy, National Heritage Academies</i>
2018-2022	Principal <i>Lansing Charter Academy, National Heritage Academies</i>
2012- 2018	At risk Student Coordinator <i>Marquette School of Excellence</i>
2010-2012	Dean of Students School/ Intervention Specialist <i>Chicago International Charter School</i>
2009-2012	SES Coordinator <i>Chicago International Charter School</i>
2009-2010	Critical Thinking Instructor <i>Chicago International Charter School</i>
2007-2008	7th and 8 th Grade Science <i>Chicago International Charter School</i>
2006-2007.	Second Grade Teacher, <i>Chicago International Charter School</i>

PROFESSIONAL RESPONSIBILITIES

Andrew J. Brown Academy (National Heritage Academies) Indianapolis, IN 2022-Present

Principal

Located in Indianapolis, IN, Andrew J. Brown Academy is an elementary school that was opened 2003, servicing students K through Eighth grade. At Andrew J. Brown Academy, we believe that all students deserve an opportunity to receive a high-quality education. Our mission is to provide a safe and respectful environment that promotes positive learning driven by student experience. By building a sense of community, we will establish trust between students, families and staff. Andrew J. Brown Academy is dedicated to preparing students for success in our increasingly global society.

Engage and Develop Faculty

- ✓ Provide support to teachers in an effort to improve teacher quality while impacting student achievement,
- ✓ Assist teachers in trouble shooting challenges with conveying clear expectations, and setting standards for discipline.
- ✓ Coach deans in the reflective process of analyzing student assessment data, setting professional goals, conducting teacher-teacher observations, and developing action plans

Assess the quality of classroom instruction

- ✓ Conduct weekly classroom walk-throughs, engage in mini-observations of teachers.
- ✓ Deliver prompt feedback on observations and coach teachers and deans to improve instruction
- ✓ Meet weekly with grade level cluster teams to observe and provide guidance as the group plans units and lessons, discusses student performance, and analyzes existing curriculum
- ✓ Model and coach lead teachers and deans in the implementation of academic intervention strategies, and classroom management;
- ✓ Facilitate academic student support systems such as SES after-school program

Facilitate and Motivate Change

- ✓ Liaise with parents and guardians about student progress, student attendance, and adherence to school policies;

- ✓ Counsel parents about students not in good standing with school policies and procedures to identify student or family needs that are preventing the success of the student;
- ✓ Conduct regular classroom visits to evaluate to what extent learning targets are being met, the uniformity in which grade level cluster teams are addressing learning standards, and to what degree teachers are implementing instructional strategies proven to affect student achievement.
- ✓ Model and coach lead teachers and deans in the implementation of academic intervention strategies in literacy, mathematics, science, and classroom management;

Develop and articulate a belief system through voice and actions

- ✓ Participant of instructional leadership team in the writing of the School Improvement Plan for Advancing Academic Achievement;
- ✓ Offer praise and recognition to students and teachers that emulate the core values of the school
- Coordinate and oversee attendance systems;
- ✓ Sponsored events to form strong home-school relationships and community-building
- ✓ Member of the administrative team that produces monthly attendance data that includes student

Building and Sustaining Positive School Climate

- ✓ Facilitate Professional development for school staff
- ✓ Increase Restorative practices and implementation with staff and students
- ✓ Implement interventions for students in tier 2 and 3



Phobie Perkins strives to lead schools in their vision and mission, to achieve student academic success and social-emotional growth, and to uplift families and community. She currently serves as principal at Andrew J. Brown Academy where she works to provide a safe and respectful environment that promotes positive learning driven by student experience.

As principal at Andrew J. Brown Academy, and in her previous position as principal at Lansing Charter Academy, Ms. Perkins placed a high emphasis on building a sense of community to establish trust between students, families, and staff. She spends significant time engaging and developing faculty, understanding that supporting and improving teachers impacts student achievement. She assesses the quality of classroom instruction and coaches teachers and deans in the implementation of academic intervention strategies and classroom management.

Perkins understands the importance of articulating a belief system through voice and actions and participates in the writing of the School Improvement Plan for Advancing Academic Achievement as part of the instructional leadership team. She is dedicated to building and sustaining a positive school climate, and frequently engages with parents and guardians to ensure appropriate changes are implemented to give students the best education and opportunities possible.

Prior to her time as a principal, Ms. Perkins served as the at-risk student coordinator at the Marquette School of Excellence. Perkins also served in a variety of roles at Chicago International Charter School. She spent time as an SES coordinator, Critical Thinking instructor, a seventh and eighth grade science teacher, and a second grade teacher.

Ms. Perkins received her Bachelor of Applied Science degree from Purdue University. She received her Master of Education in Educational Leadership Administration from Concordia University and is currently a Doctoral Educational Leadership student there. She holds a Type 75 General Administrative State of Michigan School Administrator Certificate and has an Elementary and Secondary Admin (K-12) endorsement in the area of General Administration (K-12).

BACKGROUND CHECK AUTHORIZATION FORM

I, Phobie Perkins, submit this background check authorization as part of the proposal from Creek Point Academy [name of school] for a charter pursuant to IC § 20-24-2.1 from Grace Schools Charter Authority, LLC.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	
Have you ever been convicted of a criminal offense?	NO
If yes, please indicate date, charge and city where convicted:	
Please list all of your residences (by city, county and state) during the past ten (10) years:	Chicago, Cook County, Illinois

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to Grace Schools Charter Authority Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of Grace Schools Charter Authority and the Indiana Department of Education as is necessary to evaluate the proposal submitted by Creek Point Academy (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the GSCA staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with GSCA.

Phobie Perkins [REDACTED]
 Signature Social Security Number
05/06/76 9/22/23
 Date of Birth Date
Principal
 Position with proposed school (e.g., school leader, board member, chief operating office, etc.)

STAFF RESPONSIBILITIES

The following is a listing of the main positions that will be staffed at Creek Point Academy, including the responsibilities and qualification for the roles. These staff members will be employed by National Heritage Academies.

Job Title: **Principal**

Department: **School Administration**

Reports To: **Director of School Quality**

Employed By: **National Heritage Academies**

SUMMARY

The principal is dedicated to our purpose to “transform the lives of students and enrich communities by delivering high-quality educational choice to families”. He or she will hold the unwavering belief that all children can and will learn given the right opportunities. Qualified principals will have a proven track record of achieving significant rates of student growth. Strong leadership and management skills are also required as is the ability to provide instructional support to teachers. To these ends, the principal must be committed to and capable of developing school culture, promoting student achievement, and implementing seamless school operations.

ESSENTIAL DUTIES

The duties include working with students, families and staff to create a thriving school community focused on achieving results. The principal must be able to effectively direct and coordinate educational, administrative, and counseling activities; formulate policy at the school level; make hiring and termination decisions; set salaries; evaluate teacher performance; and plan for his or her own succession.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A qualified principal will have a Master’s Degree or equivalent, certification as required by applicable law (we will seek a waiver from applicable law), and has between four and ten years of school leadership experience in working with diverse student populations. The principal will be able to demonstrate achievements in student proficiency and growth that can be specifically linked to their leadership and interventions. The ability to interpret student performance data and to develop strategies that differentiate learning based on assessment results is key. Dedication to ongoing professional development is important and the principal should be familiar with education journals, research, and current trends. As a building leader, the principal should also be comfortable working with financial reports and legal documents.

Both oral and written communication skills are key to success as a principal. The principals will be able to respond aptly to common inquiries from parents, the community, and the authorizer and to present information to the Board of Directors. He or she will have the ability to problem solve and to draft correspondence appropriate to the circumstances. The principal will support and always seek to fulfill the guiding concepts for the school embodied in the mission and the school’s moral focus program.

SUPERVISORY RESPONSIBILITIES

A principal will directly supervise a group of employees, not to exceed 15 employees. This group includes deans and front office staff, and may in some circumstances include paraprofessional staff, special education and/or specials teachers. The principal will carry out supervisory responsibilities in accordance with the organization's policies and applicable laws.

Responsibilities include interviewing, hiring and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: **Dean**

Department: **School Administration**

Reports To: **Principal**

Employed By: **National Heritage Academies**

SUMMARY

Deans hold leadership positions within the school and must share their colleagues' commitment to achieving the mission of the school. They must possess an unrelenting drive to change lives, make a difference, transfer knowledge, and create opportunity. Deans will effectively manage people, develop teachers, demonstrate the ability to build culture, and aspire to model the virtues adopted in the moral focus program.

ESSENTIAL DUTIES

Deans are responsible for management oversight and will hold specifically defined roles within the leadership structure. As such, they will manage a subset of the school staff, and provide primary responsibility for various areas of leadership across the building. Like the principal, these responsibilities require individuals who can respond to common inquiries from parents and the community, and who are able to problem solve and communicate effectively.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Qualified deans possess a Bachelor's Degree or higher and a minimum of three to five years of experience in teaching. As instructional leaders, deans will demonstrate success in leading, motivating and coaching a team of teachers, have mastered instructional best practices, and are continuously seeking new and better approaches to teaching and learning.

SUPERVISORY RESPONSIBILITIES

Directly supervises a subset of instructional employees in the school, to include teachers, special education, and paraprofessional staff. He/she will carry out supervisory responsibilities in accordance with the organization's policies and applicable laws. Deans, with the assistance of the principal, are involved in the interviewing, hiring and training of employees. Responsibilities include planning, assigning and directing of work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

SAMPLE

Job Title: **Registrar**
Department: **Office Staff**
Reports To: **Principal**
Employed By: **National Heritage Academies**

SUMMARY

The registrar at the school must be committed to the mission of the school, seek to fulfill the virtues of the moral focus program, and be a dedicated team player. The school will seek a registrar who can communicate effectively with parents, students, school staff, and the community and is able to supervise school volunteers. The registrar will often be the first representative of the school that parents and others interact with, and thus must be able to create a customer-centered, professional environment.

ESSENTIAL DUTIES

The registrar duties are divided into four Areas of Responsibility (AOR). These four AOR's are Enrollment Management, Maintenance of Class Schedules, People Services Compliance and General Compliance. Other responsibilities may be assigned. These duties are not inclusive, but represent the AORs that the registrar is accountable for.

QUALIFICATIONS

To perform this job successfully, an individual must have a working knowledge of how to perform each essential duty satisfactorily. Additionally, the individual must be proficient on PC and basic MS Office programs. This individual must be able to multi-task, have the ability to organize, be detailed-oriented. This individual must also create and maintain a customer-focused atmosphere within the administrative functions. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The registrar should possess an Associate's degree and/or 2-4 years' experience in an office lead or school administrative position.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit; use hands to handle; and reach with hands and arms. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions. The noise level in the work environment is usually moderate.

Job Title: **Director School Quality**
 Department: **School Quality**
 Employed By: **National Heritage Academies**

SUMMARY

At NHA, the Director of School Quality is dedicated to achieving the purpose of “transforming the lives of students and enriching communities by delivering high-quality educational choice to families”. The Director of School Quality (DSQ) will provide day to day operations support for assigned NHA schools. NHA school Principals will report directly to the Director of School Quality and the DSQ will have profit and loss responsibility for his/her assigned schools. Properly executed, the DSQ enhances school health as measured by academic, financial, and cultural metrics. The DSQ role is pivotal in realizing these school and organizational goals.

ESSENTIAL DUTIES

To perform this job successfully, an individual must be able to perform each essential duty:

- Demonstrate good practice, recognize it and create training programs that work to ensure great teaching is being conducted in each classroom
- Provide continual leadership coaching to our deans and principals, and responsible for the development of these individuals in all aspects of school leadership
- Utilize knowledge, skill and enthusiasm to cause and/or accelerate a school’s success in achieving our mission
- Possess a growth mindset to independently improve personal and professional skills
- Establish annual performance goals for each principal and review their performance during weekly one on one meetings
- Act as a liaison between the Service Center and school principals, helping garner resources when needed to enhance quality of multiple school functions
- Collaborate and communicate with Service Center departments to develop training and support when needs arise
- Utilize data from myNHA to monitor and support school success in key school areas
- Critically think to understand and personalize to the context and key areas of each school
- Ensure equity in student outcomes via data review in areas such as student performance, discipline data, and other key school measures
- Conduct classroom and school visits with school teams to assess quality, ensuring alignment to the Classroom and Schoolwide Framework
- Participate in school-based trainings to check for quality and engagement
- Collaborate with other DSQs to share ideas and develop each other as leaders
- Organize regional principal and dean professional development
- Be actively involved in dean hiring, and ensure teacher hiring process is of high quality and consistent
- Partner with local teacher and leader preparation programs to create a pipeline of talent
- Review and approve operational items such as schools’ master schedules, investment plans, school budgets, School Improvement Plan, etc.
- Act as a liaison to each school’s Board of Directors when needed, supporting and preparing the principal, and attend board meetings as needed
- Look for trends of success and problems organizational-wide, communicating feedback to Service Center to improve outcomes for all schools and students
- Model and ensure adherence to the NHA core values
- Other duties as directed

QUALIFICATIONS

To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required.

- Proven track record of student academic success or significant gains in a principal role
- Must have K-8 experience – know and love the kids you serve
- Outstanding communication skills with the experience to be an outgoing spokesperson and relationship builder
- Frequent travel to schools and collaborative meetings with other DSQs and Service Center

EDUCATION/LICENSE/EXPERIENCE REQUIREMENTS

- Master's Degree in education related field
- Minimum 3 years of principal experience

SUPERVISORY RESPONSIBILITIES

- Directly supervises the assigned school Principals. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

PHYSICAL DEMANDS

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT

- Frequent travel
- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Recruiting and retaining teachers

The school's teacher-recruitment efforts will benefit from NHA's extensive teacher candidate network and proven recruitment capabilities. NHA currently has a full staff of teachers and support educators who we expect to transition to Creek Point Academy. NHA will also be ready to perform a search to replace talent that departs during the transition. The search will focus on identifying teachers who are committed to high expectations of academic growth, and who will participate collaboratively and professionally with other staff and with parents, volunteers, and the community.

A robust program of professional development, both required and optional, will ensure that teachers are able to learn and grow while at the school, enhancing the ability of the school to retain the best educators year after year.

NHA's organizational design has put in place the necessary systems and procedures to prepare, develop, motivate, engage, reward, and ultimately retain school staff. Creek Point Academy will implement a "Total Rewards" compensation model to provide staff with both a desirable benefits package and chance for merit-based salary increases (for those who have a high impact on student learning/achievement). Included within our proposed budget is teacher pay above market for openings that can be hard to fill (ex: Special Education and EL teachers). Our health plan offerings are competitive, with low employee-cost options, retirement choices (including an employer-match), life insurance, tuition reimbursement, and employee acknowledgement and reward programs.

Hiring and dismissing school personnel

In the spring before the school opens, top candidates for each teaching position will be sent to the principal for further evaluation and selection. Once a candidate is selected by the school leadership team and final referencing and criminal background checks are in place, the candidate will receive a start date and orientation instructions. We aim to have all positions filled in time to ensure attendance at the New Teacher Orientation professional development session in late July.

As an initial step in the hiring process, each candidate will be evaluated to determine if the candidate is qualified and certified for the role as defined in state law and applicable federal requirements. We will conduct national criminal background checks on each candidate we wish to hire, as required by Grace College.

The school staff will serve our school on an at-will basis, and all staff will be directly employed by NHA. School leaders will work with NHA to create the staff structure in accordance with expertise, strengths, performance, and how to best meet the needs of students who enroll with us. Structures will be implemented for ineffective staff. This may include termination, as necessary.

A planned timeline for recruitment and hiring of Creek Point's administrative team can be found below, and in Attachment 19, the Creek Point Start-Up Plan.

Creek Point Academy Project Plan

The list is not completely exhaustive, but it is intended to capture most of the envisioned key pre-opening activities needed. The dates provided here, while tentative, provide a fairly accurate picture of the pre-opening activities and a timeline for those activities.

Recruiting and Staffing			
Task	Start Date	Finish Date	Responsible Party
Principal hiring cycle	Dec 2023	Feb 2024	Board; NHA
Academic deans hiring cycle	Feb 2024	Mar 2024	NHA; Principal
Office staff hiring cycle	Jan 2024	Mar 2024	NHA; Principal
Teacher hiring cycle	Apr 2024	Jul 2024	NHA; Principal
Classroom support (paras; aides) hiring cycle; Substitute teacher list started	May 2024	Jul 2024	NHA; Principal
Parents of admitted students asked to identify if their child has an existing IEP (typically during registration process and/or during SpEd meeting). Hire initial Special Education staff according to needs.	May 2024	Ongoing	School leadership team
Cumulative student files requested from previous schools, including any IEPs. Hire additional staff according to needs.	Aug 2024	Ongoing	School leadership team
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

School Quality and Other Administrative Items			
Task	Start Date	Finish Date	Responsible Party
Assign Director of School Quality	Dec 2023	Jan 2024	NHA
Before- and after-school care needs identified; service contract signed	Mar 2024	Mar 2024	School leadership team
Finalize dress code and uniforms for students	Mar 2024	Mar 2024	Board; School leadership team
Finalize school calendar	Apr 2024	Apr 2024	Board; NHA
Finalize master schedule	Apr 2024	Apr 2024	Board; NHA
Set up classrooms	Jul 2024	Aug 2024	School leadership team
Test-Proctor Training	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Sample Scope and Sequence

Creek Point Academy



You must be signed in to your NHA Google Account to access the links below.

IN Kindergarten ELA Year at-a-Glance			
K-2 Time Structures Sound Spelling Cards Comprehension Assessment Schedule Video Bank RM K-2 Handbook Habits of Discussion Intervention			
Week	Phonological Awareness / Phonics		RA / SR / Writing
0	Teach & Practice Classroom Culture, Routines and Procedures		
1	RM Foundational Scope & Sequences	Heggerty Week 1	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> • Primary Standards: K.RL.1, K.RL.2.1, K.RL.2.2, K.RL.2.4, K.RV.3.1 • Review Standards: K.RL.4.1, K.RL.3.2 Unit 1 Writing Scope and Sequence: Becoming a Writer! <ul style="list-style-type: none"> • Writing Standards: K.W.3.1, K.W.3.2, K.W.4, K.W.5, K.SL.2.1 • Language Standards: K.W.2.1, K.W.2.2, K.W.6.1a, K.W.6.1b
2		Heggerty Week 2	
3		Heggerty Week 3	
4		Heggerty Week 4	
5		Heggerty Week 5	
6		Heggerty Week 6	

7	RM Foundational Scope & Sequences	Heggerty Week 7	Unit 2 RA/SR Scope and Sequence: STORY Part 1 <ul style="list-style-type: none"> • Primary Standards: K.RL.2.2, K.RL.3.1, K.RL.2.3, K.RL.1 • Review Standards: K.RL.4.1 Unit 2 Writing Scope and Sequence: Becoming a Writer! <ul style="list-style-type: none"> • Writing Standards: K.W.1, K.W.3.3, K.W.4, K.W.5, K.SL.2.1 • Language Standards: K.W.2.1, K.W.2.2, K.W.6.1a, K.W.6.1b, K.W.6.2a, K.W.6.2b
8		Heggerty Week 8	
9		Heggerty Week 9	
10		Heggerty Week 10	
11		Heggerty Week 11	
12		Heggerty Week 12	
13	RM Foundational Scope & Sequences	Heggerty Week 13	Unit 3 RA/SR Scope and Sequence: Reading to Learn! <ul style="list-style-type: none"> • Primary Standards: K.RN.1, K.RN.2.1, K.RN.2.2, K.RN.2.3, K.RN.3.2, K.RN.3.1, K.RN.3.2, K.RN.3.1, K.RN.3.2, K.RN.4.1, K.RN.4.2 • Review Standards: K.RN.3.1, K.RN.1 Unit 3 Writing Scope and Sequence: Concept Books <ul style="list-style-type: none"> • Writing Standards: K.W.1, K.W.3.2, K.W.4, K.W.5, K.SL.2.1 • Language Standards: K.W.2.1, K.W.2.2, K.W.6.2, K.W.6.2a, K.W.6.2b, K.RV.2.2
14		Heggerty Week 14	
15		Heggerty Week 15	
16		Heggerty Week 16	
17		Heggerty Week 17	
18		Heggerty Week 18	

19	RM Foundational Scope & Sequences	Heggerty Week 19	<p>Unit 4 RA/SR Scope and Sequence: Getting to Know the Characters</p> <ul style="list-style-type: none"> • Primary Standards: Primary Standards: K.RL.2.1, K.RL.2.2, K.RL.2.3, K.RL.4.2, K.RV.3.1, K.RL.1 • Review Standards: K.RL.2.3, K.RL.3.1 <p>Unit 4 Writing Scope and Sequence: What I Like</p> <ul style="list-style-type: none"> • Writing Standards: K.W.1, K.W.3.1, K.W.4, K.W.5, K.SL.2.1 • Language Standards: K.W.6.1, K.W.6.1b, K.W.6.1e, K.W.6.2, K.W.6.2a, K.W.6.2b, K.W.6.2c
20		Heggerty Week 20	
21		Heggerty Week 21	
22		Heggerty Week 22	
23		Heggerty Week 23	
24		Heggerty Week 24	
25		Heggerty Week 25	
26	RM Foundational Scope & Sequences	Heggerty Week 26	<p>Unit 5 RA/SR Scope and Sequence: STORY Elements Part 2</p> <ul style="list-style-type: none"> • Primary Standards: Primary Standards: K.RL.2.1, K.RL.2.2, K.RL.2.3, K.RL.1 • Review Standards: K.RL.2.1, K.RL.2.3 <p>Unit 5 Writing Scope and Sequence: Part 1 - Solving Problems; Part 2 - Imagine If</p> <ul style="list-style-type: none"> • Writing Standards: K.W.1, K.W.3.3, K.W.4, K.W.5, K.SL.2.1 • Language Standards: K.W.6.1, K.W.6.1a, K.W.6.1b, K.W.6.1e, K.W.6.2, K.W.6.2a, K.W.6.2b, K.W.6.2c
27		Heggerty Week 27	
28		Heggerty Week 28	
29		Heggerty Week 29	
30		Heggerty Week 30	
31		Heggerty Week 31	
32		Heggerty Week 32	
33		Review	
34		Review	

Kindergarten Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	Routines and Procedures	
1	<u>Bridges Unit 1: Numbers to Five & Ten</u>	
2	<div>Number Corner (see link above for standards addressed) Math Stories K.NS.2, K.NS.4, K.NS.5</div>	Bridges Unit 1
3		M1: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.M.1, K.DA.1, K.G.1, K.G.2, K.G.4
		M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.3, K.DA.1
4		M3: K.NS.2, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.3, K.DA.1
		M4: K.NS.2, K.NS.5, K.NS.6, K.CA.5
20 days of instruction, 5 days of Numeracy Assessment		
5	Fall Numeracy Assessment	
6	<u>Bridges Unit 2: Numbers to Ten</u>	
7	<div>Number Corner Math Stories K.CA.1, K.CA.2</div>	Bridges Unit 2
		M1: K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.3, K.CA.4
8		M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.3
		M3: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.DA.1
18 days of instruction, 5 days of Numeracy Assessment		
9	Bridges Unit 3: Bikes & Bugs: Double, Add & Subtract	
10		
11		
12	Numeracy Assessment Check Up 1	
13	<div>Number Corner Math Stories K.CA.1, K.CA.2</div>	Bridges Unit 3
		M1: K.NS.1, K.NS.4, K.NS.5, K.NS.6, K.NS.10, K.CA.1, K.CA.3, K.G.3
		M2: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3, K.CA.4
14		M3: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1
	M4: K.NS.1, K.NS.2, K.NS.3, K.NS.4, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.CA.4	
22 days of instruction, 5 days of Numeracy Assessment		
15	Bridges Unit 4: Paths to Adding, Subtracting & Measuring	
16		

17	Number Corner Math Stories K.CA.1, K.CA.2	Bridges Unit 4 M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.8, K.NS.9, K.M.1	
		M2: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.5	
		M3: K.NS.1, K.NS.2, K.NS.4, K.NS.7, K.NS.9, K.CA.2, K.M.1	
		M4: K.NS.1, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.DA.1	
23 days of instruction, 5 days of Numeracy Assessment			
18	Winter Numeracy Assessment		
19	Bridges Unit 4: Paths to Adding, Subtracting & Measuring		
20	Bridges Unit 5: Two-Dimensional Geometry		
21	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11	Bridges Unit 5 M1: K.NS.1, K.NS.2, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.DA.1, K.G.1, K.G.2, K.G.3	
22		M2: K.NS.1, K.NS.7, K.NS.9, K.DA.1, K.G.1, K.G.2, K.G.3	
		M3: K.NS.2, K.NS.7, K.NS.9, K.CA.4, K.DA.1, K.G.1, K.G.2, K.G.3, K.G.4	
		13 days of instruction, 5 days of Numeracy Assessment	
23	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11	Bridges Unit 6 M3: K.NS.1, K.NS.2, K.NS.3, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4	
24		M4: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3	
		12 days of instruction, 5 days of Numeracy Assessment	
		Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten	
25	Numeracy Assessment Check Up 2		
26	Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten		
27	Bridges Unit 7: Weight & Place Value		
28	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11 (Intro to 1.CA.2)	Bridges Unit 7 M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.NS.11, K.CA.1, K.CA.2	
29		M3: K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1	
		M4: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.NS.11, K.CA.1, K.CA.2	
		17 days of instruction, 5 days of Numeracy Assessment	
30	Bridges Unit 8: Computing & Measuring with Frogs & Bugs		
31			
32			

33	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5) , K.CA.3, K.NS.11 (Intro to 1.CA.2)	Bridges Unit 8 M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4
34		M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1
		M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4
		M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4
35	25 days of instruction, 5 days of Numeracy Assessment Spring Numeracy Assessment	
36 - EOY	Review and Remediation	

Kindergarten Scope and Sequence - Detailed						
Week						
0	Routines and Procedures					
1	Unit 1	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
2		M2 S1	M2 S2	M2 S3	M2 S4	M2 S5
3		M3 S1	M3 S2	Pause Day	M3 S3	M3 S4
4		M3 S5	M3 S6	M4 S1	M4 S2	M4 S3 & S4
5	Fall Numeracy Assessment					
6	Unit 2	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
7		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
8		M2 S5	M3 S1	M3 S2	M3 S3	M3 S4
9	Unit 3	M3 S5	M3 S6	Pause Day	Preteach Day	M1 S1
10		M1 S2	M1 S3	M1 S4	M1 S5	M2 S1
11		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
12		Numeracy Assessment Check Up 1				
13	Unit 4	M3 S2	M3 S3	M3 S4	M3 S5	M4 S1
14		M4 S2	Pause Day	M4 S3	M4 S4	M4 S5
15		Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
16	Unit 4	M1 S5	M1 S5	M2 S1	M2 S2	M2 S3
17		M2 S4	M2 S5	M3 S1	M3 S2	M3 S3
18	Winter Numeracy Assessment					
19	Unit 5	M3 S4	M3 S5	Pause Day	M4 S1	M4 S1
20		M4 S3	M4 S4	M4 S5	Preteach Day	M1 S1
21		M1 S2	M1 S3	M1 S4	M1 S5	M2 S1
22		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
23	Unit 6	M3 S2	Preteach Day	M3 S1	M3 S2	M3 S3
24		M3 S4	M3 S5	M4 S1	M4 S2	Pause Day
25		Numeracy Assessment Check Up 2				
26	Unit 6	M4 S3	M4 S4	M4 S5	Preteach Day	M2 S1

27	Unit 7	M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
28		M3 S2	M3 S3	M3 S4	M3 S5	M4 S1
29		Pause Day	M4 S2	M4 S3	M4 S4	M4 S5
30	Unit 8	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
31		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
32		M2 S5	M3 S1	M3 S2	M3 S3	M3 S4
33		M3 S5	M4 S1	Pause Day	M4 S2	M4 S3
34		M4 S4	M4 S5	Pause Day		
35	Spring Numeracy Assessment					
36	Optional: U6 M1 & 2, U7 M1					



IN Kindergarten - Science & Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Science Resources	Science Standard Language 5E Info & Templates Accessing Science Resources Vocabulary Games Assessment Resources Other IN Kindergarten Resources for Science		
Social Studies Resources	Social Studies Standard Language Studies Weekly Support Documents Discussion and Share-Out Strategies Processing Tools/Graphic Organizers		
Content Area	Weeks ¹	Unit	
Culture	0-2	The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.	
Science	2-3	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> Standard: K-2.E.1 <p><i>*There are no additional resources for specific units in Science at this time. Please use the links at the top of the YAAG to facilitate Science instruction on your school's Science/SS schedule.</i></p>	
Social Studies	4-8	Unit 1: Civics and Government <ul style="list-style-type: none"> Standards: K.2.1, K.2.2, K.2.3, K.2.4 Curricular Alignment: Indiana Studies Weekly Weeks 1-10 State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards 	
Science	9-12	<p><i>*There are no additional resources for specific units in Science at this time. Please use the links at the top of the YAAG to facilitate Science instruction on your school's Science/SS schedule.</i></p>	
Social Studies	13-17	Unit 2: Geography <ul style="list-style-type: none"> Standards: K.3.1, K.3.2, K.3.3, K.3.4, K.3.5, K.3.6, K.3.7 Curricular Alignment: Indiana Studies Weekly Weeks 13-21 State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards 	

¹ Based on 45-minutes of daily instruction.



Science	18-21	<i>*There are no additional resources for specific units in Science at this time. Please use the links above to facilitate Science instruction on your school's Science/SS schedule.</i>
Social Studies	22-25	Unit 3: Economics <ul style="list-style-type: none"> • Standards: K.4.1, K.4.2, K.4.3, K.4.4 • Curricular Alignment: Indiana Studies Weekly Weeks 22-26 • State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards
Science	26-29	<i>*There are no additional resources for specific units in Science at this time. Please use the links above to facilitate Science instruction on your school's Science/SS schedule.</i>
Social Studies	30-34	Unit 4: History <ul style="list-style-type: none"> • Standards: K.1.1, K.1.2, K.1.3, K.1.4 • Curricular Alignment: Indiana Studies Weekly Weeks 11-12, 27-32 • State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards



You must be signed in to your NHA Google Account to access the links below.

Indiana 1st Grade ELA Year at-a-Glance				
K-2 Time Structures Sound Spelling Cards Comprehension Assessment Schedule Video Bank RM K-2 Handbook Habits of Discussion Intervention				
Week	Phonological Awareness/ Phonics		RA / SR	Writing
0	Teach and Practice Classroom Culture, Routines, and Procedures			
1	RM Foundational Scope & Sequences	Heggerty Week 1	Unit 1 RA/SR Scope and Sequence : Falling in Love with Reading! <ul style="list-style-type: none"> Primary Standards: 1.RL.2.1, 1.RL.2.2, 1.RL.2.4, 1.RV.3.1, 1.RL.3.1 Review Standards: N/A 	Unit 0 Writing Scope and Sequence : Constructed Response Writing <ul style="list-style-type: none"> Writing Standards: 1.W.4, 1.W.5 Language Standards: K.W.6.2a, 1.W.2.1, 1.W.6.2b, 1.W.6.2c
2		Heggerty Week 2		
3		Heggerty Week 3		
4		Heggerty Week 4		Unit 1 Writing Scope and Sequence : All About Me <ul style="list-style-type: none"> Writing Standards: 1.W.1, 1.W.2.1, 1.W.3.2, 1.W.4, 1.W.5, 1.SL.2.1 Language Standards: 1.W.6.2a, 1.W.6.2b, 1.W.6.2c
5		Heggerty Week 5		

6	RM Foundational Scope & Sequences	Heggerty Week 6	Unit 2 RA/SR Scope and Sequence : Story Elements <ul style="list-style-type: none"> • Primary Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.3.2, 1.RL.1 • Review Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.3.1, 1.RL.4.1 	Unit 2 Writing Scope and Sequence : Small Moments <ul style="list-style-type: none"> • Writing Standards: 1.W.3.3, 1.W.4, 1.SL.2.1 • Language Standards: 1.W.2.1, 1.W.6.1e, 1.W.6.2a, 1.W.6.2b, 1.W.6.2c
7		Heggerty Week 7		
8		Heggerty Week 8		
9		Heggerty Week 9		
10		Heggerty Week 10		
11		Heggerty Week 11		
12	RM Foundational Scope & Sequences	Heggerty Week 12	Unit 3 RA/SR Scope and Sequence : Reading to Learn! <ul style="list-style-type: none"> • Primary Standards: 1.RN.2.1, 1.RN.2.2, 1.RN.3.1, 1.RN.4.1, 1.RN.4.2 • Review Standards: 1.RN.2.1, 1.RN.2.2, 1.RV.3.2 	Unit 3 Writing Scope and Sequence : What I Like <ul style="list-style-type: none"> • Writing Standards: 1.W.1, 1.W.3.1, 1.W.4, 1.W.5, 1.SL.2.1 • Language Standards: 1.W.6.1, 1.W.2.1, 1.W.6.2, 1.W.6.2a
13		Heggerty Week 13		
14		Heggerty Week 14		
15		Heggerty Week 15		
16		Heggerty Week 16		

17		Heggerty Week 17		
18	RM Foundational Scope & Sequences	Heggerty Week 18	Unit 4 RA/SR Scope and Sequence : Getting to Know the Characters <ul style="list-style-type: none"> • Primary Standards: 1.RL.2.2, 1.RL.2.3, 1.RL.1 • Review Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.4.1 	Unit 4 Writing Scope and Sequence : Solving Problems <ul style="list-style-type: none"> • Writing Standards: 1.W.1, 1.W.3.3, 1.W.4, 1.SL.2.1 • Language Standards: 1.W.6.1, 1.W.6.1a, 1.W.6.1e, 1.W.6.2, 1.W.6.2a, 1.W.6.2b, 1.W.6.2c
19		Heggerty Week 19		
20		Heggerty Week 20		
21		Heggerty Week 21		
22		Heggerty Week 22		
23		Heggerty Week 23		
24		Heggerty Week 24		

25	RM Foundational Scope & Sequences	Heggerty Week 25	Unit 5 RA/SR Scope and Sequence : Biographies <ul style="list-style-type: none"> ● Primary Standards: 1.RN.2.1, 1.RN.2.3, 1.RN.3.2, 1.RN.4.1, 1.RN.1 ● Review Standards: 1.RN.2.2, 1.RN.4.1 	Unit 5 Writing Scope and Sequence : Sharing Questions <ul style="list-style-type: none"> ● Writing Standards: 1.W.1, 1.W.3.1, 1.W.4, 1.W.5, 1.SL.2.1 ● Language Standards: 1.W.6.1, 1.W.6.1a, 1.W.6.1e, 1.W.6.2, 1.W.6.2a, 1.W.6.2b
26		Heggerty Week 26		
27		Heggerty Week 27		
28		Heggerty Week 28		
29	RM Foundational Scope & Sequences	Heggerty Week 29	Unit 6 RA/SR Scope and Sequence : Comparing Characters <ul style="list-style-type: none"> ● Primary Standards: 1.RL.4.2, 1.RL.1 ● Review Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.4.1 	Unit 6 Writing Scope and Sequence : Creating Characters <ul style="list-style-type: none"> ● Writing Standards: 1.W.1, 1.W.3.3, 1.W.4, 1.W.5, 1.SL.2.1 ● Language Standards: 1.W.6.1, 1.W.6.1a, 1.W.6.1b, 1.W.6.1e, 1.W.6.2, 1.W.6.2b
30		Heggerty Week 30		
31		Heggerty Week 31		
32		Heggerty Week 32		
33		Review		
34				

Indiana 1st Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	Routines and Procedures		
1	<u>Bridges Unit 1: Numbers All Around Us</u>		
2			
3	Fall Numeracy Assessment		
4	Number Corner (see link above for standards addressed) Math Stories 1.CA.2	Bridges Unit 1 M1: 1.NS.1, 1.DA.1	
5		M2: K.NS.4, 1.CA.1, 1.CA.4, 1.NS.1, 1.DA.1	
		M3: 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1	
		M4: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1	
		22 days of instruction, 5 days of Numeracy Assessment	
6	<u>Bridges Unit A: Place Value</u>		
7	Number Corner Math Stories K.CA.1, K.CA.2, K.CA.3, K.NS.11 building towards 1.CA.1, 1.CA.2, 1.NS.2	Bridges Unit A MA1: K.NS.1, K.NS.4, K.NS.7, K.NS.8 (building to 1.NS.1, 1.CA.2, & 1.NS.4) K.CA.2 (building to 1.CA.1, 1.CA.2,) K.NS.11 (building to 1.NS.2)	
8		M2A: K.CA.1, K.CA.2, K.CA.3, K.CA.4 (building to 1.CA.1 & 1.CA.2)	
9		M3A: K.NS.1, K.NS.8 (building to 1.NS.1 & 1.CA.2) 1.NS.4, K.CA.1, K.CA.2 (building to 1.CA.1 & 1.CA.2) K.NS.11 (building to 1.NS.2)	
		17 days of instruction, 5 days of Numeracy Assessment	
		Bridges Unit 2: Developing Strategies with Dice & Dominoes	
10			
11			
12	Numeracy Assessment Check Up 1		
13	Number Corner Math Stories 1.CA.2	Bridges Unit 2 M1: 1.CA.1, 1.CA.2, 1.CA.6, 1.NS.1, 1.NS.4	
		M2: 1.CA.1, 1.CA.2, 1.CA.6, 1.CA.4, 1.NS.1, 1.NS.4	
		M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.DA.1, 1.G.3	
		17 days of instruction, 5 days of Numeracy Assessment	
14	Bridges Unit 3: Adding, Subtracting, Counting & Comparing		
15	Number Corner Math Stories 1.CA.1, 1.CA.2	Bridges Unit 3 M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.CA.6, 1.DA.1	
16		M2: 1.CA.2, 1.CA.4, 1.CA.1, 1.CA.6, 1.NS.4, 1.CA.5, 1.M.2, 1.DA.1	
17		M3: 1.CA.1, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4	
		M4: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6	
		23 days of instruction, 5 days of Numeracy Assessment	
18	Winter Numeracy Assessment		

19	
20	Bridges Unit 4: Leapfrogs on the Number Line
21	<div> <div> Number Corner Math Stories 1.CA.1, 1.CA.2 </div> <div> Bridges Unit 4 M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1 M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5 M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5 </div> </div>
22	18 days of instruction, 5 days of Numeracy Assessment
23	Bridges Unit 5: Geometry
24	<div> <div> Number Corner Math Stories 1.CA.1, 1.CA.2 </div> <div> Bridges Unit 5 M1: 1.CA.1, 1.DA.1, 1.G.2, 1.G.3 M2: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4 M3: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4 </div> </div>
25	12 days of instruction, 5 days of Numeracy Assessment
26	Numeracy Assessment Check Up 2
27	Bridges Unit 5: Geometry
28	Bridges Unit 6: Figure the Facts with Penguins
29	<div> <div> Number Corner Math Stories 1.CA.1, 1.CA.2 </div> <div> Bridges Unit 6 M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6, 1.NS.1, 1.NS.2 M2: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.2 M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6 </div> </div>
30	19 days of instruction, 5 days of Numeracy Assessment
31	Bridges Unit 7: One Hundred & Beyond
32	<div> <div> Number Corner Math Stories 1.CA.1, 1.CA.2 </div> <div> Bridges Unit 7 M1: 1.CA.1, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5 M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5 M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.5, 1.M.1, 1.G.4 M4: 1.NS.1, 1.NS.2, 1.NS.4, 1.CA.5, 1.M.2, 1.DA.1 </div> </div>
33	22 days of instruction, 5 days of Numeracy Assessment
34	
35	Spring Numeracy Assessment
36 - EOY	Review and Remediation

1st Grade Scope and Sequence - Detailed

Week					
0	Routines and Procedures				
1	Unit 1	M1 S1	M1 S1	M1 S2	M1 S3
2		M1 S5	M2 S1	M2 S2	M2 S3
3	Fall Numeracy Assessment				
4		M2 S5	M3 S1	M3 S2	Pause Day
5		M3 S4	M3 S5	M4 S1	M4 S2
6	Unit A	M4 S4	M4 S5	MA 1 S1	MA 1 S2
7		MA 1 S4	MA 1 S5	MA 2 S1	MA 2 S2
8		MA 2 S4	MA 2 S5	MA 3 S1	Pause Day
9		MA 3 S3	MA 3 S4	MA 3 S5	UA assessment
10	Unit 2	M1 S1	M1 S2	M1 S3	M1 S4
11		M2 S1	M2 S2	M2 S3	M2 S4
12		Numeracy Assessment Check Up 1			
13		M3 S1	M3 S2	Pause Day	M3 S3
14	Unit 3	M3 S5	Preteach Day	M1 S1	M1 S2
15		M1 S4	M1 S5	M2 S1	M2 S2
16		M2 S4	M2 S5	M3 S1	Pause Day
17		M3 S3	M3 S4	M3 S5	M4 S1
18	Winter Numeracy Assessment				
19		M4 S3	M4 S4	M4 S4	M4 S5
20	Unit 4	M1 S1	M1 S2	M1 S3	M1 S4
21		M2 S1	M2 S2	M2 S3	M2 S4
22		M2 S5	M3 S1	Pause Day	M3 S2
23		M3 S4	M3 S5	Preteach Day	M1 S1
24	Unit 5	M1 S3	M1 S4	M1 S5	M3 S1
25		Numeracy Assessment Check Up 2			
26		M3 S3	M3 S4	M3 S5	M3 S6&7
27	Unit 6	M1 S1	M1 S2	M1 S3	M1 S4
28		M1 S5	M2 S1	M2 S2	M2 S3
29		M2 S5	M2 S5	M3 S1	M3 S2
30		M3 S3	M3 S4	M3 S5	Preteach Day
31	Unit 7	M1 S2	M1 S3	M1 S4	M1 S5
32		M2 S2	M2 S3	M2 S4	M2 S5
33		M3 S2	Pause Day	M3 S3	M3 S4
34		M4 S1	M4 S2	M4 S3	M4 S4
35	Spring Numeracy Assessment				
36	Optional: Bridges Unit 8				



IN 1st Grade - Science & Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Science Resources	Science Standard Language 5E Info & Templates Accessing Science Resources Vocabulary Games Assessment Resources Other IN 1st Grade Resources for Science		
Social Studies Resources	Social Studies Standard Language Studies Weekly Support Documents Discussion and Share-Out Strategies Processing Tools/Graphic Organizers		
Content Area	Weeks ¹	Unit	
Culture	0-2	The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.	
Science	2-3	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> Standard: K-2.E.1 <p><i>*There are no additional resources for specific units in Science at this time. Please use the links at the top of the YAAG to facilitate Science instruction on your school's Science/SS schedule.</i></p>	
Social Studies	4-8	Unit 1: Civics and Government <ul style="list-style-type: none"> Standards: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 Curricular Alignment: Indiana Studies Weekly Weeks 1-8 State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards 	
Science	9-12	<p><i>*There are no additional resources for specific units in Science at this time. Please use the links at the top of the YAAG to facilitate Science instruction on your school's Science/SS schedule.</i></p>	
Social Studies	13-17	Unit 2: Geography <ul style="list-style-type: none"> Standards: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9 Curricular Alignment: Indiana Studies Weekly Weeks 9-17 State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards 	

¹ Based on 45-minutes of daily instruction.

Science	18-21	<i>*There are no additional resources for specific units in Science at this time. Please use the links above to facilitate Science instruction on your school's Science/SS schedule.</i>
Social Studies	22-25	Unit 3: Economics <ul style="list-style-type: none"> • Standards: 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6 • Curricular Alignment: Indiana Studies Weekly Weeks 22-26 • State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards
Science	26-29	<i>*There are no additional resources for specific units in Science at this time. Please use the links above to facilitate Science instruction on your school's Science/SS schedule.</i>
Social Studies	30-34	Unit 4: History <ul style="list-style-type: none"> • Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8 • Curricular Alignment: Indiana Studies Weekly Weeks 9-12, 27-32 • State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards



You must be signed in to your NHA Google Account to access the links below.

Indiana 2nd Grade ELA Year at-a-Glance				
K-2 Time Structures Sound Spelling Cards Comprehension Assessment Schedule Video Bank RM K-2 Handbook Habits of Discussion Intervention				
Week	Phonological Awareness / Phonics		RA / SR	Writing
0	Teach & Practice Classroom Culture, Routines and Procedures			
1	RM Foundational Scope & Sequences	Heggerty Week 1	Unit 1 RA/SR Scope and Sequence : Falling in Love with Reading! <ul style="list-style-type: none"> Primary Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.3.1 Review Standards: 1.RL.2.3, RL.2.1, RL.2.3 	Unit 0 Writing Scope and Sequence : Constructed Response Writing <ul style="list-style-type: none"> Writing Standards: W.4, W.5 Language Standards: W.6.1, W.6.1c, W.6.2
2		Heggerty Week 2		
3		Heggerty Week 3		
4		Heggerty Week 4		Unit 1 Writing Scope and Sequence : Small Moments <ul style="list-style-type: none"> Writing Standards: W.1, W.2.1, W.3.3, W.4, SL.2.1 Language Standards: W.6.1, W.6.1a, W.6.1c, W.6.1e, W.6.2, W.6.2b
5		Heggerty Week 5		
6		Heggerty Week 6		

7	RM Foundational Scope & Sequences	Heggerty Week 7	Unit 2 RA/SR Scope and Sequence : Characters Are Our Best Friends! <ul style="list-style-type: none"> • Primary Standards: RL.2.1, RL.2.3, RL.3.1, RL.3.2, RL.4.1, RL.4.2, RL.1 • Review Standards: RL.2.1, RL.2.3, RL.3.2, RL.4.1 	Unit 2 Writing Scope and Sequence : Happily Ever After <ul style="list-style-type: none"> • Writing Standards: W.1, W.2.1, W.3.3, W.4, SL.2.1 • Language Standards: W.6.1, W.6.1a, W.6.1c, W.6.2, W.6.2a, W.6.2b, W.6.2c
8		Heggerty Week 8		
9		Heggerty Week 9		
10		Heggerty Week 10		
11		Heggerty Week 11		
12		Heggerty Week 12		
13		Heggerty Week 13		
14		Heggerty Week 14		

15	RM Foundational Scope & Sequences	Heggerty Week 15	Unit 3 RA/SR Scope and Sequence: I'm an Expert! <ul style="list-style-type: none"> ● Primary Standards: RN.2.2, RN.2.3, RV.3.2, RN.3.1, RN.3.2, RN.3.3, RN.4.1, RN.4.2, RN.1 ● Review Standards: RN.2.1, RN.2.2, RV.3.2, RN.3.1, RN.3.3, RN.4.1 	Unit 3 Writing Scope and Sequence: All About Insects <ul style="list-style-type: none"> ● Writing Standards: W.3.2, W.4, W.5 ● Language Standards: W.6.1, W.6.1e, W.6.2, W.6.2b
16		Heggerty Week 16		
17		Heggerty Week 17		
18		Heggerty Week 18		
19		Heggerty Week 19		
20		Heggerty Week 20		
21		Heggerty Week 21		
22		Heggerty Week 22		
23		Heggerty Week 23		

24	RM Foundational Scope & Sequences	Heggerty Week 24	Unit 4 RA/SR Scope and Sequence : Characters Teach Me Lessons! <ul style="list-style-type: none"> • Primary Standards: RL.2.2, RL.3.1, RL.4.2, RL.1 • Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.3.1 	Unit 4 Writing Scope and Sequence : Compelling Characters <ul style="list-style-type: none"> • Writing Standards: W.1, W.3.3, W.4, SL.2.1 • Language Standards: W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1e, W.6.2
25		Heggerty Week 25		
26		Heggerty Week 26		
27		Heggerty Week 27		
28	RM Foundational Scope & Sequences	Heggerty Week 28	Unit 5 RA/SR Scope and Sequence : We Love Reading! <ul style="list-style-type: none"> • Primary Standards: RV.3.1, RL.3.1, RL.1 • Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.3.2 	Unit 5 Writing Scope and Sequence : People of Influence <ul style="list-style-type: none"> • Writing Standards: W.1, W.3.1, W.4, W.5, SL.2.1 • Language Standards: W.6.1, W.6.1a, W.6.1b, W.6.1e, W.6.2, W.6.2a, W.6.2c
29		Heggerty Week 29		
30		Heggerty Week 30		
31		Heggerty Week 31		
32		Heggerty Week 32		

33		Review		
34				

SAMPLE

Indiana 2nd Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	<u>Bridges Unit 1: Figure the Facts</u>	
1		
2		
3	Fall Numeracy Assessment	
4	<u>Bridges Unit 1: Figure the Facts</u>	
	Number Corner (see link above for standards addressed)	Bridges Unit 1
	Math Stories	M1: K.DA.1, 1.DA.1, 2.DA.1
	1.NS.2, 1.CA.5 (<i>building towards 2.NS.6</i>)	M2: K.NS.4, K.NS.5, 1.CA.1, 1.NS.4, 2.CA.1, 2.CA.2, 2.CA.5, 2.NS.1, 2.M.7
5		M3: 1.CA.2, 1.CA.4, 2.CA.1, 2.CA.2, 2.NS.5, 2.DA.1
		M4: 1.CA.1, 2.CA.1, 2.CA.2, 2.NS.5, 2.NS.3
	20 days of instruction, 5 days of Numeracy Assessment	
6	<u>Bridges Unit A: One Hundred & Beyond</u>	
7	Number Corner	Bridges Unit A
	Math Stories	MA1: 1.CA.1 (<i>building to 2.CA.1</i>), 1.NS.1, 1.CA.5, 1.NS.5 (<i>building to 2.NS.6, 2.CA.2</i>)
8	1.CA.1, 1.CA.2 (<i>building towards 2.CA.1 & 2.CA.2</i>)	MA2: 1.NS.1, 1.CA.5 (<i>building to 2.NS.6, 2.CA.1, 2.CA.2</i>)
		MA3: 1.CA.1, 1.CA.2, 1.CA.4 (<i>building to 2.CA.1, 2.CA.2, 2.CA.6</i>), 1.CA.5 (<i>building to 2.CA.1</i>)
9		MA4: 1.NS.1, 1.NS.2 (<i>building to 2.NS.6</i>), 1.CA.5, 1.NS.5 (<i>building to 2.CA.1, 2.CA.2</i>)
	20 days of instruction, 5 days of Numeracy Assessment	
10	<u>Bridges Unit 2: Place Value & Measurement with Jack's Beanstalks</u>	
11		
12	Number Corner	Bridges Unit 2
	Math Stories	M1: 2.CA.1, 2.CA.2, 2.NS.2, 2.NS.3, 2.NS.6, 2.NS.7, 2.CA.1, 2.CA.4, 2.M.2
	2.CA.2, 2.CA.4	M2: 2.CA.1, 2.CA.5, 2.NS.1, 2.NS.2, 2.NS.6, 2.NS.7, 2.M.2
13		M3: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.NS.2, 2.NS.6, 2.M.2, 2.NS.3, 2.M.5
	18 days of instruction, 2 days of Numeracy Assessment	
14	<u>Bridges Unit 3: Addition & Subtraction within 100</u>	
15	Number Corner	Bridges Unit 3
16	Math Stories	M1: 2.CA.1, 2.CA.2, 2.CA.6, 2.NS.1, 2.NS.2, 2.NS.3, 2.M.2
	2.CA.2	M2: 2.CA.1, 2.CA.2, 2.CA.3, 2.NS.1, 2.NS.3, 2.M.2, 2.M.7
17		M3: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.CA.6, 2.NS.1, 2.NS.2, 2.NS.3, 2.NS.6, 2.NS.7, 2.M.7

		20 days of instruction
18	Winter Numeracy Assessment	
19	<u>Bridges Unit 4: Measurement</u>	
20	Number Corner Math Stories 2.CA.2, 2.CA.4	Bridges Unit 4
21		M1: 2.CA.1, 2.CA.2, 2.NS.1, 2.NS.2, 2.NS.3, 2.M.2, 2.M.3, 2.DA.1
		M2: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.NS.3, 2.NS.7, 2.M.2, 2.M.3, 2.M.7
22		M3: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.M.2, 2.M.3, 2.M.7
	18 days of instruction, 5 days of Numeracy Assessment	
23	<u>Bridges Unit 5: Place Value to 1,000</u>	
24	Number Corner Math Stories 2.CA.2	Bridges Unit 5
25		M1: 2.CA.1, 2.CA.2, 2.CA.4, 2.NS.1, 2.NS.2, 2.NS.6, 2.NS.7, 2.M.7
		M2: 2.NS.1, 2.NS.2, 2.NS.5, 2.NS.6, 2.NS.7, 2.CA.4, 2.M.5, 2.M.7, 2.DA.1
26		M3: 2.NS.1, 2.NS.2, 2.NS.3, 2.NS.6, 2.NS.7, 2.CA.3, 2.CA.4, 2.M.2, 2.M.5, 2.M.7
	19 days of instruction, 3 days of Numeracy Assessment	
27	<u>Bridges Unit 6: Geometry</u>	
28	Number Corner Math Stories 2.CA.2	Bridges Unit 6
		M1: 2.CA.1, 2.NS.2, 2.NS.6, 2.M.7, 2.G.1, 2.G.4
29		M2: 2.CA.5, 2.G.1, 2.G.4, 2.G.5
		M4: 2.DA.1, 2.G.1, 2.G.4, 2.G.5
	15 days of instruction	
30	<u>Bridges Unit 7: Measurement, Fractions & Multi-Digit</u>	
31	<u>Computation with Hungry Ants</u>	
32	Number Corner Math Stories 2.M.5, 2.CA.2	Bridges Unit 7
33		M1: 2.CA.1, 2.CA.2, 2.CA.4, 2.CA.6, 2.NS.2, 2.NS.3, 2.NS.6, 2.M.2, 2.M.3, 2.M.7, 2.G.5
		M2: 2.CA.1, 2.CA.2, 2.CA.4, 2.M.2, 2.DA.1, 2.G.5
34		M3: 2.CA.2, 2.CA.4, 2.CA.6, 2.NS.1, 2.NS.2, 2.NS.7, 2.M.2, 2.M.7, 2.DA.1, 2.G.5
		M4: 2.CA.1, 2.CA.2, 2.CA.4, 2.CA.6, 2.M.2, 2.M.7, 2.DA.1
	25 days of instruction	
35	Spring Numeracy Assessment	
36 - EOY	Review and Remediation	

2nd Grade Scope and Sequence - Detailed

Week						
0	Routines and Procedures – Unit 1 Module 1 (Creating a community)					
1	Unit 1	M1 S1	M1 S1 & S2	G1 U4 M1 S4	G1 WP 4C	U1 M2 S1
2		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
3	Fall Numeracy Assessment					
4	Unit 1	M3 S2	Pause Day	M3 S3	M3 S4	M3 S5
5		M4 S1	M4 S2	M4 S3	M4 S4	M4 S5
6	Unit A	MA1 S1	MA1 S2	MA1 S3	MA1 S4	MA1 S5
7		MA2 S1	MA2 S2	MA2 S3	MA2 S4	MA2 S5
8		MA3 S1	MA3 S2	Pause Day	MA3 S3	MA3 S4
9		MA3 S5	MA4 S1	MA4 S2	MA4 S3	Pre-teach Day
10	Unit 2	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
11		M1 S6	M2 S1	M2 S2	M2 S3	Pause Day
12		M2 S4	M3 S1	M3 S2	Numeracy Assessment Check Up 1	
13		M3 S3	M3 S4	M3 S5	M3 S6	M3 S7
14	Unit 3	Preteach Day	M1 S2	M1 S3	M1 S4	M1 S5
15		M2 S1	M2 S2	M2 S2	M2 S3	M2 S3
16		M2 S4	M2 S5	M3 S1	M3 S2	Pause Day
17		M3 S3	M3 S4	M3 S5	M3 S6	M3 S7
18	Winter Numeracy Assessment					
19	Unit 4	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
20		M1 S5	M2 S1	M2 S2	M2 S2	M2 S3
21		M2 S3	M2 S4	M2 S5	M3 S1	M3 S2
22		Pause Day	M3 S6	Preteach Day	M1 S1	M1 S2
23	Unit 5	M1 S3	M1 S3	M1 S4	M1 S5	M2 S1
24		M2 S2	Pause Day	M2 S3	M2 S4	M2 S5
25		M2 S6	M3 S1	Numeracy Assessment Check Up 2		
26	Unit 6	M3 S2	M3 S3	M3 S4	M3 S4	M3 S5
27		M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
28		M2 S1	M2 S2	M2 S3	M2 S4	M2 S5
29		M4 S1	M4 S2	M4 S3	M4 S4	U6 Post Assessment
30	Unit 7	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
31		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
32		M2 S5	M3 S1	M3 S2	Pause Day	M3 S3
33		M3 S3	M3 S4	M3 S5	M4 S1	M4 S2
34		M4 S3	M4 S4	M4 S5	Measurement & Data Checkpoint	Pause Day
35	Spring Numeracy Assessment					
36	Optional: Unit 8 Bridges					



IN 2nd Grade - Science & Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Science Resources	Science Standard Language 5E Info & Templates Accessing Science Resources Vocabulary Games Assessment Resources Other IN 2nd Grade Resources for Science		
Social Studies Resources	Social Studies Standard Language Studies Weekly Support Documents Discussion and Share-Out Strategies Processing Tools/Graphic Organizers		
Content Area	Weeks ¹	Unit	
Culture	0-2	The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.	
Science	2-3	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> Standard: K-2.E.1 <p><i>*There are no additional resources for specific units in Science at this time. Please use the links at the top of the YAAG to facilitate Science instruction on your school's Science/SS schedule.</i></p>	
Social Studies	4-8	Unit 1: Civics and Government <ul style="list-style-type: none"> Standards: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7 Curricular Alignment: Indiana Studies Weekly Weeks 1-8 State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards 	
Science	9-12	<p><i>*There are no additional resources for specific units in Science at this time. Please use the links at the top of the YAAG to facilitate Science instruction on your school's Science/SS schedule.</i></p>	
Social Studies	13-17	Unit 2: Geography <ul style="list-style-type: none"> Standards: 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8 Curricular Alignment: Indiana Studies Weekly Weeks 15-22 State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards 	

¹ Based on 45-minutes of daily instruction.



Science	18-21	<i>*There are no additional resources for specific units in Science at this time. Please use the links above to facilitate Science instruction on your school's Science/SS schedule.</i>
Social Studies	22-25	Unit 3: Economics <ul style="list-style-type: none"> • Standards: 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9 • Curricular Alignment: Indiana Studies Weekly Weeks 23-27 • State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards
Science	26-29	<i>*There are no additional resources for specific units in Science at this time. Please use the links above to facilitate Science instruction on your school's Science/SS schedule.</i>
Social Studies	30-34	Unit 4: History <ul style="list-style-type: none"> • Standards: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7 • Curricular Alignment: Indiana Studies Weekly Weeks 9-14, 28-32 • State Resources: IN Social Studies Resource Guide, IN Social Studies Content Area Literacy Standards



You must be signed in to your NHA Google Account to access the links below.

Indiana 3rd Grade ELA Year at-a-Glance		
Lesson Prep Resources Data Analysis and Next Steps Time Structures Assessment Resources Video Bank Habits of Discussion Intervention		
Week	RA / SR	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 RA/SR Scope and Sequence : Falling in Love with Reading! <ul style="list-style-type: none"> Narrative Standards: 3.RL.1, 3.RL.2.1, 3.RL.2.3, 3.RL.3.1, 3.RL.4.2, 3.RV.1 Review Standards: 2.RL.2.3, 3.RL.1, 3.RL.2.1, 3.RL.2.3, 3.RL.2.3, 3.RL.3.1, 3.RL.4.2 	Unit 0 Writing Scope and Sequence : Constructed Response Writing <ul style="list-style-type: none"> Writing Standards: 3.W.4, 3.W.5 Language Standards: 3.W.6.1, 3.W.6.1b, 3.W.6.1e, 3.W.6.2, 3.W.6.2b
2		Unit 1 Writing Scope and Sequence : Small Moments <ul style="list-style-type: none"> Writing Standards: 3.W.1, 3.W.2.1, 3.W.3.3, 3.W.4, 3.SL.2.1 Language Standards: 3.W.6.1, 3.W.6.1b, 3.W.6.1e, 3.W.6.2, 3.W.6.2a, 3.W.6.2b
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8	Unit 2 RA/SR Scope and Sequence : Making Meaning from our Fascinating World! <ul style="list-style-type: none"> Informational Standards: 3.RN.2.2, 3.RN.2.3, 3.RN.3.1, 3.RN.3.3, 3.RN.3.2, 3.RN.4.1, 3.RN.1, 3.RN.2.1, 3.RV.3.2, 3.RV.1 Review Standards: 3.RN.2.1, 3.RL.2.2, 3.RN.2.3, 3.RV.3.2, 3.RN.3.1, 3.RN.3.2, 3.RN.4.1 	Unit 2 Writing Scope and Sequence : Early Factory Workers and Innovations <ul style="list-style-type: none"> Writing Standards: 3.W.1, 3.W.2.1, 3.W.3.2, 3.W.4, 3.W.5, 3.SL.2.1 Language Standards: 3.W.6.1, 3.W.6.1e, 3.W.6.2, 3.W.6.2a, 3.W.6.2b, 3.W.6.2d
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15	Unit 3 RA/SR Scope and Sequence : Characters Are Just Like Us! <ul style="list-style-type: none"> Narrative Standards: 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.1, 3.RV.1 Review Standards: 3.RL.2.1, 3.RL.2.3, 3.RL.2.3, 3.RL.4.1 	Unit 3 Writing Scope and Sequence : Persuasive <ul style="list-style-type: none"> Writing Standards: 3.W.1, 3.W.3.1, 3.W.4, 3.W.5, 3.RL.2.3, 3.RL.3.1, 3.SL.2.1 Language Standards: 3.W.6.1, 3.W.6.1b, 3.W.6.1e
16		Unit 4 Writing Scope and Sequence : Animal Survival <ul style="list-style-type: none"> Writing Standards: 3.W.1, 3.W.3.2, 3.W.4, 3.W.5, 3.SL.2.1 Language Standards: 3.W.6.1, 3.W.6.1c, 3.W.6.1e, 3.W.6.2, 3.W.6.2b
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24	Unit 4 RA/SR Scope and Sequence:	
25	Continuing to Make Meaning from Our Fascinating World!	
26	<ul style="list-style-type: none"> • Informational Standards: 3.RN.2.2, 3.RN.2.3, 3.RN.3.1, 3.RN.4.2, 3.RN.1, 3.RV.1, • Review Standards: 3.RN.2.1, 3.RV.3.2, 3.RN.2.2, 3.RN.3.3, 3.RN.3.2 	
27	Unit 5 RA/SR Scope and Sequence: Stories	
28	from the Past Live On!	
29	<ul style="list-style-type: none"> • Narrative Standards: 3.RL.2.2, 3.RL.3.1, 3.RL.1, 3.RV.1 • Review Standards: 3.RL.2.1, 3.RV.3.1, 3.RL.2.3, 3.RL.3.1, 3.RL.4.1 	Unit 5 Writing Scope and Sequence: Fighting for Rights <ul style="list-style-type: none"> • Writing Standards: 3.W.1, 3.W.3.1, 3.W.3.2, 3.W.4, 3.W.5, 3.SL.2.1 • Language Standards: 3.W.6.1, 3.W.6.1a, 3.W.6.1e, 3.W.6.2, 3.W.6.2b
30	8https://drive.google.com/file/d/1rO7yGVn0031NhZ0-w1yAcyJOduCwts-M/view?usp=drive	
31	link : The Magic of Poetry: Small Packages	
32	Filled with Meaning & Fictional Wrap-up	
33	<ul style="list-style-type: none"> • Narrative Standards: 3.RL.2.3, 3.RL.3.1, 3.RL.1, 3.RV.3.1 • Review Standards: 3.RL.2.1, 3.RL.4.1 	
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Indiana Third Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.
Light Blue bold standards indicate [Priority Standards](#)

Week

0	Routines and Procedures	
1	<u>Bridges Unit 1: Addition and Subtraction Patterns (M 3 & 4)</u>	
2	Number Corner (see link above for standards addressed) Math Stories 3.C.1	Bridges Unit 1 M3: 3.C.1 , , 3.AT.6 M4: 2.CA.1, 2.CA.2, 2.NS.6, 3.C.1 , * 3.AT.1 , 3.AT.3, 3.NS.9 12 days of instruction, 0 days of Interim Testing
3	<u>Bridges Unit 2: Introduction to Multiplication</u>	
4	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2 , 3.C.4, 3.C.5, 3.C.6	Bridges Unit 2
5		M1: 3.AT.2, 3.AT.4, 3.AT.6, 3.C.2 , 3.C.5, 3.C.6
6		M2: 3.AT.2, 3.AT.4, 3.AT.5, 3.AT.6, 3.C.5, 3.C.6
7		M3: 3.C.2 , 3.C.5, 3.C.6, 3.AT.2, 3.AT.4, 3.AT.5, 3.AT.6, 3.DA.1
8		M4: 3.C.1 , 3.C.4, 3.C.5, 3.C.6, 3.AT.3, 3.AT.4, 3.DA.1 25 days of instruction, 0 days of Interim Testing
9	Interim Review- Interim 1 Testing	
10	Bridges Unit 3: Multi-Digit Addition and Subtraction (M 1 & 2)	
11	Number Corner Math Stories 3.C.1	Bridges Unit 3 M1: 3.C.1 , * 3.AT.1 , 3.AT.3, 3.NS.9 M2: 3.C.1 , * 3.AT.1 , 3.AT.3, 3.NS.9 11 days of instruction, 5 days of Interim Testing
12	Bridges Unit 4: Measurement and Fractions	
13	Number Corner Math Stories 3.M.1, 3.M.3 , 3.M.5 , 3.M.6, 3.M.7	Bridges Unit 4
14		M1: 3.M.1, 3.M.3
15		M2: 3.C.1 , 3.AT.3, 3.M.1, 3.M.3
16		M3: 3.NS.3 , 3.NS.4, 3.NS.5, 3.NS.6, 3.NS.7 , 3.NS.8, 3.G.4 M4: 3.NS.4, 3.NS.5, 3.DA.2 24 days of instruction, 0 days of Interim Testing
17	Bridges Unit 5: Multiplication, Division, and Area (M 1)	
17	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2 , 3.C.4, 3.C.5, 3.C.6	Bridges Unit 5 M1 M1: 3.AT.2, 3.AT.4, 3.AT.6, * 3.C.3 , 3.C.4 5 days of instruction, 0 days of Interim Testing
18	Interim Review- Interim 2 Testing	

19	Bridges Unit 5: Multiplication, Division, and Area	
20	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2, 3.C.4, 3.C.5, 3.C.6	Bridges Unit 5 M2: 3.AT.2, 3.AT.3, 3.AT.4, 3.AT.5, 3.C.3, 3.C.4, 3.C.5, 3.C.6
21		M3: 3.C.2, 3.C.3, 3.C.4, 3.C.5, 3.AT.3, 3.AT.5
		M4: 3.C.2, 3.C.5, 3.C.6, 3.M.5, 3.M.6
12 days of instruction, 5 days of Interim Testing		
Bridges Unit 6: Geometry (M 3)		
22	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2, 3.C.4, 3.C.5, 3.C.6	Bridges Unit 6 M3 M3: 3.C.2, 3.M.5, 3.M.7, 3.G.2
5 days of instruction, 0 days of Interim Testing		
23	Bridges Unit 7: Fractions (M 3 & 4)	
24	Number Corner Math Stories 3.NS.3, 3.NS.4, 3.NS.5	Bridges Unit 7 M3&4 M3: 3.NS.3, 3.NS.4, 3.NS.5, 3.NS.6, 3.NS.7, 3.NS.8, 3.C.5, 3.G.4
		M4: 3.NS.3, 3.NS.4, 3.NS.5, 3.NS.6, 3.NS.7, 3.NS.8, 3.G.4
11 days of instruction, 5 days of Interim Testing		
25	Interim Review- Interim 3 Testing	
26	Bridges Unit 7: Extending Multiplication (M 1 & 2)	
27	Number Corner Math Stories 3.NS.3, 3.NS.4, 3.NS.5	Bridges Unit 7 M1&2 M1: 3.AT.3, 3.AT.4, 3.AT.6, 3.C.5, 3.C.6, 3.M.5
		M2: 3.AT.3, 3.C.5, 3.M.5, 3.C.6
11 days of instruction, 0 days of Interim Testing		
28	Bridges Unit 6: Geometry (M 1, 2 & 4)	
29	Number Corner Math Stories 3.M.1, 3.M.3, 3.M.5, 3.M.6, 3.M.7	Bridges Unit 6 M1: 3.G.2
30		M2: 3.G.2, 3.M.7
31		M4: 3.NS.3, 3.NS.7, 3.NS.8, 3.G.4, 3.M.5
18 days of instruction, 0 days of Interim Testing		
32	Bridges Unit 3: Multi-digit Addition and Subtraction (M 3 & 4)	
33	Number Corner Math Stories 3.C.1	Bridges Unit 3 M3: 3.C.1, 3.AT.1, 3.AT.3, 3.NS.9
		M4: 3.C.1, 3.AT.1
10 days of instruction, 0 days of Interim Testing		
34 - EOY	Review and Remediation	




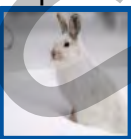
Third Grade Scope and Sequence - Detailed

Week						
0	Routines and Procedures					
1	Unit 1	M3 S1: PI	M3 S2: PI	M3 S3: MF	M3 S4: PS	M3 S5: PS
2		Quiz #1 M4 S3: WP	M4 S2: PI	M4 S3: MF	M4 S4: PI	M4 S5: PI
3	Unit 2	Review	Unit 1 EOU Assessment	<i>Pre-teach</i>	M1 S1: PI	M1 S2: PS
4		M1 S3 & S4: MF	M1 S4: PS	M1 S5: WP Quiz #1	M2 S1 & S2: PI	M2 S2: PI
5		<i>Pause Day</i> Unit 3 Screener	M2 S3: WP	M2 S3 & S4: PS	M2 S3 & S5: PI	M2 S5: PI
6		M2 S5: PS	M2 S5: WP	M3 S1 & S3: PS Quiz #2	M3 S2: PI	M3 S2: PS
7		M3 S3: PI	M3 S4: PI	M3 S5: WP	M4 S1: PI Quiz #3	M4 S2: PI
8		M4 S3: PI	Review	Unit 2 EOU Assessment	<i>Pre-teach</i>	M1 S2 & S4: PI
9	Interim Review – Interim 1 Testing					
10	Unit 3	M1 S2: WP	M1 S3: PS	M1 S5 & S6: MF	M1 S4: PI	M2 S1: PI Quiz #1
11		M2 S2: PI	<i>Pause Day</i> Unit 4 Screener	M2 S3: PS	M2 S4 & S5: MF	Quiz #2 <i>Pre-teach</i>
12	Unit 4	M1 S2: PI	M1 S2: WP	M1 S3: PI	M1 S4: PI	M1 S5: PI
13		M1 S6: PI	M2 S1: PI Quiz #1	M2 S2: PI	M2 S3 & S4: MF	<i>Pause Day</i>
14		M2 S4: PI	M3 S1: PI Quiz #2	M3 S2: PI	M3 S3: PI	<i>Pause Day</i>
15		M3 S3: WP Unit 5 Screener	M3 S4: PI	M3 S5: PI	M4 S1: PI Quiz #3	M4 S2: PI
16		M4 S3: PI	Review	Unit 4 EOU Assessment	<i>Pre-teach</i>	M1 S1 & S2: PI
17	Unit 5	M1 S3: PI	M1 S4: PI	M1 S5 & S6: PI	M1 S6: WP Quiz #1	M2 S1 & S2: MF
18	Interim Review – Interim 2 Testing					
19	Unit 5	M2 S2: WP <i>Pause Day</i>	M2 S3: PI	M2 S4: PI	M3 S1 & S2: MF	M3 S3: WP Quiz #2
20		M3 S4: WP <i>Pause Day</i>	M4 S1: PI	M4 S2: PI Quiz #3	M4 S3: PI	M4 S4: PI
21		M4 S5: PI	<i>Pause Day</i> Review Day	Unit 5 EOU Assessment	M3 S1: PI	M3 S2: PI
22	Unit 6	M3 S3: PI	M3 S4: PI	M3 S5: PI	M3 S5: WP Quiz #1	M3 S1: PI
23	Unit 7	M3 S2: PI	M3 S3: PI	M3 S4: PI	M3 S5: WP Quiz #3	M4 S1: PI
24		M4 S2: PI	M4 S3: PI	M4 S4: PI	<i>Pause Day</i> Review Day	Quiz #4

25	Interim Review – Interim 3 Testing					
26	Unit 7	M1 S2: PI	M1 S3: PI	M1 S5: PI M2 S1: PI	M2 S2: PI	Quiz #1
27		M2 S3: PS	M2 S4: PI	<i>Pause Day</i> Unit 6 Screener	M2 S5: PI	Review
28	Unit 6	Unit 7 EOU Assessment	<i>Pre-teach Day</i>	M1 S2: PI	M1 S3 & S4: PI	M1 S4: PI
29		M1 S5: WP	Quiz #1	M2 S1: PI	M2 S2: WP	M2 S3: PI
30		M2 S4: WP	M2 S5: PI	<i>Pause Day</i>	Quiz #2	M4 S1: PI
31		M4 S2: PI	M4 S3: PI	Review Day	Unit 6 EOU Assessment	<i>Pre-teach Day</i>
32	Unit 3	M3 S1: WP	M3 S2: PI Quiz #3	M4 S1: PI	M4 S2: PI	<i>Pause Day</i>
33		M4 S3: PI	M4 S4: PI	Review Day	Quiz #4	
34-EOY	Review and Remediation					




THIRD GRADE SCIENCE YEAR AT A GLANCE



Unit	Week(s)	Scope	Performance Expectation	Science and Engineering Practices	Crosscutting Concepts
Unit 2 Animal Development and Survival (cont.)	10-11	Social and Group Behavior 	IN3.LS2.1 Construct an argument that some animals form groups that help members survive.	Engaging in Argument from Evidence	Cause and Effect
Unit 3 Environments and the Traits of Organisms	12-13	Inheritance and Variation of Traits 	IN3.LS3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Analyzing and Interpreting Data	Patterns
	14-15	Environmental Traits 	IN3.LS3.2 Use evidence to support the explanation that traits can be influenced by the environment.	Constructing Explanations and Designing Solutions	Cause and Effect
	16-17	Adaptations 	IN3.LS4.3 Construct and argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Engaging in Argument from Evidence Asking Questions and Defining Problems	



THIRD GRADE SCIENCE YEAR AT A GLANCE



Unit	Week(s)	Scope	Performance Expectations	Science and Engineering Practices	Crosscutting Concepts
Unit 3 Environments and the Traits of Organisms (cont.)	19-20	Environmental Changes and Effects 	IN3.LS4.4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	Engaging in Argument from Evidence	Systems and System Models
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems	
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions	
Unit 4 Organisms Change Over Time	21-22	Plant and Animal Extinction 	IN3.LS4.1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Analyzing and Interpreting Data	Scale, Proportion, and Quantity
	23-24	Fossils 	IN3.LS4.1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	Analyzing and Interpreting Data	Scale, Proportion, and Quantity

THIRD GRADE SCIENCE YEAR AT A GLANCE



Unit	Week(s)	Scope	Performance Expectations	Science and Engineering Practices	Crosscutting Concepts
Unit 5 Dealing with Hazardous Weather Worldwide	28-29	Weather and Climate 	IN3.ESS2.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Analyzing and Interpreting Data	Patterns
			IN3.ESS2.2 Obtain and combine information to describe climates in different regions of the world.	Obtaining, Evaluating, and Communicating Information	Patterns
	30-31	Processes and Impacts of Natural Hazards 	IN3.ESS3.1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Engaging in Argument from Evidence	Cause and Effect
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems	
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions	
			IN3.5.ETS1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Planning and Carrying Out Investigations	
Engineering Design Projects	32-35	<i>In Progress – Check for Updates in February 2021!</i>			

IN 3rd Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Talk Moves Q-Chart Processing Tools Summary Table Teacher Reference Guide Discussion and Share-Out Strategies Studies Weekly Support Documents		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Geography	1-8	Standards: 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10, 3.3.11, 3.3.12, 3.3.13 Curricular Alignment: Indiana Studies Weekly Weeks 1-5
2 - History	9-16	Standards: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9 Curricular Alignment: Indiana Studies Weekly Weeks 6-10
3 - Economics	17-24	Standards: 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8, 3.4.9 Curricular Alignment: Indiana Studies Weekly Weeks 11-14
4 - Civics & Government	25-32	Standards: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7 Curricular Alignment: Indiana Studies Weekly Weeks 15-21



You must be signed in to your NHA Google Account to access the links below.

Indiana 4th Grade ELA Year at-a-Glance

Lesson Prep Resources Data Analysis and Next Steps Time Structures Assessment Resources Video Bank Habits of Discussion Intervention		
Week	RA / SR	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 RA/SR Scope and Sequence: What a Character! <ul style="list-style-type: none"> Narrative Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2, 4.RV.2.1, 4.RL.3.1 Review Standards: 4.RL.1, 4.RL.2.1, 4.RL.2.3, 4.RV.2.1, 4.RL.3.1 	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none"> Writing Standards: 4.W.4 Language Standards: 4.W.6.1, 4.W.6.1e, 4.W.6.2a,
2		Unit 1 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none"> Writing Standards: 4.W.1, 4.W.2.1, 4.W.3.3, 4.W.4, Language Standards: 4.W.6.1, 4.W.6.1b, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b, 4.W.6.2c
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5	Unit 2 RA/SR Scope and Sequence: A Hodgepodge of Information <ul style="list-style-type: none"> Informational Standards: 4.RN.2.1, 4.RN.2.2, 4.RV.3.2,, 4.RN.3.3, 4.RN.3.1, 4.RN.4.1, 4.RN.4.2, 4.RN.1, 4.RV.1 Review Standards: 4.RN.2.1, 4.RN.2.2, 4.RN.3.1, 4.RV.3.2, 	Unit 2 Writing Scope and Sequence: Harlem Renaissance <ul style="list-style-type: none"> Writing Standards: 4.W.1, 4.W.2.1, 4.W.3.2, 4.W.4, 4.W.5 Language Standards: 4.W.6.1, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b
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9	Unit 3 RA/SR Scope and Sequence: The World of Folklore <ul style="list-style-type: none"> Narrative Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.1, 4.RL.4.1, 4.RL.4.2, 4.RL.1, 4.RV.1 Review Standards: 4.RL.2.1, 4.RL.2.3,, 4.RL.3.1, 4.RL.4.2, 	Unit 3 Writing Scope and Sequence: Writing About Reading Part 1 <ul style="list-style-type: none"> Writing Standards: 4.W.1, 4.W.3.2, 4.W.3.3, 4.W.4, 4.W.5 Language Standards: 4.W.6.1, 4.W.6.1a, 4.W.6.1c, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b
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13	Unit 4 RA/SR Scope and Sequence: Inventions <ul style="list-style-type: none"> Narrative Standards: 4.RN.2.1, 4.RN.2.2, 4.RN.2.3, 4.RN.3.2, 4.RL.1, 4.RV.1 Review Standards: 4.RN.2.1, 4.RN.2.2, 4.RN.2.3, 4.RV.3.2, 4.RN.3.2, 4.RN.3.1 	
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23	<u>Unit 5 RA/SR Scope and Sequence:</u>	<u>Unit 4 Writing Scope and Sequence:</u>
24	The Magic of Poetry	Conservation
25	<ul style="list-style-type: none"> • Narrative Standards: 4.RL.2.1, 4.RL.2.2, 4.RV.3.1, 4.RL.3.1, 4.RL.4.2, 4.RL.1, 4.RV.1 	<ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.3.1, 4.W.4, 4.W.5
26	<ul style="list-style-type: none"> • Review Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.3.1, 	<ul style="list-style-type: none"> • Language Standards: 4.W.6.1, 4.W.6.1b, 4.W.6.1d, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b, 4.W.6.2c
27		
28	<u>Unit 6 RA/SR Scope and Sequence:</u> Civil	<u>Unit 5 Writing Scope and Sequence:</u>
29	Rights	Writing About Reading Part 2
30	<ul style="list-style-type: none"> • Narrative Standards: 4.RL.2.1, 4.RL.2.3, 4.RL.3.1, 4.RL.1, 4.RV.1 	<ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.3.2, 4.W.4, 4.W.5
31	<ul style="list-style-type: none"> • Review Standards: 4.RL.2.1 	<ul style="list-style-type: none"> • Language Standards: 4.W.6.1, 4.W.6.1b, 4.W.6.1d, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b
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Indiana 4th Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Light Blue bold standards indicate [Priority Standards](#)

Week

0	Routines and Procedures
1	<u>Unit 1: Multiplicative Thinking</u>
2	
3	<div> <div> Number Corner (see link above for standards addressed) Math Stories 4.C.3 </div> <div> Bridges Unit 1 M1: 3.AT.2, 3.AT.4, 3.AT.5, 3.C.6, 4.AT.3, 4.AT.4, 4.C.3 M2: 3.C.5, 3.M.6, 4.M.4, 4.NS.8 M3: 4.AT.3, 4.AT.4, 4.NS.8 M4: 4.AT.4, 4.M.2, 4.M.3 17 days of instruction </div> </div>
4	<u>Unit 2: Multi-digit Multiplication and Early Division</u>
5	
6	
7	<div> <div> Number Corner Math Stories 4.AT.3, 4.AT.4, 4.C.2 </div> <div> Bridges Unit 2 M1: 4.C.2, 4.AT.6, 4.NS.1, 4.M.2, 4.M.4 M2: 4.AT.1, 4.AT.6, 4.NS.8, 4.C.1, 4.C.2, 4.C.6, 4.NS.1, 4.NS.2 M3: 4.C.2, 4.C.3, 4.M.2, 4.M.4 M4: 4.C.2, 4.C.3, *4.AT.2 22 days of instruction </div> </div>
8	
9	Interim Review – Interim 1 Testing
10	Unit 3: Fractions & Decimals
11	<div> <div> Number Corner Math Stories 4.NS.4, 4.NS.5, 4.C.5, 4.C.6 </div> <div> Bridges Unit 3 M1: 4.C.5, 4.NS.4, 4.NS.5 M2: 4.C.5, 4.C.6, 4.NS.4, 4.NS.5, 4.AT.5 M3: 4.C.5, 4.NS.4, 4.NS.5, 4.NS.6, 4.NS.7, 4.AT.5 M4: 4.NS.5, 4.NS.6, 4.NS.7 24 days of instruction, 5 days of Interim Testing </div> </div>
12	
13	
14	Unit 4: Addition, Subtraction, & Measurement (Module 1 & 2)
15	<div> <div> Number Corner Math Stories 4.C.1 </div> <div> Bridges Unit 4 M1: 4.C.1, 4.AT.1, 4.NS.1, 4.NS.2, 4.NS.9, 4.M.2, 4.M.3 M2: 4.C.1, 4.AT.1, 4.NS.2, 4.NS.9 17 days of instruction </div> </div>
16	
17	
18	Interim Review – Interim 2 Testing
19	

20	Unit 5: Geometry and Measurement (Module 1-3)	
21	Number Corner Math Stories 4.M.2, 4.M.3, 4.M.4, 4.M.6, 4.G.2, 4.G.3, 4.G.4, 4.G.5, 4.DA.2	Bridges Unit 5 M1: 4.G.3, 4.G.4, 4.M.5, 4.M.6 M2: *4.G.1, 4.G.2, 4.G.3, 4.G.4, 4.G.5, 4.M.5, 4.M.6 M3: 4.C.1, 4.C.2, 4.M.4, 4.G.2, 4.G.4, 4.G.5
	17 days of instruction, 5 days of Interim Testing	
	Unit 6: Multiplication, Division, Data & Fractions (Module 1-2)	
22	Number Corner Math Stories 4.AT.3, 4.AT.4, 4.C.2, 4.C.3	Bridges Unit 6 M1: 4.C.2, 4.C.3
23		M2: 4.C.1, 4.C.2, 4.C.3, 4.M.2, 4.M.4
24		14 days of instruction, 5 days of Interim Testing
25	Interim Review – Interim 3 Testing	
26	Unit 6: Multiplication, Division, Data & Fractions (Module 3-4)	
27	Number Corner Math Stories 4.AT.3, 4.AT.4, 4.C.3, 4.C.5	Bridges Unit 6 M3: 4.C.3, 4.C.6, 4.NS.4, 4.NS.6, 4.M.3, 4.DA.2 M4: 4.C.2, 4.C.3, 4.AT.4, 4.NS.6
	11 days of instruction	
28	Unit 7 Reviewing & Extending Fractions, Decimals, and Multi-digit Addition	
29	Number Corner Math Stories 4.C.2, 4.C.5, 4.C.6, 4.NS.3, 4.NS.6, 4.AT.5	Bridges Unit 7 M1: 4.NS.4, 4.NS.5
30		M2: 4.NS.4, 4.NS.5, 4.NS.6, 4.NS.7
31		M3: 4.C.2, 4.M.4
32		M4: 4.C.2, 4.M.3
24 days of instruction		
33	Unit 4: Modules 3&4	
34	Number Corner Math Stories 4.C.1	Bridges Unit 4 M3: 4.C.1, 4.M.2, 4.M.3, 4.NS.1, 4.NS.2, 4.NS.9 M4: 4.M.3, 4.DA.2
	10 days of instruction	
Unit 5 Module 4 Only		
35	Number Corner Math Stories 4.C.2, 4.C.5, 4.G.2	Bridges Unit 5 M4: 4.C.1, 4.C.2, 4.G.3, 4.M.4, 4.M.5
5 days of instruction		
36 - EOY	Review and Remediation	


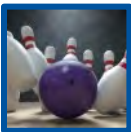


4th Grade Scope and Sequence - Detailed

Week						
0	Routines and Procedures					
1	Unit 1	M1 S4: PI	M1 S5: PI	M1 S5 & S6: MF	M2 S3: PI	M2 S4: PS M2 S3: WP
2		M2 S5: PI	M2 S6: PI M2 S6: WP	M2 S1: PI Quiz #1	M2 S1: PI	M2 S2: MF
3		M2 S5: WP	M3 S1: WP Quiz #2	<i>Pause Day</i> Unit 2 Screener	M3 S3: PI	M3 S3: PI
4	Unit 2	M3 S4: WP Review Day	Unit 1 EOU	<i>Pre-teach Day</i>	M1 S1: PI	M1 S3: PI M1 S4: PI
5		M1 S5: PI	M1 S4: WP Quiz #1	M2 S1: PI	M2 S2: PI	M2 S3: PI
6		M2 S3: PI	M2 S4: PI	M2 S5: PI Quiz #2	M3 S1 & S2: MF	<i>Pause Day</i>
7		M3 S3: PS	M3 S4: WP	M3 S5: PI Quiz #3	M4 S1: PI	M4 S2 & S3: MF
8		M4 S3: WP Unit 3 Screener	M4 S4: PI M4 S4: WP	<i>Pause Day</i> Review Day	Unit 2 EOU	<i>Pre-teach Day</i>
9	Interim Review – Interim 1 Testing					
10	Unit 3	M1 S2: PI	M1 S2: PI	M1 S3: PI	M1 S4: PI	M1 S5: PI
11		M1 S6: PI	M2 S1: PI Quiz #1	M2 S2: PI	<i>Pause Day</i>	M2 S3: PI
12		M2 S4: WP	M2 S5 & S6: MF	M2 S6: WP Quiz #2	M3 S1: PI	M3 S2: PI
13		M3 S3: PI	M3 S4: WP Quiz #3	M4 S1: PI	M4 S2: WP Unit 4 Screener	M4 S3: PI
14	Unit 4	<i>Pause Day</i> Review Day	Unit 3 EOU	<i>Pre-teach Day</i>	M1 S2: PI	M1 S1: WP
15		M1 S3: PI	M1 S4: PS	M1 S4: WP	M1 S5: PI	M1 S6: PI
16		M1 S7: MF Quiz #1	M2 S1: PS	M2 S2: MF	<i>Pause Day</i>	M2 S2: PS Unit 5 Screener
17		M2 S3: PI M2 S3: PI	M2 S4: PI	M2 S5: PI M2 S5: WP	Review Quiz #2	<i>Pre-teach Day</i>
18	Interim Review – Interim 2 Testing					
19	Unit 5	M1 S2: PI	M1 S3: PI	M1 S3: PI	M1 S4: WP	M1 S5: PI
20		M1 S6: PI	M2 S1: PI Quiz #1	M2 S2: PI	M2 S3: PI	<i>Pause Day</i>
21		M2 S4: PI	M2 S5 & S6: MF	M3 S2: PI	M3 S3: PI	<i>Pause Day</i> Review
22	Unit 6	Unit 5 EOU	M3 S4: WP Quiz #3	M1 S2: PI	M1 S2 & S3: PI	M1 S3: PS
23		M1 S4: PS	M1 S4: PI	M1 S5: PI	M1 S6: PI	M1 S7: PS
24		M1 S7: PI	M2 S1 & S2: PI/MF	M2 S2: PI	M2 S3 & S4: PI/MF	M2 S4: WP Quiz #2

25	Interim Review – Interim 3 Testing					
26	Unit 6	M3 S1: PI	M3 S2: PI	M3 S4: WP	Pause Day	M3 S4: PS
27		M3 S4 & S5: PI/MF	M4 S1: PS Quiz #3	M4 S1: WP	M4 S2: PI	Review Day
28	Unit 7	Unit 6 EOU	Pre-Teach Day	M1 S2: PI	M1 S3: PI	M1 S4: PI
29		M1 S5: PI	M1 S5: PI	M1 S6: PI	M1 S7: PI	M2 S1: PI Quiz #1
30		M2 S2: PI	M2 S3: PI	M2 S4: PI	Pause Day	M3 S1: PI Quiz #2
31		M3 S2: PI	M3 S3: PI	M3 S4: PI	M3 S5: PI	M4 S1: PI Quiz #3
32		M4 S2: PI	M4 S2: PI	M4 S3: PI	Pause Day Review Day	Unit 7 EOU
33	Unit 4	Pre-teach	M3 S1	M3 S2	M3 S3	U4 M3 S4
34		M3 S5	M4 S1 Quiz #3	M4 S2	Review	Quiz #4
35	Unit 5	Unit 5 Module 4				
EOY	Review and Remediation					

FOURTH GRADE SCIENCE YEAR AT A GLANCE







Unit	Week(s)	Scope	Performance Expectation	Science and Engineering Practices ¹	Crosscutting Concepts
Culture and Science Safety	1	<i>The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.</i>			
Unit 1 Using Energy Transformations	2-3	Energy Transfer and Electric Currents 	IN4.PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Planning and Carrying Out Investigations	Energy and Matter
			IN4.PS3.4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Constructing Explanations and Designing Solutions	Energy and Matter
	4-5	Transfer of Energy in Collision 	IN4.PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Planning and Carrying Out Investigations	Energy and Matter
			IN4.PS3.3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Asking Questions and Defining Problems	Energy and Matter
	5-6	Energy and Speed 	IN4.PS3.1 Use evidence to construct and explanation relating the speed of an object to the energy of that object.	Constructing Explanations and Designing Solutions	Energy and Matter
	7-8	Using Stored Energy 	IN4.PS3.4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Constructing Explanations and Designing Solutions	Energy and Matter

¹To learn more information about the Science and Engineering Practices or Crosscutting Concepts, CTRL + Click on the direct link for a video explaining each practice.




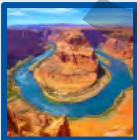
FOURTH GRADE SCIENCE YEAR AT A GLANCE



Unit	Week(s)	Scope	Performance Expectation	Science and Engineering Practices	Crosscutting Concepts
Unit 2 Communicating Using Wave Energy	10	Motion of Waves 	IN4.PS4.1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Developing and Using Models	Patterns
	11-12	Wavelength and Amplitude 	IN4.PS4.1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Developing and Using Models	Patterns
	13-15	Light Reflection 	IN4.PS4.2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Developing and Using Models	Cause and Effect
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems	
	15-17	Information Technologies 	IN4.PS4.3 Generate and compare multiple solutions that use patterns to transfer information.	Constructing Explanations and Designing Solutions	Patterns



FOURTH GRADE SCIENCE YEAR AT A GLANCE



Unit	Week(s)	Scope	Performance Expectations	Science and Engineering Practices	Crosscutting Concepts
Unit 3 Organism Structures and Behavior	19-21	Plant and Animal Parts 	IN4.LS1.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Engaging in Argument from Evidence	Systems and System Models
	21-22	Sense Receptors 	IN4.LS1.2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Developing and Using Models	Systems and System Models
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems	
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions	
Unit 4 Changes Over Time to Earth's Surface and Resources	23-24	Rock Patterns 	IN4.ESS1.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Constructing Explanations and Designing Solutions	Patterns
	25-27	Changing Land 	IN4.ESS2.1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Planning and Carrying Out Investigations	Cause and Effect


FOURTH GRADE SCIENCE YEAR AT A GLANCE



Unit	Week(s)	Scope	Performance Expectations	Science and Engineering Practices	Crosscutting Concepts
Unit 4 Changes Over Time to Earth's Surface and Resources (cont.)	29-30	Plate Tectonics 	IN4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.	Analyzing and Interpreting Data	Patterns
	31-33	Natural Processes 	IN4.ESS3.2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Constructing Explanations and Designing Solutions	Cause and Effect
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems	
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Constructing Explanations and Designing Solutions	
			IN3.5.ETS1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Planning and Carrying Out Investigations	

FOURTH GRADE SCIENCE YEAR AT A GLANCE



Unit 4 Changes Over Time to Earth's Surface and Resources (<i>cont.</i>)	34-35	Renewable and Non- Renewable Resources 	IN4.ESS3.1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	<u>Obtaining, Evaluating, and Communicating Information</u>	<u>Cause and Effect</u>
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SAMPLE

IN 4th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language Talk Moves Q-Chart Processing Tools Discussion and Share-Out Strategies			IN SS Resource Guide Summary Table	IN SS Literacy Standards Teacher Reference Guide Studies Weekly Support Documents
Unit	Weeks	Standards and Curriculum Information		
Culture	0-1	The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.		
1 - Geography of Indiana	1-4	Standards: 4.1.2, 4.1.6, 4.1.13, 4.1.14, 4.1.17, 4.2.4, 4.2.6, 4.2.7, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.3.13 Curricular Alignment: Indiana Studies Weekly Weeks 1-4		
2 - Native Americans and the Arrival of Europeans to 1770	5-9	Standards: 4.1.1, 4.1.2, 4.1.16, 4.2.6, 4.3.4, 4.3.6, 4.3.8, 4.3.10, 4.3.12, 4.3.13, 4.4.1, 4.4.3, 4.4.4, 4.4.6 Curricular Alignment: Indiana Studies Weekly Weeks 5-9		
3 - The American Revolution and the Indiana Territory: 1770 to 1816	10-14	Standards: 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.16, 4.1.17, 4.2.6, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.3.8, 4.3.9, 4.3.10, 4.3.13, 4.4.9 Curricular Alignment: Indiana Studies Weekly Weeks 10-14		
4 - Statehood: 1816 to 1851	15-18	Standards: 4.1.5, 4.1.6, 4.1.9, 4.1.15, 4.1.17, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.7, 4.3.2, 4.3.3, 4.3.4, 4.3.8, 4.3.9, 4.3.12, 4.3.13, 4.4.1, 4.4.9 Curricular Alignment: Indiana Studies Weekly Weeks 15-17, 20		
5 - The Civil War Era and Later Development: 1850 to 1900	19-22	Standards: 4.1.7, 4.1.8, 4.1.9, 4.1.16, 4.1.17, 4.2.1, 4.2.3, 4.2.6, 4.2.7, 4.3.13, 4.4.4, 4.4.8 Curricular Alignment: Indiana Studies Weekly Weeks 18-19		
6 - Growth and Development: 1900 to 1950	23-26	Standards: 4.1.9, 4.1.10, 4.1.11, 4.1.12, 4.1.16, 4.1.17, 4.1.18, 4.2.2, 4.2.5, 4.3.8, 4.3.9, 4.3.10, 4.3.11, 4.3.12, 4.3.13, 4.4.2, 4.4.3, 4.4.7 Curricular Alignment: Indiana Studies Weekly Weeks 21-24		
7 - Contemporary Indiana: 1950 to Present	27-32	Standards: 4.1.11, 4.1.12, 4.1.13, 4.1.14, 4.1.17, 4.1.18, 4.2.2, 4.2.6, 4.2.7, 4.3.8, 4.3.9, 4.3.12, 4.3.13, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.8, 4.4.9, 4.4.10 Curricular Alignment: Indiana Studies Weekly Weeks 25-32		



You must be signed in to your NHA Google Account to access the links below.

Indiana 5th Grade ELA Year at-a-Glance		
Lesson Prep Resources Data Analysis and Next Steps Time Structures Assessment Resources Video Bank Habits of Discussion Intervention		
Week	RA / SR	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 RA/SR Scope and Sequence:	Unit 0 Writing Scope and Sequence:
2	Characters are Dynamic	Constructed Response Writing
3	<ul style="list-style-type: none"> Narrative Standards: 5.RL.2.1, 5.RL.2.2, 5.RL.2.3, 5.RV.2.1, 5.RL.3.1, 5.RL.3.2 Informational Standards: 5.RN.2.1, 5.RN.2.2 Review Standards: 5.RL.1, 5.RL.2.1, 5.RL.2.3, 5.RV.2.1, 5.RL.3.1 	<ul style="list-style-type: none"> Writing Standards: 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1b, 5.W.6.2
4		Unit 1 Writing Scope and Sequence: Small Moments
5		<ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.3, 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1b, 5.W.6.2, 5.W.6.2b, 5.RV.2.2
6		
7	Unit 2 RA/SR Scope and Sequence:	Unit 2 Writing Scope and Sequence: One Land, Many Trails
8	Revolution Hybrid: A Nation is Born & Women Power Forward!	
9	<ul style="list-style-type: none"> Informational Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RV.3.2, 5.RN.3.2, 5.RN.3.3, 5.RN.3.1, 5.RN.1 Review Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RV.3.2, 5.RN.3.2 	
10		<ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.2, 5.W.4, 5.W.5 Language Standards: 5.W.6.1, 5.W.6.1a, 5.W.6.1e, 5.W.6.2, 5.W.6.2b
11		
12		
13		Unit 3 Writing Scope and Sequence: Writing About Reading Part 1
14		
15		
16	Unit 3 RA/SR Scope and Sequence:	Unit 4 Writing Scope and Sequence: Natural Disasters
17	Poetry in Motion	
18	<ul style="list-style-type: none"> Narrative Standards: 5.RL.2.1, 5.RL.2.2, 5.RV.3.1, 5.RL.3.1, 5.RL.1 Review Standards: 5.RL.2.2, 5.RL.2.3, 5.RV.3.1, 5.RL.3.1 	
19		<ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.2, 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1e, 5.W.6.2, 5.W.6.2b
20		
21		
22	Unit 4 RA/SR Scope and Sequence:	
23	Reading to Learn	
24	<ul style="list-style-type: none"> Informational Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RN.3.2, 5.RN.3.3, 5.RN.3.1, 5.RN.4.1, 5.RN.1 Review Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RV.3.2, 5.RN.3.2, 5.RN.3.3, 5.RN.3.1, 5.RN.4.1, 5.RN.4.2 	
25		<ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.1, 5.W.4, 5.W.5 Language Standards: 5.W.6.1, 5.W.6.1b, 5.W.6.1d, 5.W.6.1e, 5.W.6.2, 5.W.6.2b
26		

27	Unit 5 RA/SR Scope and Sequence:	
28	Keeping Up with Characters and Multiple	
29	Plots	
30	<ul style="list-style-type: none"> • Narrative Standards: 5.RL.2.1, 5.RL.2.2, 5.RL.2.3, 5.RL.3.1, 5.RL.3.2, 5.RL.4.2, 5.RL.1 	Unit 5 Writing Scope and Sequence: Writing
31		About Reading Part 2
32	<ul style="list-style-type: none"> • Review Standards: 5.RL.2.1, 5.RL.2.2, 5.RL.2.3, 5.RV.3.1, 5.RL.3.1, 5.RL.4.1 	<ul style="list-style-type: none"> • Writing Standards: 5.W.1, 5.W.3.2, 5.W.4 • Language Standards: 5.W.6.1, 5.W.6.1e, 5.W.6.1b, 5.W.6.2
33		
34		

Indiana 5th Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to view the standards taught in Number Corner.

*The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.
Light Blue bold standards indicate [Priority Standards](#)*

Week

0	Routines and Procedures	
1	<u>Unit 1: Expressions, Equations & Volume</u>	
2	Number Corner <small>(see link above for standards addressed)</small> Math Stories 5.M.4, 5.M.5, 5.M.6	Bridges Unit 1
		M1: 4.NS.8, 5.M.4 , 5.C.9
		M2: 4.C.2, 5.C.3, 5.C.9
		M3: 4.C.2, 5.C.2 , 5.C.9, 5.M.4
3		M4: 4.C.3, 5.C.2 , 5.C.3, 5.C.9, 5.NS.2
	14 days of instruction, 0 days of Interim Testing	
	<u>Unit 6 Module 3: Volume</u>	
4	Number Corner Math Stories 5.NS.2	Bridges M3: 5.C.2 , 5.C.9, 5.M.4 , 5.M.5 , 5.M.6, 5.G.2 , 5.AT.6
	6 days of instruction, 0 days of Interim Testing	
5	<u>Unit 2 Module 1 -3: Adding & Subtracting Fractions</u>	
6	Number Corner Math Stories 5.C.4, 5.AT.2	Bridges Unit 2
7		M1: 5.C.4 , 5.AT.2
		M2: 5.C.4 , 5.C.5, 5.C.8, 5.AT.2 , 5.NS.2
8		M3: 5.NS.2 , 5.AT.2 , 5.C.4 , 5.C.5, 5.C.8
	20 days of instruction, 5 days of Interim Testing	
9	Interim Review – Interim 1 Testing	
	<u>Unit 2 Module 4: Adding & Subtracting Fractions</u>	
10	Number Corner Math Stories 5.C.4, 5.AT.2, 5.DS.1	Bridges Unit 2 M4: 5.AT.2 , 5.C.4
	3 days of instruction, 0 days of Interim Testing	
11	Unit 3 Modules 1 - 3: Place Values & Decimals	
12	Number Corner Math Stories 5.NS.1, 5.C.8	Bridges Unit 3
13		M1: 5.C.4 , 5.C.8, 5.NS.1 , 5.NS.3, 5.NS.4, *5.AT.5
		M2: 5.NS.1 , 5.NS.3, 5.NS.5, 5.C.8, 5.M.1 , *5.AT.5
14		M3: 5.NS.1 , 5.NS.3, 5.NS.4, 5.NS.5, 5.C.8, 5.M.1
	19 days of instruction, 0 days of Interim Testing	
15		
16		

17	Unit 4 Module 1 - 3: Multiplying & Dividing Whole Numbers and Decimals	
	Number Corner Math Stories 4, C.2, 5.C.1, 5.C.5	Bridges Unit 4 M1: 5.C.2, 5.C.3, 5.C.5, 5.C.8, 5.C.9 M2: 5.C.2, 5.C.5, 5.C.8, 5.C.9, *5.AT.5 M3: 5.C.1, 5.C.2, 5.C.8, 5.M.5
	18 days of instruction, 5 days of Interim Testing	
	Interim Review – Interim 2 Testing	
18		
19	Unit 4 Module 4: Multiplying & Dividing Whole Numbers and Decimals	
20	Number Corner Math Stories 5.C.7	Bridges Unit 4 M4: 5.C.1, 5.C.2, 5.M.1
	7 days of instruction, 0 days of Interim Testing	
21	Unit 5: Multiplying Fractions by Fractions	
22	Number Corner Math Stories 5.AT.3, 5, C.2, 5.C.5, 5.C.8, 5.NS.2,	Bridges Unit 5 M1: 5.C.4, 5.C.5, 5.C.6, 5.M.1
23		M2: 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.AT.3, 5.M.2
		M3: 5.C.3, 5.C.5, 5.C.6, 5.AT.3, 5.M.2
24		M4: 5.C.2, 5.C.7, 5.AT.4
	23 days of instruction, 5 days of Interim Testing	
25	Interim Review – Interim 3 Testing	
26	Unit 3 Module 4	
	Number Corner Math Stories 5.C.4, 5.AT.2, 5, DS.1	Bridges Unit 3 M4: 5.C.2
	3 days of instruction, 0 days of Interim Testing	
27*	Unit 7: Division & Decimals	
28	Number Corner Math Stories 5.C.7, 5.C.8, 5, NS.1, 5.NS.3, 5.NS.4,	Bridges Unit 7 M1: 5.C.2, 5.C.9, 5.NS.2, 5.NS.4, 5.AT.4
29		M2: 5.C.2, 5.NS.2, 5.C.7, 5.AT.4
30		M3: 5.C.2, 5.C.5, 5.C.8, 5.NS.4
		M4: 5.NS.3, 5.NS.4, 5.C.8
31	25 days of instruction, 0 days of Interim Testing	
32	Unit 6 Module 1, 2, & 4: Graphing and Geometry	
33	Number Corner Math Stories 5.C.1, 5.M.4, 5.M.5, 5.M.6	Bridges Unit 6 M1: 5.AT.6, 5.AT.7, 5.NS.4, 5.C.8
		M2: 5.G.2
34		M3: 5.C.5, 5.AT.3, 5.M.1
	18 days of instruction, 0 days of Interim Testing	

35	Optional: Unit 8 Solar Design	
	Number Corner Math Stories <i>No Math stories Bridges Unit 8</i>	Bridges Unit 8
		M1: 5.M.4, 5.M.5, 5.AT.3, 5.AT.7, 5.C.2, 5.C.9
		M2: 5.M.2, 5.M.4, 5.M.5, 5.AT.3, 5.AT.4, 5.AT.7, 5.C.1, 5.C.2, 5.C.5, 5.C.8, 5.M.1
		M3: 5.AT.3, 5.AT.4, 5.AT.7, 5.C.2, 5.C.5, 5.C.8, 5.M.1, 5.M.2, 5.M.4, 5.M.5
36 - EOY	M4: 5.M.1, 5.M.2, 5.AT.3, 5.AT.7, 5.C.1, 5.C.5 4 days of instruction, 0 days of Interim Testing	
	Review and Remediation	


SAMPLE

5th Grade Scope and Sequence - Detailed



Week						
0	Routines and Procedures					
1	Unit 1	M1 S5: PS M2 S3: PS	M2 S5: WP	M2 S6: PS M2 S6: PI	M3 S2: PS Quiz #1	M1 S4: PI
2		M1S5: PI (Steps 13-15) M2 S1: PI	M2 S2: MF	M3 S1: PS M3 S1: PI	M3 S3: PS M3 S3: PI	M3 S4: PS
3		M3 S4: WP Quiz #2	M4 S1: PI	M4 S2: PI	M4 S3: PI	M3 S1: PI
4	Unit 6	M3 S4: PI	M3 S5: PI Quiz #3 (Volume)	M3 S5: WP	Pause Day Review Day	U1/U6 EOU Assessment
5	Unit 2	Pre-Teach Day	M1 S1: PS	M1 S2: PS	M1 S4: PS	M1 S4: WP
6		M1 S5: PS Quiz #1	Pause Day	M2 S2: PS	M2 S1 & S2: MF	M2 S2: WP
7		M2 S3: PI	M2 S4 & S5: PI	M2 S6: PS Quiz #2	Pause Day Unit 3 Screener	M3 S1: PI
8		M3 S2: PI	M3 S3 & S4: PI	M3 S5: PI Quiz #3	Pause Day Review Day	Unit 2 EOU
9	Interim Review – Interim 1 Testing					
10	Unit 2	M4 S1: PI	M4 S2: PI	M4 S3: PI	Pre-teach Day	M1S1:PS
11	Unit 3	M1 S3: PI	M1 S4: PI	M1 S5: PI	M2 S1: PI Quiz #1	M2 S1: PS
12		M2 S2: PS M2 S2: WP	Pause Day	M2 S3: WP M2 S4: WP	M2 S5 & S6: PI	M2 S6: PS
13		M2 S7: PI	M3 S2: PI Quiz #2	M3 S1 & S2: MF	M3 S3: PI	M3 S4: PS Unit 4 Screener
14		Pause Day Review Day	Unit 3 EOU	Pre-teach Day	M1 S1:PS	M1 S2: PS M1 S2: WP
15	Unit 4	M1 S3: PS	M1 S3 & S4: MF	M2 S1:PS Quiz #1	M2 S2: PS	M2 S3: PS
16		M2 S2 & S3: PI	M2 S4: PI Quiz #2	Pause Day	M3 S1: PI	M3 S2: PI
17		M3 S3: PI	M3 S4: PI	M3 S5: PI	M3 S6: PI	M3 S7: PI
18	Interim Review – Interim 2 Testing					
19	Unit 4	M4 S1: WP Quiz #3	Pause Day Unit 5 Screener	M4 S2: PI	M4 S4: PI	M4 S4: WP
20		Review Day	Unit 4 EOU	Pre-teach Day	M1 S2: PI M1 S2: WP	M1 S3: PI
21	Unit 5	M1 S4 & S5: PI	M1 S5: PS M1 S5: WP	M2 S1: PI Quiz #1	Pause Day	M2 S2: PI
22		M2 S3: PI	M2 S4 & S5: PI	M2 S5: PI Quiz #2	M3 S1: PI	M3 S2: MF
23		M3 S3: PI	M3 S4: WP Quiz #3	Pause Day Unit 7 Screener	M4 S1: PI	M4 S2: PI
24		M4 S3: PI	M4 S4: PI	M4 S5: PI	Review Day	Unit 5 EOU

25	Interim Review – Interim 3 Testing					
26	Unit 3	M4 S1: PI	M4 S2: PI	M4 S3: WP	Pre-teach Day	M1 S2: PS
27	Unit 7	M1 S3: PS	M1 S4 & S5: MF	M1 S5: PS	M1 S6: PS Quiz #1	Pause Day
28		M2 S1: PS	M2 S1 & S2: MF	M2 S3: WP	M2 S3: PS	M2 S4: PS
29		M2 S5: PI	M2 S5: PS Quiz #2	Pause Day	M3 S1: PS	M3 S2: PI
30		M3 S3: PI	M3 S4: PI	M3 S4: PI	M4 S1: PI Quiz #3	M4 S2: PI
31		M4 S3: PI	Pause Day Review Day	Unit 7 EOU	M1 S2: PI	M1 S3: PI
32	Unit 6	M1 S4 & S5: PI	M1 S5&S6: PI	M1 S6: PI	M1 S7: WP Quiz #1	Pause Day
33		M2 S1: PI	M2 S2: PI	M2 S3: PI	M2 S4: PI	M3 S3: WP Quiz #2
34		M4 S1: PS	M4 S1: PI	M4 S2: PI	M4 S3: PI Quiz #3	Pause Day Review Day
35		Unit 6 EOU	Unit 8 Solar Design			
EOY	Review and Remediation					




INDIANA FIFTH GRADE SCIENCE SCOPE AND SEQUENCE

Unit	Week(s)	Alignment to STEMscopes	Indiana Academic Science Standards	Science and Engineering Practices	Essential Vocabulary
UNIT 3 MATTER	12-13	Additional Resources - Mass vs Weight	<p>IN.5.PS.4 Describe the difference between weight being dependent on gravity and mass comprised of the amount of matter in a given substance or material.</p> <p>IN.5.PS.1 Describe and measure the volume and mass of a sample of a given material.</p>	Conducting Investigations	mass volume
	14-17	5th Grade 3D Changes to Matter  Additional Resource - Balancing Bottles	<p>IN.5.PS.2 Demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes. (Law of Conservation of Mass)</p> <p>IN.5.PS.3 Determine if matter has been added or lost by comparing mass when melting, freezing, or dissolving a sample of a substance. (Law of Conservation of Mass)</p>	Using Mathematics and Computational Thinking	Law of Conservation of Mass melting freezing dissolving
Week 18 Flex Week					

INDIANA FIFTH GRADE SCIENCE SCOPE AND SEQUENCE

Unit	Week(s)	Alignment to STEMscopes	Indiana Academic Science Standards	Science and Engineering Practices	Essential Vocabulary
UNIT 4 EARTH IN SPACE	19-20	Additional Resources - Solar System	IN5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets.	DEVELOPING AND USING MODELS	scale asteroids comets
	21-23	5th Grade 3D Earth's Rotation 	IN5.ESS.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	ENGAGING IN ARGUMENT FROM EVIDENCE	shadows day and night seasonal appearance
	24-25	5th Grade 3D Objects in the Sky 			

INDIANA FIFTH GRADE SCIENCE SCOPE AND SEQUENCE

Unit	Week(s)	Alignment to STEMscopes	Indiana Academic Science Standards	Science and Engineering Practices	Essential Vocabulary
UNIT 5 EARTH SYSTEMS	26-27	Renewable and Non-Renewable Resources 	IN5.ESS.3 Investigate ways individual communities within the United States protect the Earth's resources and environment.	Obtaining, Evaluating, and Communicating Information	Earth's Resources
	28-29	Reducing Human Footprint 			
	28-29	Earth's Systems Interactions 	IN5.ESS.4 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	DEVELOPING AND USING MODELS	geosphere biosphere hydrosphere atmosphere
UNIT 6 ENGINEERING PROCESSES	30-35	Additional Resource - Engineering Design	5.ETS1.2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. 5.ETS1.3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.		design criteria success constraint

IN 5th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Talk Moves Q-Chart Processing Tools Summary Table Teacher Reference Guide Discussion and Share-Out Strategies Studies Weekly Support Documents Assessments		
Standards 6.1.18-22 should be integrated throughout all units.		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Ways of Life Before and After the Arrival of Europeans to 1610	1-9	Standards: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.11, 5.4.1, 5.4.2 Key Content: pp. 1-3
2 - Colonization and Settlements: 1607 to 1763	10-18	Standards: 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.2.2, 5.2.3, 5.3.9, 5.3.10, 5.3.11, 5.3.13, 5.4.2, 5.4.3, 5.4.5, 5.4.6, 5.4.7, 5.4.8, 5.4.9 Key Content: pp. 3-5
3 - The American Revolution: 1763 to 1783	19-27	Standards: 5.1.9, 5.1.10, 5.1.11, 5.1.12, 5.1.13, 5.1.14, 5.2.4, 5.3.12, 5.3.13, 5.4.3, 5.4.4 Key Content: pp. 5-6
4 - Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800	28-36	Standards: 5.1.15, 5.1.16, 5.1.17, 5.2.1, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.2.9, 5.2.10, 5.3.13, 5.4.4, 5.4.5, 5.4.6, 5.4.7, 5.4.8, 5.4.9 Key Content: pp. 6-8

You must be signed in to your NHA Google Account to access the links below.

Indiana 6th Grade ELA Year at-a-Glance

[Lesson Prep Resources](#) [Time Structures](#) [Assessment Resources](#)
[Video Bank](#) [Habits of Discussion](#) [Intervention](#) [Independent Reading](#)

Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 Lit. Seminar Scope and Sequence:	Unit 1 Writing Scope and Sequence:
2	Short Stories	Constructed Response Writing
3	<ul style="list-style-type: none"> Primary Standards: 6.RL.2.1, 6.RL.2.2, 6.RL.2.3, 6.RL.3.2 Additional Standards: 6.RV.3.1, 6.RV.2.1, 6.RV.1, 6.SL.3.1 EXCEL-erate Unit 1 Extensions	<ul style="list-style-type: none"> Primary Standards: 6.W.4, 6.W.6.1, 6.W.6.2
4	Unit 2 Lit. Seminar Scope and Sequence: A	Unit 2 Writing Scope and Sequence:
5	Long Walk to Water	Personal Narrative
6	<ul style="list-style-type: none"> Primary Standards: 6.RN.2.2, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3 	<ul style="list-style-type: none"> Primary Standards: 6.W.3.3, 6.W.6.2
7	<ul style="list-style-type: none"> Additional Standards: 6.RN.2.1, 6.RV.3.2, 6.RN.4.3, 6.RV.1, 6.SL.3.1, 6.SL.3.2 	<ul style="list-style-type: none"> Additional Standards: 6.W.4, 6.W.1, 6.SL.1
8		
9	EXCEL-erate Unit 2 Extensions	
10	Unit 3 Lit. Seminar Scope and Sequence:	Unit 3 Writing Scope and Sequence:
11	Home of the Brave	Poetry
12	<ul style="list-style-type: none"> Primary Standards: 6.RV.3.1, 6.RL.3.1, 6.RL.3.2 	<ul style="list-style-type: none"> Primary Standards: 6.W.3.3, 6.RV.3.1, 6.W.6.1a
13	<ul style="list-style-type: none"> Additional Standards: 6.RL.2.1, 6.RN.2.1, 6.RN.2.2, 6.RN.3.3, 6.RL.2.2, 6.RL.2.3, 6.RL.4.2, 6.RV.2.1, 6.RV.2.2, 6.RV.1, 6.ML.1 	<ul style="list-style-type: none"> Additional Standards: 6.W.4, 6.W.1, 6.SL.1
14	EXCEL-erate Unit 3 Extensions	
15	Unit 4 Lit. Seminar Scope and Sequence:	Unit 4 Writing Scope and Sequence:
16	Spooked!	Argument
17	<ul style="list-style-type: none"> Primary Standards: 6.RN.2.3, 6.RN.4.1, 6.RN.4.3 	<ul style="list-style-type: none"> Primary Standards: 6.W.3.1, 6.W.6.2b
18	<ul style="list-style-type: none"> Additional Standards: 6.RN.2.1, 6.RN.2.2, 6.RV.3.2, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RL.4.1, 6.RV.2.1, 6.RV.2.2, 6.RV.1, 6.SL.3.1, 6.SL.3.2, 6.ML.1, 6.ML.2.2 	<ul style="list-style-type: none"> Additional Standards: 6.W.4, 6.W.5, 6.W.1, 6.SL.4.1, 6.SL.1
19		
20		

21	<u>Unit 5 Lit. Seminar Scope and Sequence:</u>	<u>Unit 5 Writing Scope and Sequence:</u>
22	Heart of a Samurai	Informational/Research
23	<ul style="list-style-type: none"> • Primary Standards: 6.RL.2.2, 6.RL.2.3, 6.RL.3.1, 6.RL.3.2 	<ul style="list-style-type: none"> • Primary Standards: 6.W.3.2, 6.W.6.1d, 6.W.6.1e, 6.W.6.2b
24	<ul style="list-style-type: none"> • Additional Standards: 6.RL.2.1, 6.RN.2.1, 6.RN.2.2, 6.RN.3.3, 6.RV.2.1, 6.RV.2.2, 6.RV.1, 6.SL.3.1, 6.ML.1, 6.ML.2.2 	<ul style="list-style-type: none"> • Additional Standards: 6.W.4, 6.W.5, 6.W.1, 6.SL.3.1, 6.SL.4.1, 6.SL.4.2, 6.SL.1
25		
26		
27	<u>Unit 6 Lit. Seminar Scope and Sequence:</u>	<u>Unit 6 Writing Scope and Sequence:</u>
28	Refugee	Literary Analysis
29	<ul style="list-style-type: none"> • Primary Standards: 6.RL.2.2, 6.RL.2.3, 6.RV.3.1, 6.RL.3.1, 6.RL.3.2 	<ul style="list-style-type: none"> • Primary Standards: 6.W.3.1, 6.W.6.1, 6.W.6.2
30	<ul style="list-style-type: none"> • Additional Standards: 6.RL.2.1, 6.RN.2.1, 6.RN.2.2, 6.RV.3.2, 6.RN.3.3, 6.RV.2.1, 6.RV.2.2, 6.RV.1, 6.SL.3.1, 6.ML.1, 6.ML.2.2 	<ul style="list-style-type: none"> • Additional Standards: 6.W.4, 6.W.1, 6.SL.4.1, 6.SL.4.2, 6.SL.1
31		
32		
33		
34	Review	Review

INDIANA 6 th Grade Year at a Glance 2023-2024	
Week	
0	Utilize this week to: <ul style="list-style-type: none"> • Administer Unit 2 Preassessment • Establish a math community. • Establish classroom culture, routines, and procedures. • Begin teaching Unfinished Learning Activities
1	Unit 2: Introducing Ratios 6.NS.8 • 6.NS.9 • 6.NS.10
2	
3	
4	
5	Unit 3: Unit Rates and Percentages 6.NS.5 • 6.NS.9 • 6.NS.10 • 6. GM.1
6	
7	
8	
9	Interim Review – Interim 1 Testing
10	Unit 4: Dividing Fractions (Topics A-C) 6.C.4
11	
12	Unit 5: Arithmetic in Base Ten 6.AF.2 • 6.C.1 • 6.C.2 • *6. C.3
13	
14	
15	Unit 6: Expressions and Equations (Topics A&B) 6.C.2 • *6.C.6 • 6.AF.1 • 6.AF.2 • 6.AF.3 • 6.AF.4 • 6.AF.5
16	
17	
18	Interim Review – Interim 2 Testing
19	Unit 6: Expressions and Equations (Topics C&D) 6. C.5 • *6. C.6 • 6.AF.1 • 6.AF.4 • 6.AF.10 • 6.NS.10
20	
21	Unit 7: Rational Numbers 6.NS.1 • 6. NS.2 • 6.NS. 3 • 6. NS.4 • 6.AF.3 • 6.AF.4 • 6.AF.5 • 6.AF.6
22	
23	
24	
25	Interim Review – Interim 3 Testing
26	Unit 1: Area and Surface Area 6.GM.4 • 6. GM.6 • 6.C.5 • 6. AF.1 • 6.AF.3
27	
28	
29	Unit 4 Lesson (Topics D-E) 6. C.4 • 6.GM.4 • 6.GM.5
30**	Unit 8: Data Sets and Distribution 6.DS.1 • 6.DS.2 • *6.DS.3 • 6.DS.4 • 6.C.2
31	
32	
33	

34 - EOY

Unit 9: End of Year Review

*Indiana Resources Lessons are given for these standards.

** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.

SAMPLE

6th Grade Weekly Instructional Planning Guide

Week						
0	Routines and Procedures – Administer Unit 2 Preassessment & Pre-teach Day: Unit 2 Unfinished Learning Activities*					
1	Unit 2	Pre-teach Day: Unit 2 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Lesson 4
2		Lesson 5	Pause Refer to Exit Ticket Guidance	Lesson 6 Activities 1 & 2 Topic A & B Quiz	Lesson 7	Lesson 8
3		Lesson 9 Administer Unit 3 Preassessment this week	Lesson 10 Engage, Activity 1 Topic C Quiz	Pause Refer to Exit Ticket Guidance	Lesson 11	Lesson 12
4		Lesson 13 Activities 1 and 2 Optional Topic D Quiz	Lesson 15	Lesson 16	Unit 2 Review	Unit 2 Assessment
5	Unit 3	Pre-teach Day: Unit 3 Unfinished Learning Activities*	Lesson 1	Lesson 3	Lesson 4 Activities 1 & 2 Topic A&B Quiz	Lesson 5
6		Lesson 6 Administer Unit 4 Preassessment this week	Lesson 7	Lesson 8	Lesson 9	Pause Refer to Exit Ticket Guidance
7		Lesson 10 Activities 1 & 2 Topic C Quiz	Lesson 11	Lesson 12	Lesson 13	Lesson 14
8		Lesson 15	Lesson 16 Activities 1 & 2 Optional Topic D Quiz	Unit 3 Review	Unit 3 Assessment	Pre-teach Day: Unit 4 Unfinished Learning Activities*
9	Interim Review & Interim 1 Testing					
10	Unit 4	Pre-teach Day: Unit 4 Unfinished Learning Activities*	Lesson 2	Lesson 3	Lesson 4	Lesson 6 Administer Unit 5 Preassessment this week
11		Lesson 7	Lesson 8	Lesson 9 Engage, Activity 2 Topic A&B Quiz	Lesson 10	Lesson 11
12	Unit 5	Pre-teach Day: Unit 5 Unfinished Learning Activities*	Lesson 1	Lesson 3	Lesson 4 Engage, Activity 1 Topic A&B Quiz	Lesson 5
13		Lesson 6 Administer Unit 6 Preassessment this week	Lesson 7	Lesson 8	Pause Refer to Exit Ticket Guidance	Lesson 9 Engage, Activity 1 Topic C Quiz
14		Lesson 10	Lesson 11	Lesson 12	Lesson 13	Indiana Resource Guide: EngageNY Lesson 24

						Pg. 354-359 Problem 1-3, 6 Topic D Quiz
15	Unit 6	Unit 5 Review	Unit 5 Assessment	Pre-teach Day: Unit 6 Unfinished Learning Activities*	Pre-teach Day: Unit 6 Unfinished Learning Activities*	Indiana Resource Guide: Ready Lesson 23B Hands-on Act pg. 264 & pg. 266 Hands-on Act pg. 269
16		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5 Engage, Activity 1 Topic A Quiz
17		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10 Engage, Activity 1 Topic B Quiz
18	Interim Review & Interim 2 Testing					
19	Unit 6	Pause Refer to Exit Ticket Guidance	Lesson 12 <small>Administer Unit 7 Preassessment this week</small>	Lesson 13	Lesson 15 Engage, Activity 1 Topic C Quiz	Lesson 16
20		Lesson 17	Unit 6 Review	Unit 6 Assessment	Pre-teach Day: Unit 7 Unfinished Learning Activities*	Lesson 1 Engage, Activity 2 Lesson 2 Activity 2, Exit Ticket
21	Unit 7	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7 Engage, Activity 1 Topic A Quiz
22		Lesson 8	Lesson 9	Lesson 10	Pause Refer to Exit Ticket Guidance	Lesson 11 Activity 1, Activity 2 Topic B Quiz
23		Lesson 12 <small>Administer Unit 1 Preassessment this week</small>	Lesson 13 Engage, Activity 1 Lesson 14 Act 2, Exit Ticket	Lesson 15 Topic C Quiz	Pause Refer to Exit Ticket Guidance	Lesson 16 Engage, Activity 2 Indiana Resource Guide: EngageNY Lesson 22 Pg. 346-350 Concept Development
24		Lesson 17	Lesson 18	Unit 7 Review	Unit 7 Assessment	Pre-teach Day: Unit 1 Unfinished Learning Activities*
25	Unit 1	Lesson 2	Lesson 3	Lesson 4 Engage, Activity 1 Lesson 5 Activity 1, Activity 2 Exit Ticket	Lesson 6 Engage, Activity 1 Topic A&B Quiz	Lesson 7
26	Interim Review & Interim 3 Testing					
27	Unit 1	Pause Refer to Exit Ticket Guidance	Lesson 8	Lesson 9	Lesson 10	Lesson 11 Engage, Activity 1 Topic C&D Quiz
28		Lesson 12 <small>Administer Unit 8 Preassessment this week</small>	Lesson 13	Lesson 14	Lesson 15 Engage, Activity 1 Topic E Quiz	Lesson 17 Engage, Activity 2 Lesson 18 Engage, Activity 1 Exit Ticket


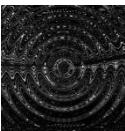
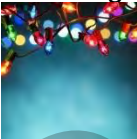
29	Unit 4	Unit 1 Review	Lesson 12 Engage Activity 1 Lesson 13 Act 1, Act 3 Exit ticket	Lesson 14 Engage, Act 1 Lesson 15 Engage, Act 1 Exit ticket	Lesson 16	Unit 1 and Unit 4 Assessment
30**	Unit 8	Pre-teach Day Unit 8 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Pause Refer to Exit Ticket Guidance
31		Lesson 4 Engage, Activity 1 Lesson 5 Activity 2, Exit Ticket	Lesson 6	Lesson 7 Engage, Activity 1 Lesson 8 Engage, Activity 1	Pause Refer to Exit Ticket Guidance	Lesson 9 Engage, Activity 2 Topic A&B Quiz
32		Lesson 10	Lesson 11	Lesson 12 Act 1, Act 2 Topic C Quiz	Lesson 13	Lesson 14
33		Lesson 15	Lesson 16	Lesson 17	Unit 8 Review	Unit 8 Assessment
34		Unit 9: End of Year Review and Remediation				

***Formally known as Learning Loss Activities**

**** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.**




SIXTH GRADE SCIENCE

YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes	Essential Vocabulary
ENERGY <i>continued</i>	10-13	<p>Introduction to Properties of Waves</p>  <p>Modeling Waves Through Various Mediums</p>  <p>Properties of Visible Light</p> 	<p>M6.PS.4 Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.</p>	<p>SEPS.5 Using mathematics and computational thinking</p> <p>SEPS.2 Developing and Using Models and Tools</p>	<ul style="list-style-type: none"> • light • sound • waves • reflect • absorb • transmit • material • space





SIXTH GRADE SCIENCE

YEAR AT A GLANCE


Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes	Essential Vocabulary
EARTH'S SYSTEMS	14	Formation and Motion of Galaxies 	6.ESS.1 Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	SEPS.2 Developing and Using Models and Tools	<ul style="list-style-type: none"> gravity inertia orbit
	15-16	Earth, Sun, and Moon System 	6.ESS.2 Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the moon.	SEPS.2 Developing and Using Models and Tools	<ul style="list-style-type: none"> models rotation revolution tilt seasons tides eclipses phases of the moon
	17	The Solar System 	6.ESS.3 Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparisons should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)	SEPS.2 Developing and Using Models and Tools SEPS. 4 Analyzing and interpreting data	<ul style="list-style-type: none"> planets comets asteroids moons atmosphere
Week 18– Flex Week					

SIXTH GRADE SCIENCE

YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes	Essential Vocabulary
RELATIONSHIPS IN ECOSYSTEMS	19-20	Competition in Ecosystems 	6.LS.1 Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.	SEPS. 4 Analyzing and interpreting data	<ul style="list-style-type: none"> • photosynthesis • energy pyramid • homeostasis
	21-24	Introduction to Photosynthesis  Flow of Energy in Ecosystems 	6.LS.2 Describe the role of photosynthesis in the flow of energy in the food chains, energy pyramids, and food webs. Create diagrams to show how the energy in animals' food used for bodily processes was once energy from the sun.	SEPS.2 Developing and Using Models and Tools SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)	<ul style="list-style-type: none"> • food chain • food web
	25-26	Relationships in Ecosystems 	6.LS.3 Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships between organisms. Construct an explanation that predicts why patterns of interaction develop between organisms in an ecosystem.	SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)	<ul style="list-style-type: none"> • predator • prey • consumer • producer • parasite • host • symbiotic relationship • organism • interactions • ecosystem

SIXTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes	Essential Vocabulary
Week 27 – Interim 3/Mock State Assessment					
RELATIONSHIPS IN ECOSYSTEMS <i>continued</i>	27-29	Organism Interactions in Ecosystems 	6.LS.4 Investigate and use data to explain how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals. 6.LS.5 Research invasive species and discuss their impact on ecosystems.	SEPS. 4 Analyzing and interpreting data	<ul style="list-style-type: none"> • biotic • abiotic • habitat • beneficial • detriment • al • native plants • native animals • invasive species
Weeks 30-31: State Test Prep					
Week 32-34: State Assessments					
Weeks 35+: Engineering Design Project					

IN 6th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Lesson Plan Template Processing Tools Summary Table Teacher Reference Guide 6-8 Unit Unpacking Guide Source Evaluation Checklist QFT Jamboard QFT Protocol Slides 6th IN Compelling & Supporting Questions Q-Chart 6-12 SS Disciplinary Thinking Skills McGraw Hill Support Documents Discussion and Share-Out Strategies		
Standards 6.1.17-23 should be integrated throughout all units.		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Exploring Our World	2-6	Standards: 6.2.1, 6.2.8, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.9, 6.3.10, 6.3.11, 6.4.4, 6.4.9 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 1-3 Key Content: pp. 1-3
2 - North America	7-11	Standards: 6.1.4, 6.1.10, 6.1.11, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.7, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 4-6 Key Content: pp. 3-5
3 - Mexico, the Caribbean, and Central America	12-15	Standards: 6.1.1, 6.1.2, 6.1.4, 6.1.6, 6.1.10, 6.1.11, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapter 7 Key Content: pp. 5-7
4 - South America	16-20	Standards: 6.1.1, 6.1.2, 6.1.4, 6.1.6, 6.1.10, 6.1.11, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 8-10 Key Content: pp. 7-10
5 - Ancient European Civilizations	21-26	Standards: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 11-13 Key Content: pp. 10-11
6 - Medieval Europe	27-31	Standards: 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.2.1, 6.2.4, 6.2.5, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 11-13

		Key Content: pp. 11-13
7 - Modern Europe	32-36	Standards: 6.1.12, 6.1.13, 6.1.14, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.7, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: <i>McGraw-Hill Indiana Discovering World Geography - Western Hemisphere</i> Chapters 11-13 Key Content: pp. 13-15



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Indiana 7th Grade ELA Year at-a-Glance		
Lesson Prep Resources Time Structures Assessment Resources Video Bank Habits of Discussion Intervention Independent Reading		
Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 Lit. Seminar Scope and Sequence: Short Stories	Unit 1 Writing Scope and Sequence: Constructed Response Writing
2	<ul style="list-style-type: none"> • Primary Standards: 7.RL.2.1, 7.RL.2.2, 7.RL.2.3 • Additional Standards: 7.RV.3.1, 7.RV.2.1, 7.RV.1, 7.SL.3.1 	<ul style="list-style-type: none"> • Primary Standards: 7.W.4, 7.W.6.2 • Additional Standards: 7.W.3.2, 7.W.3.3
3	EXCEL-erate Unit 1 Extensions	
4	Unit 2 Lit. Seminar Scope and Sequence: I	Unit 2 Writing Scope and Sequence:
5	Am Malala	Informational/Research
6	<ul style="list-style-type: none"> • Primary Standards: 7.RN.2.2, 7.RN.2.3, 7.RN.3.3 • Additional Standards: 7.RL/RN.2.1, 7.RN.4.3, 7.RN.4.3 	<ul style="list-style-type: none"> • Primary Standards: 7.W.3.2, 7.W.6.2, 7.W.6.2b • Additional Standards: 7.W.1, 7.W.4, 7.W.5
7		
8		
9	EXCEL-erate Unit 2 Extensions	
10	Unit 3 Lit. Seminar Scope and Sequence:	Unit 3 Writing Scope and Sequence:
11	The Outsiders	Personal Narrative
12	<ul style="list-style-type: none"> • Primary Standards: 7.RL.2.2, 7.RL.2.3, 7.RL.3.2 • Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RV.2.1, 7.RN.2.2, 7.RV.3.2, 7.RN.3.3, 7.RV.3.1, 7.RV.1, 7.ML.1 	<ul style="list-style-type: none"> • Primary Standards: 7.W.1, 7.W.3.3, 7.W.6.1 • Additional Standards: RW.7.3.4d, 7.W.4, 7.SL.3.1, 7.SL.1, 7.W.6.2b, 7.ML.2.2
13		
14	EXCEL-erate Unit 3 Extensions	
15	Unit 4 Lit. Seminar Scope and Sequence:	Unit 4 Writing Scope and Sequence:
16	Hitler Youth	Argument
17	<ul style="list-style-type: none"> • Primary Standards: 7.RN.2.3, 7.RN.3.2, 7.RN.4.1 • Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RV.3.2, 7.RN.3.3, 7.RN.4.3, 7.RL.2.2, 7.RV.3.1, 7.SL.3.1, 7.SL.3.2, 7.RV.1, 7.ML.1 	<ul style="list-style-type: none"> • Primary Standards: 7.W.3.1, 7.W.6.1e • Additional Standards: 7.W.4, 7.W.5, 7.W.1, 7.SL.4.1, 7.SL.1, 7.ML.1
18		
19		
20		

21	<u>Unit 5 Lit. Seminar Scope and Sequence:</u> The Diary of Anne Frank	<u>Unit 5 Writing Scope and Sequence:</u> Drama
22	<ul style="list-style-type: none"> • Primary Standards: 7.RL.2.2, 7.RL.2.3 • Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RL.4.1, 7.RL.4.2 	<ul style="list-style-type: none"> • Primary Standards: 7.W.3.3, 7.W.6.1e • Additional Standards: 7.W.1, 7.W.4, 7.SL.4.2, 7.SL.1
23		
24	<u>Unit 6 Lit. Seminar Scope and Sequence:</u> Brown Girl Dreaming	<u>Unit 6 Writing Scope and Sequence:</u> Poetry
25	<ul style="list-style-type: none"> • Primary Standards: 7.RL.2.2, 7.RV.3.1, 7.RL.3.1 • Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RL.2.3, 7.RN.2.2, 7.RN.3.3, 7.RV.2.1, 7.RV.3.3, 7.SL.3.1 	<ul style="list-style-type: none"> • Primary Standards: 7.W.3.3, 7.W.6.1c, 7.W.6.1d • Additional Standards: 7.W.1, 7.W.4, 7.SL.3.1
26		
27		
28		
29	<u>Unit 7 Lit. Seminar Scope and Sequence:</u> The Giver	<u>Unit 7 Writing Scope and Sequence:</u> Literary Analysis
30	<ul style="list-style-type: none"> • Primary Standards: N/A • Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RL.2.2, 7.RL.2.3, 7.RV.3.1, 7.RL.3.1, 7.RL.3.2, 7.RN.2.2, 7.RN.3.3, 7.RV.2.1, 7.RV.2.2 	<ul style="list-style-type: none"> • Primary Standards: 7.W.3.1, 7.W.6.1e, 7.W.6.1d • Additional Standards: 7.W.4, 7.W.1, 7.SL.4.1, 7.SL.4.2, 7.SL.1
31		
32		
33		
34	Review	Review

INDIANA 7 th Grade Year at a Glance 2023-2024	
Week	
0	Utilize this week to: <ul style="list-style-type: none"> • Administer Unit 1 Preassessment • Establish a math community. • Establish classroom culture, routines, and procedures. • Begin teaching Unfinished Learning Activities
1	Unit 1: Scale Drawings
2	7.GM.3
3	
4	Unit 2: Introducing Proportional Relationships
5	7.C.5 • 7.AF.4 • 7.AF.5 • 7.AF.6 • 7.AF.7 • 7.AF.8 • 7.AF.9 • 7. GM.6
6	
7	Unit 3: Measuring Circles
8	7.GM.3 • 7. GM.5
9	Interim Review – Interim 1 Testing
10	Unit 3: Measuring Circles
	7.GM.3 • 7. GM.5
11	
12	Unit 4: Proportional Relationships and Percentages
13	7.C.5 • 7. C.6 • 7.AF.6
14	
15	Unit 5: Rational Number Arithmetic
16	7.C.1 • 7.C.2 • 7. C.3 • 7.C.4. • 7.C.7 • 7. C.8 • 7.AF.2 • *7.NS.1 • *7.NS.2 • 7.NS.3
17	
18	Interim Review – Interim 2 Testing
19	Unit 5: Rational Number Arithmetic
	7.C.1 • 7.C.2 • 7. C.3 • 7.C.4. • 7.C.7 • 7. C.8 • 7.AF.2 • 7.NS.1 • 7.NS.2 • 7.NS.3
20	
21	Unit 6: Expressions, Equations, Inequalities (Topics A&B)
22	7.C.2 • 7. C.8 • 7.AF.2
23	
24	Unit 7: Angles, Triangles, and Prisms (Topics A&B)
25	7.GM.1 • 7. GM.2 • 7. GM.4 • 7. C.7 • 7.AF.2
26	Interim Review – Interim 3 Testing
27	Unit 8: Probability and Sampling (Topic A Only)
	7.DSP.5 • 7.DSP.6 • 7.DSP.7
28	

29	Unit 6: Expressions, Equations, Inequalities (Topics C&D)
30**	7.C.2 • 7. C.8 • 7.AF.1 • 7.AF.3
31	Unit 7: Angles, Triangles, and Prisms (Topics C)
32	7.GM.6 • *7. GM.7
33	Unit 8: Probability and Sampling (Topics C&D)
34	7.DSP.1 • 7.DSP.2 • 7.DSP.3 • 7.DSP.4 • 7.DSP.7 • 7. C.7
35- EOY	Unit 9: Putting it All Together

*Indiana Resources Lessons are given for these standards.

** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window

7th Grade Weekly Instructional Planning Guide

Week						
0	Routines and Procedures – Administer Unit 1 Preassessment & Pre-teach Day: Unit 1 Unfinished Learning Activities*					
1	Unit 1	Preteach Day: Unit 1 Unfinished Learning Activities*	Preteach Day: Unit 1 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3 <i>Administer Unit 2 Preassessment this week</i>
2		Lesson 4	Lesson 5	Lesson 6 Topic A Quiz	Unit 1 Review	Unit 1 Assessment
3	Unit 2	Preteach Day: Unit 2 Unfinished Learning Activities*	Preteach Day: Unit 2 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3
4		Lesson 4 Engage, Act 1 Topic A Quiz	Lesson 5	Lesson 7 & 8 <i>Lesson 7 Engage Act, 1 & 2 Lesson 8 Act 1 & Exit Ticket</i>	Pause Refer to Exit Ticket Guidance	Lesson 9
5		Lesson 10 Engage, Activity 1 & 2 Topic B & C Quiz	Lesson 11	Lesson 12 <i>Administer Unit 3 Preassessment this week</i>	Lesson 13	Pause Refer to Exit Ticket Guidance
6		Indiana Resource Guide: Ready Lesson 13B Pg. 134, Hands-on Act pg. 136, Pg. 138-139	Indiana Resource Guide: Ready Lesson 13C Pg. 144, Hands- on Act pg. 145, Pg. 147 #7 & #8, Pg. 148-149 7.AF.4 & 7.AF.5 Resource Guide Quiz	Unit 2 Review	Unit 2 Assessment	Preteach Day: Unit 3 Unfinished Learning Activities*
7		Preteach Day: Unit 3 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Lesson 4 <i>Administer Unit 4 Preassessment this week</i>
8	Unit 3	Pause Refer to Exit Ticket Guidance	Lesson 6 <i>Activity 1 & 2</i> Topic A Quiz	Lesson 7	Lesson 8	Lesson 9
9	Interim Review & Interim 1 Testing					
10	Unit 3	Pause Refer to Exit Ticket Guidance	Unit 3 Review	Unit 3 Assessment	Preteach Day: Unit 4 Unfinished Learning Activities*	Preteach Day: Unit 4 Unfinished Learning Activities*
11	Unit 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
12		Pause Refer to Exit Ticket Guidance	Lesson 6 <i>Act 1 & 2</i> Topic A Quiz	Lesson 7	Lesson 8 <i>Administer Unit 5 Preassessment this week</i>	Lesson 9
13		Lesson 10 Engage, Act 1 & 2 Topic B Quiz	Lesson 11	Lesson 12	Pause Refer to Exit Ticket Guidance	Unit 4 Review

14		Unit 4 Assessment	Preteach Day: Unit 5 Unfinished Learning Activities*	Preteach Day: Unit 5 Unfinished Learning Activities*	Lesson 1	Lesson 2
15	Unit 5	Lesson 3	Lesson 4	Pause Refer to Exit Ticket Guidance	Lesson 5	Lesson 6
16		Lesson 7 <i>Administer Unit 6 Preassessment this week</i>	Pause Refer to Exit Ticket Guidance	Lesson 8 & 9 Lesson 8 Engage, Act 1 Lesson 9 Act 1 & Exit Ticket	Lesson 11 Engage, Activity 1 & 2 Topic A & B Quiz	Lesson 12 & 14 Lesson 12 Engage & Act 1 Lesson 14 Act 2 & Exit Ticket
17		Pause Refer to Exit Ticket Guidance	Lesson 13	Lesson 15 Engage, Activity 1 & 2 Topic C & D Quiz	Lesson 16	Indiana Resource Guide: Ready Lesson 4B & 4A Pg. 38-40, Pg. 30- 31 Ready Lesson 5 Pg. 48-49
18	Interim Review & Interim 2 Testing					
19	Unit 5	Indiana Resource Guide: Ready Lesson 5 Pg. 50-51, Hands-on Act pg. 51, Pg. 54 #4 & #5, Practice & Problem Solving pg. 55-56 7.NS.1, 7.NS.2, 7.NS.3 Resource Guide Quiz	Pause Refer to Exit Ticket Guidance	Unit 5 Review	Unit 5 Assessments	Preteach Day: Unit 6 Unfinished Learning Activities*
20	Unit 6	Preteach Day: Unit 6 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Lesson 4
21		Lesson 5 & 6 Lesson 5 Engage Act 1 & 2 Lesson 6 Activity 2 & Exit Ticket	Lesson 7 Engage, Act 1 & 2 Topic A Quiz	Lesson 8	Lesson 9	Lesson 10 <i>Administer Unit 7 Preassessment this week</i>
22		Lesson 11	Lesson 12	Pause Refer to Exit Ticket Guidance	Lesson 13 Engage & Act 2 Topic B Quiz	Preteach Day: Unit 7 Unfinished Learning Activities*
23	Unit 7	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
24		Pause Refer to Exit Ticket Guidance	Lesson 6	Lesson 7	Lesson 8 Engage Act 1 & 2 Topic A Quiz	Indiana Resource Guide: Ready Lesson 19B Pg. 218-221, pg. 224-225, pg. 228-229
25		Lesson 9 <i>Administer Unit 8 Preassessment this week</i>	Lesson 10	Pause Refer to Exit Ticket Guidance	Lesson 12 Engage Act 1 Topic B Quiz	Preteach Day: Unit 8 Unfinished Learning Activities*
26	Interim Review & Interim 3 Testing					





27	Unit 8	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
28		Lesson 6	Pause Refer to Exit Ticket Guidance	Lesson 11 Engage & Act 1 Topic A Quiz	Lesson 14	Lesson 15
29	Unit 6	Lesson 16	Lesson 17	Pause Refer to Exit Ticket Guidance	Lesson 18 Engage Act 2 Topic C Quiz	Lesson 19
30**		Lesson 20	Lesson 21	Lesson 22	Pause Refer to Exit Ticket Guidance	Unit 6 Review
31	Unit 7	Unit 6 Assessment	Lesson 13	Lesson 14	Lesson 15	Indiana Resource Guide: Ready Lesson 24 Pg. 272-277
32		Lesson 16	Pause Refer to Exit Ticket Guidance	Unit 7 Review	Unit 7 Assessment	Lesson 12
33	Unit 8	Lesson 13	Lesson 14	Pause Refer to Exit Ticket Guidance	Lesson 15 Topic C Quiz	Lesson 16
34		Lesson 18	Lesson 19	Pause Refer to Exit Ticket Guidance	Unit 8 Review	Unit 8 Assessment
35- EOY	Unit 9	Unit 9: End of Year Review and Remediation				

*Formally known as Learning Loss Activities

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SEVENTH GRADE SCIENCE

YEAR AT A GLANCE





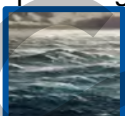
Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Energy	8-9	Kinetic Energy 	MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	SEP.4: Analyzing and Interpreting Data
	10-11	Potential Energy 	MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	SEP.2: Developing and Using Models
	12-13	Thermal Energy Transfer 	MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	SEP.6: Constructing Explanations and Designing Solutions
	13-14	Energy Transfer and Temperature 	MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	SEP.3: Planning and Carrying Out Investigations

SEVENTH GRADE SCIENCE



YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
From Molecules to Organisms: Structures and Processes	15	Cells 	MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	SEP.3: Planning and Carrying Out Investigations
	117	Anatomy of a Cell 	MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	SEP.2: Developing and Using Models
	18-19	Body and Systems 	MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	SEP.7: Engaging in Argument from Evidence
	20	Sensory Receptors 	MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	SEP.8: Obtaining, Evaluating, and Communicating Information
	21-22	Energy Flow in Organisms 	MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	SEP.2: Developing and Using Models

SEVENTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Earth's Place in the Universe	23-24	Geologic History of Earth 	MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history	SEP.2: Developing and Using Models
Earth's Systems	25-26	Geoscience Processes 	MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process	SEP.2: Developing and Using Models
	27-28	Earth Materials 	MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	SEP.6: Constructing Explanations and Designing Solutions
	29-31	Plate Tectonics  Seafloor Spreading 	MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	SEP.4: Analyzing and Interpreting Data

SEVENTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Earth Human Activity	32-33	Human Dependence on Natural Resources 	MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	SEP.6: Constructing Explanations and Designing Solutions
	34-35	Natural Hazards 	MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	SEP.4: Analyzing and Interpreting Data
Flex Week				

IN 7th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Lesson Plan Template Processing Tools Summary Table Teacher Reference Guide 6-8 Unit Unpacking Guide Source Evaluation Checklist QFT Jamboard QFT Protocol Slides 7th IN Compelling & Supporting Questions Q-Chart 6-12 SS Disciplinary Thinking Skills McGraw Hill Support Documents Discussion and Share-Out Strategies		
Standards 7.1.15-19 should be integrated throughout all units.		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Exploring Our World	2-7	Standards: 7.3.1, 7.3.2, 7.3.3, 7.3.5, 7.3.9 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 1-3 Key Content: pp. 1-2
2 - East and Southeast Asia	8-12	Standards: 7.1.1, 7.1.2, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.1.10, 7.1.11, 7.1.12, 7.1.14, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 4-5 Key Content: pp. 2-5
3 - South Asia	13-16	Standards: 7.1.1, 7.1.2, 7.1.4, 7.1.6, 7.1.11, 7.1.14, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapter 6 Key Content: pp. 6-9
4 - Russia and Northern Eurasia	17-19	Standards: 7.1.7, 7.1.14, 7.2.2, 7.2.3, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapter 7 Key Content: pp. 9-11
5 - Southwest Asia and North Africa	20-24	Standards: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.10, 7.1.11, 7.1.13, 7.1.14, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 8-9 Key Content: pp. 11-15
6 - Africa	25-33	Standards: 7.1.3, 7.1.5, 7.1.6, 7.1.11, 7.1.14, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6

		Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 10-13 Key Content: pp. 15-18
7 - Pacific World	34-36	Standards: 7.1.6, 7.1.11, 7.1.14, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 14-16 Key Content: pp. 18-20



You must be signed in to your NHA Google Account to access the links below.

Indiana 8th Grade ELA Year at-a-Glance		
Lesson Prep Resources Time Structures Assessment Resources Video Bank Habits of Discussion Intervention Independent Reading		
Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 Lit. Seminar Scope and Sequence:	Unit 1 Writing Scope and Sequence:
2	Short Stories	Constructed Response Writing
3	<ul style="list-style-type: none"> • Primary Standards: 8.RL.2.1, 8.RL.2.2, 8.RL.2.3, 8.RL.3.2 	<ul style="list-style-type: none"> • Primary Standards: 8.W.4, 8.W.6.1
4	Unit 1 EXCEL-erate Extensions	
5	Unit 2 Lit. Seminar Scope and Sequence:	Unit 2 Writing Scope and Sequence:
6	Chew On This	Argument
7	<ul style="list-style-type: none"> • Primary Standards: 8.RN.3.3, 8.RN.4.1 • Additional Standards: 8.RL/RN.2.1, 8.RN.2.2, 8.RV.3.2, 8.RN.4.2, 8.RN.4.3, 8.RL.2.2, 8.RV.1, 8.SL.3.1, 8.SL.3.2 	<ul style="list-style-type: none"> • Primary Standards: 8.W.3.1, 8.W.6.1, 8.W.6.1b • Additional Standards: 8.W.4, 8.W.5, 8.W.1, 8.SL.1, 8.SL.3.1, 8.SL.4.2
8		
9	Unit 2 EXCEL-erate Extensions	
10		
11		
12	Unit 3 Lit. Seminar Scope and Sequence:	Unit 3 Writing Scope and Sequence:
13	Chains	Historical Narrative
14	<ul style="list-style-type: none"> • Primary Standards: 8.RL.2.2, 8.RL.2.3, 8.RL.3.2 • Additional Standards: RL.8.1/RI.8.1, 8.RV.3.1, 8.RL.3.1, 8.RN.2.2, 8.RN.3.3, 8.RN.4.2, 8.RN.4.3, 8.RV.2.1, 8.RV.1, 8.SL.3.1, 8.ML.1 	<ul style="list-style-type: none"> • Primary Standards: 8.W.3.3, 8.W.6.1b, 8.W.6.2b • Additional Standards: 8.W.4, 8.W.5, 8.W.1, 8.SL.1
15		
16		
17		
18	Unit 3 EXCEL-erate Extensions	
19	Unit 4 Lit. Seminar Scope and Sequence:	Unit 4 Writing Scope and Sequence:
20	Excerpts from Frederick Douglass	Informational/Research
21	<ul style="list-style-type: none"> • Primary Standards: 8.RN.2.2, 8.RN.2.3, 8.RV.3.2, 8.RN.3.2 • Additional Standards: 8.RL.2.1/8.RN.2.1, 8.RN.3.3, 8.RL.2.2, 8.RV.3.1, 8.RV.2.1, 8.RV.1, 8.SL.3.1, 8.SL.3.2, 8.ML.1 	<ul style="list-style-type: none"> • Primary Standards: 8.W.3.2, 8.W.6.1 • Additional Standards: 8.W.4, 8.W.5, 8.W.1, 8.SL.4.1, 8.SL.1
22		
23		

24	<u>Unit 5 Lit. Seminar Scope and Sequence:</u>	<u>Unit 5 Writing Scope and Sequence:</u>
25	Animal Farm	Narrative Satire
26	<ul style="list-style-type: none"> • Primary Standards: 8.RL.2.2, 8.RL.2.3, 8.RL.4.2 	<ul style="list-style-type: none"> • Primary Standards: 8.W.3.3, 8.W.6.1, 8.W.6.1b, 8.W.6.1e, 8.W.6.2b, 8.SL.3.1
27	<ul style="list-style-type: none"> • Additional Standards: 8.RL.2.1/8.RN.2.1, 8.RV.3.1, 8.RL.3.1, 8.RN.2.2, 8.RV.2.1, 8.RV.3.3, 8.RV.1, 8.SL.3.1, 8.ML.2.1, 8.ML.1 	<ul style="list-style-type: none"> • Additional Standards: 8.W.4, 8.W.1, 8.SL.1, 8.ML.1
28		
29		
30	<u>Unit 6 Lit. Seminar Scope and Sequence:</u>	<u>Unit 6 Writing Scope and Sequence:</u>
	A Midsummer Night's Dream	Narrative Poetry
31	<ul style="list-style-type: none"> • Primary Standards: 8.RL.2.2, 8.RV.3.1, 8.RL.3.1 	<ul style="list-style-type: none"> • Primary Standards: 8.W.3.3, 8.W.6.1
32	<ul style="list-style-type: none"> • Additional Standards: 8.RL.2.1/8.RN.2.1, 8.RN.2.2, 8.RN.3.3, 8.RL.2.3, 8.RL.3.2, 8.RL.4.1, 8.RV.2.1, 8.RV.3.3, 8.RV.1 	<ul style="list-style-type: none"> • Additional Standards: 8.W.4, 8.W.1, 8.SL.1
33	Review	Review
34		

INDIANA 8th Grade Year at a Glance 2023-2024

Week	
0	Utilize this week to: <ul style="list-style-type: none"> • Administer Unit 1 Preassessment • Establish a math community. • Establish classroom culture, routines and procedures. • Begin teaching Unfinished Learning Activities
1	Unit 1: Rigid Transformations and Congruence 8.GM.3 • 8. GM.4 • 8. GM.6
2	
3	
4	Unit 2: Dilations, Similarity, and Introducing Slope 8.GM.3 • 8. GM.4 • 8. GM. 5 • 8. GM.6
5	
6	
7	Unit 3: Linear Relationships (Topic A & B) 8.AF.4 • 8.AF.5 • 8.AF.6 • 8. GM.3
8	
9	Interim Review – Interim 1 Testing
10	Unit 3: Linear Relationships (Topic C& D) 8.AF.4 • 8.AF.8 • *8.C.1
11	
12	Unit 4: Linear Equations and Linear Systems 8.AF.1 • 8.AF.2 • 8.AF.8
13	
14	
15	Unit 5: Functions and Volume (Topic A-D) 8.AF.3 • 8.AF.4 • 8.AF.5 • 8.AF.6 • 8.AF.7 • 8.GM.2 • 8.C.1
16	
17	
18	Interim Review- Interim 2 Testing
19	Unit 5: Functions and Volume (Topic E & Indiana Resources) 8.AF.3 • 8.AF.5 • 8. GM.1 • 8.GM.2 • 8.C.1
20	
21	Unit 8: Pythagorean Theorem and Irrational Numbers 8.NS.1 • 8.NS.2 • 8.NS.4 • 8.AF.4 • 8.AF.6 • 8. GM.7 • 8. GM.8 • 8.GM.9 • *8.C.1
22	
23	
24	
25	Unit 6: Associations in Data (Topic A) 8.DSP.1 • 8.DSP.2
26	Interim Review- Interim 3 Testing
27	Unit 6: Associations in Data (Topic B & Indiana Resource) 8.DSP.1 • 8.DSP.2 • 8.DSP.3 • 8.DSP.4 • *8.DSP.5 • 8.DSP.6
28	
29	
30**	
31	Unit 7: Exponents and Scientific Notation 8.NS.3 • *8.C.1 • 8. C.2
32	
33	
34 - EOY	Unit 9: End of Year Review

8th Grade Weekly Instructional Planning Guide

Week						
0	Routines and Procedures – Administer Unit 1 Preassessment & Pre-teach Day: Unit 1 Unfinished Learning Activities*					
1	Unit 1	Lesson 1 Engage, Act 1 Lesson 2 Act 1, Exit Ticket	Lesson 3 Engage, Act 1 (Consider assigning #1-4 to different groups discuss than assign all #5-8) Lesson 4 Engage, Act 2, Exit Ticket	Lesson 5 Engage, Act 1 (#1,3,4) Act 2 (#1,2,4)	Lesson 6 Engage, Act 1 Topic A Quiz	Pause Refer to Exit Ticket Guidance
2		Lesson 7 Engage, Act 1 Lesson 8 Act 1, Exit Ticket	Lesson 9 Engage, Act 1 Administer Unit 2 Preassessment this week	Lesson 10 Act 1, Exit Ticket Topic B Quiz	Lesson 11 Reteach Topic B (If needed)	Lesson 12
3		Lesson 13 Engage, Act 1, Act 2 Topic C Quiz	Pause Refer to Exit Ticket Guidance	Lesson 14 Engage, Lesson 1 Lesson 15 Activity 2, exit ticket.	Unit 1 Review	Unit 1 Assessment
4	Unit 2	Pre-teach Day: Unit 2 Unfinished Learning Activities*	Lesson 1 Engage, Act 1 Lesson 2 Act 1, Act 2, Exit Ticket	Lesson 3 Activity 1 Lesson 4 Activity 1, Activity 2, Exit ticket	Pause Refer to Exit Ticket Guidance	Lesson 5
5		Lesson 6 Act 1, Act 3 Topic A Quiz	Lesson 7 Engage, Act 1, Act 2, Exit Ticket Reteach Topic A (if needed)	Lesson 8 Administer Unit 3 Preassessment this week	Lesson 9 Engage, Act 1, Act 2 Topic B Quiz	Lesson 10
6		Lesson 11	Lesson 12	Unit 2 Review	Unit 2 Assessment	Pre-teach Day: Unit 3 Unfinished Learning Activities*
7	Unit 3 Topic A & B	Pre-teach Day: Unit 3 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Lesson 4 Engage, Act 1 Quiz A
8		Pause Refer to Exit Ticket Guidance	Lesson 5	Lesson 6	Lesson 7	Lesson 8 Act 1, Act 2 #2 Quiz B
9	Review for Interim- Interim 1 Testing					
10	Unit 3 Topic C	Lesson 9	Lesson 10	Pause Refer to Exit Ticket Guidance	Lesson 11	Lesson 12 Administer Unit 4 Preassessment this week
11		Lesson 13 Engage, Act 1, Act 2 Optional Topic C Quiz	Unit 3 Review	Unit 3 Assessment	Pre-teach Day: Unit 4 Unfinished Learning Activities*	Lesson 2
12	Unit 4	Lesson 3	Lesson 4	Lesson 5 Lesson 6 Act 1, Act 2, Exit Ticket	Lesson 7	Lesson 8





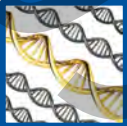

13		Lesson 9 Engage, Act 1, Act 2 Quiz A & B #1 or #2	Lesson 10 Reteach Topic A & B (if needed)	Lesson 11 <i>Administer Unit 5 Preassessment this week</i>	Lesson 12	Pause Refer to Exit Ticket Guidance
14		Lesson 13	Lesson 14	Lesson 15 Engage, Act 1, Act 2 Optional Topic C Quiz	Lesson 16 and/or Unit 4 Review Reteach Topic C (if needed)	Unit 4 Assessment
15	Unit 5	Pre-teach Day: Unit 5 Unfinished Learning Activities*	Lesson 1 Engage, Act 2 Lesson 2 Act 1, Act 2, Exit Ticket	Lesson 3	Pause Refer to Exit Ticket Guidance	Lesson 4
16		Lesson 5	Lesson 6	Lesson 7 Engage, Act 1, Act 2 Topic A & B Quiz	Pause Refer to Exit Ticket Guidance	Lesson 8
17		Lesson 9 Engage, Act 1 <i>Administer Unit 8 Preassessment this week</i>	Lesson 10 Topic C Quiz	Lesson 11 Engage, Act 1 Lesson 12 Act 1, Act 2, Exit Ticket	Lesson 13 Engage, Act 1, Act 3 Lesson 14 Act 1, Exit Ticket	Lesson 15
18	Interim Review & Interim 2 Testing					
19	Unit 5	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
20		Lesson 21	Indiana Resource Guide: Ready Lesson 26A Pg. 232-233 pg. 235-237 8.GM.1 Resource Guide Quiz	Unit 5 Review	Unit 5 Assessment	Pre-teach Day: Unit 8 Unfinished Learning Activities*
21	Unit 8	Pre-teach Day: Unit 8 Unfinished Learning Activities*	Lesson 2	Lesson 3	Lesson 4	Lesson 5 Topic A & B Quiz
22		Pause Refer to Exit Ticket Guidance	Lesson 6	Lesson 7	Lesson 8	Lesson 9
23		Lesson 10	Lesson 11 <i>Administer Unit 6 Preassessment this week</i>	Pause Refer to Exit Ticket Guidance	Lesson 12 Topic C Quiz	Lesson 13
24		Lesson 14	Lesson 15	Pause Refer to Exit Ticket Guidance	Unit 8 Review	Unit 8 Assessment
25	Unit 6	Pre-teach Day: Unit 6 Unfinished Learning Activities	Lesson 1	Lesson 2	Lesson 3	Lesson 4
26	Interim Review & Interim 3 Testing					

27	Unit 6	Lesson 5	Lesson 6 <i>Administer Unit 7 Preassessment this week</i>	Pause Refer to Exit Ticket Guidance	Lesson 7	Lesson 8 Topic A & B Quiz
28		Pause Refer to Exit Ticket Guidance	Indiana Resource Guide: Ready Lesson 32	Indiana Resource Guide: Ready Lesson 33	Indiana Resource Guide: Ready Lesson 34 8.DSP.4, 8.DSP.5, 8.DSP.6 Resource Guide Quiz	Pause Refer to Exit Ticket Guidance
29		Unit 6 Review	Unit 6 Assessment	Pre-teach Day: Unit 7 Unfinished Learning Activities	Pre-teach Day: Unit 7 Unfinished Learning Activities	Pause Refer to Exit Ticket Guidance
30**	Unit 7	Lesson 1	Pause Refer to Exit Ticket Guidance	Lesson 2	Lesson 3	Lesson 4
31		Lesson 5	Lesson 6	Lesson 7	Lesson 8 Engage, Act 1, Act 2 Quiz A & B	Pause Refer to Exit Ticket Guidance
32		Lesson 9	Lesson 12	Lesson 13	Pause Refer to Exit Ticket Guidance	Lesson 14
33		Lesson 15	Unit 7 Review	Unit 7 Assessment	Review and Remediation	Review and Remediation
34- EOY	Unit 9: End of Year Review and Remediation					






*Formally known as Learning Loss Activities

** State testing typically opens between weeks 27-30. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.





EIGHTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Matter and it's Interactions <i>continued</i>	10-11	Modeling Conservation of Mass 	MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	SEP.2: Developing and Using Models
	12	Thermal Energy in Chemical Reactions 	MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	SEP.6: Constructing Explanations and Designing Solutions
From Molecules to Organisms: Structures and Processes	13-14	Reproduction in Plants and Animals 	MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively	SEP.7: Engaging in Argument from Evidence
	15-16	Growth of Organisms 	MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	SEP.6: Constructing Explanations and Designing Solutions
Heredity: Inheritance and Traits	17-19	Genes and Proteins  Mutations 	MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	SEP.2: Developing and Using Models



EIGHTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Heredity: Inheritance and Traits (continued)	20-21	Inheritance and Genetic Variation 	MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	SEP.2: Developing and Using Models
Biological Evolution: Unity and Diversity	22	Fossil Record 	MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	SEP.4: Analyzing and Interpreting Data
	23	Evolutionary History and Relationships 	MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	SEP.6: Constructing Explanations and Designing Solutions
	24	Embryological Development 	MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	SEP.4: Analyzing and Interpreting Data
	25-26	Natural Selection 	MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	SEP.6: Constructing Explanations and Designing Solutions

EIGHTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Biological Evolution: Unity and Diversity (continued)	27	Artificial Selection 	MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	SEP.8: Obtaining, Evaluating, and Communicating Information
Earth's Systems	28-29	Water Cycle 	MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	SEP.2: Developing and Using Models
	30-31	Predicting Weather 	MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	SEP.3: Planning and Carrying Out Investigations
	32-34	Ocean Currents  Influences of Weather and Climate 	MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	SEP.2: Developing and Using Models

EIGHTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation	Science and Engineering Processes
Earth and Human Activity	35	Human Impact on the Environment 	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	SEP.6: Constructing Explanations and Designing Solutions
	36	Human Activities and Global Climate Change 	MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over time.	SEP.1: Asking Questions and Defining Problems

IN 8th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Lesson Plan Template Processing Tools Summary Table Teacher Reference Guide 6-8 Unit Unpacking Guide Source Evaluation Checklist QFT Jamboard QFT Protocol Slides 8th IN Compelling & Supporting Questions Q-Chart 6-12 SS Disciplinary Thinking Skills McGraw Hill Support Documents Discussion and Share-Out Strategies		
Standards 8.1.28-31 should be integrated throughout all units.		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - European Colonization and Life in Colonial America	2-7	Standards: 8.1.1, 8.1.2, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.1, 8.4.8, 8.4.9, 8.4.10 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 1-4 Key Content: pp. 1-2
2 - Revolution and the Road to Self-Government	8-13	Standards: 8.1.3, 8.1.4, 8.1.5, 8.4.1, 8.4.2, 8.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 1-4 Key Content: pp. 2-3
3 - The Constitution and the Early Republic	14-18	Standards: 8.1.6, 8.1.7, 8.1.8, 8.1.9, 8.1.10, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.8, 8.2.9, 8.2.10, 8.4.1, 8.4.3, 8.4.6, 8.4.7, 8.4.8, 8.4.9, 8.4.10 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 7-9 Key Content: pp. 3-6
4 - Development of a National Identity through the Jacksonian Era	19-23	Standards: 8.1.12, 8.1.13, 8.1.14, 8.1.15, 8.1.16, 8.2.3, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.3, 8.4.7, 8.4.8, 8.4.9, 8.4.10 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 10-12 Key Content: pp. 6-8
5 - The Expanding Nation through Social Reform	24-28	Standards: 8.1.11, 8.1.17, 8.1.18, 8.1.19, 8.1.20, 8.1.21, 8.1.22, 8.1.23, 8.2.3, 8.2.7, 8.2.8, 8.2.9, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.4, 8.4.5, 8.4.8, 8.4.9, 8.4.10, 8.4.11 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 13-15 Key Content: pp. 8-11
6 - The Civil War through Reconstruction	29-34	Standards: 8.1.24, 8.1.25, 8.1.26, 8.1.27, 8.2.3, 8.3.5, 8.3.6, 8.3.8, 8.4.6, 8.4.8, 8.4.9, 8.4.10, 8.4.11 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 16-18 Key Content: pp. 11-12

Attachment 5: Academic and Exit Standards

Students will exit our school in accordance with the Indiana School Accountability Framework. Consistent with our mission, we believe strongly that students should leave our school prepared for high school and college – both socially and academically. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state’s gateway standards, the academic goals of our school, and our mission. Our Board is committed to meeting the needs of students who are at-risk academically. Our model will have robust formative and interim assessment programs to quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

Policies and standards for promotion

Creek Point Academy students will be expected to progress academically through one grade level each year. Our program is designed to ensure that students are prepared for high school, college, and/or career.

As a foundation, promotion for students in grades K-2 will be based on mastery of grade-appropriate skills, as measured by early literacy and early numeracy assessments. For grades 3-8, promotion will be based on mastery of grade-appropriate skills, as measured by interim and state assessments.

However, our principal will have the final decision regarding the promotion, acceleration, and retention of students. Specific guidance regarding the processes and procedures informing these decisions will be included annually in our school’s Parent and Student Handbook (sample included as Attachment 8).

If a student fails to meet the third-grade requirement of the Indiana Academic Standards, additional interventions and a personalized and monitored reading improvement plan will be offered. We will not promote students who have failed to master grade-level curriculum. A variety of structures and procedures will be incorporated into our school model to ensure that students do indeed receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers and will ensure that instructional plans are aligned and scaffolded appropriately across grade levels to ensure smooth student transitions.

Creek Point Academy will use formative assessments designed to include multiple checkpoints throughout instruction that measure students’ understanding of content. Teachers will analyze data at the classroom and individual student levels and then scaffold towards student mastery of each objective. Short-cycle formative assessments will enable teachers to determine exactly what knowledge needs further development in each student. School leaders will consistently review data to ensure that the school’s curriculum and instructional approach are accelerating student learning. This information will be shared with our Board regularly.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of intervention designed to bring those students back on track. Intervention programming, supported and informed by the formative assessment process, is designed to ensure that by the end of one grade level students are academically ready to transition to the next grade.

At various times throughout the school year, we will administer assessments to students that are norm-references to supplement the state tests. Analyzing the results of these assessments will give us snapshots in time of how Creek Point Academy students are comparing with students in schools across the area, Indiana, and the country. School staff and leaders will utilize assessment results to inform instruction for

each student, allowing Creek Point Academy to meet students at their learning level and foster ongoing growth.

Decisions for special education students

The decision to retain a student with a disability is approached with great caution. The IEP Team makes the final decision regarding the promotion and retention of students with disabilities. A student with a disability may not be retained based on their disability, but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the student leave the school. If a parent appeals the IEP Team's decision to the school board of directors, the school's special education supervisor must be contacted for consultation and guidance.

Decisions for multilingual learners

The retention of an English Learner (ELL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the ELL Coordinator, ELL teacher, and Special Populations Team, should consider evidence related to the student's performance in each subject area when making this determination. A multilingual learner may not be retained solely based on a lack of language skills, but may be retained for other factors.

High school and graduation requirements

Creek Point will offer grades K-8, and as such, high school and graduation requirements are not applicable to this proposal.

Creek Point Academy

SAMPLE 2024-25 School Year SAMPLE

July/August						
S	M	T	W	T	F	S
23	24	25	31	1	2	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July NHA Leadership/New Teacher Summit
24th-2nd Staff PD
5th First Day of School
28th Early Release/Data Dive

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

2nd Labor Day
13th Count Day
16th Q1 Progress Reports
25th Early Release, Teacher Planning
30th E-learning (asynchronous), Regional PD

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

11th End Q1
14th-18th Fall Break
22nd Early Release, Teacher Planning
23rd PT Conferences

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

27th-29th Thanksgiving Break

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

20th End Q2; E-learning (asynchronous)
23rd-Jan 3rd Winter Break

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

1st New Year's Day
6th School Resumes
20th MLK Day
29th Early Release, Staff PD

	Students <u>Do Not</u> Report/ Staff Report All Day
	Students Report <u>Half Day</u> / Staff Report All Day
	Students/ Staff <u>Do Not</u> Report
	Early Release/Staff Report All Day

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

3rd Count Day; 6th Q3 Progress Reports
7th Staff PD
17th Presidents' Day

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

10th End Q3; 11th Early Release, Staff PD
12th PT Conferences
24th-28th Spring Break

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

16th Early Release, Staff PD

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

5th Regional PD
26th Memorial Day; 29st Last Day School, End Q4

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

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

4th Independence Day

Last Update: 7/31/2023

184 School Days

7:45am-3:00pm School Hours

TBD (half)

6-2

Start	-	End	Grade 6A	Grade 6B	Grade 7A	Grade 7B	Grade 8A	Grade 8B	Grade 8C					
7:35 AM		8:00 AM	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival					
8:00 AM	-	8:05 AM	6-8 Illustrative Math (90)	ELA (90)	Science/Social Studies/Writing (90)	Social Studies (45)	6-8 Illustrative Math (90)	ELA (90)	Moral Focus (15)					
8:05 AM	-	8:10 AM							Science (45)					
8:10 AM	-	8:15 AM												
8:15 AM	-	8:20 AM												
8:20 AM	-	8:25 AM												
8:25 AM	-	8:30 AM												
8:30 AM	-	8:35 AM												
8:35 AM	-	8:40 AM				ELA RTI (45)								
8:40 AM	-	8:45 AM												
8:45 AM	-	8:50 AM												
8:50 AM	-	8:55 AM				Math RTI (30)								
8:55 AM	-	9:00 AM												
9:00 AM	-	9:05 AM												
9:05 AM	-	9:10 AM	Science/Social Studies/Writing (45)	6-8 Illustrative Math (45)	ELA (45)	Moral Focus (15)	ELA (90)	6-8 Illustrative Math (90)	Social Studies (45)					
9:10 AM	-	9:15 AM				Science (45)								
9:15 AM	-	9:20 AM												
9:20 AM	-	9:25 AM												
9:25 AM	-	9:30 AM												
9:30 AM	-	9:35 AM				Math RTI (30)			ELA (90)	6-8 Illustrative Math (90)	ELA RTI (45)			
9:35 AM	-	9:40 AM												
9:40 AM	-	9:45 AM												
9:45 AM	-	9:50 AM												
9:50 AM	-	9:55 AM												
9:55 AM	-	10:00 AM												
10:00 AM	-	10:05 AM	Encore (45)	Encore (45)	Encore (45)	6-8 Illustrative Math (90)								
10:05 AM	-	10:10 AM												
10:10 AM	-	10:15 AM												
10:15 AM	-	10:20 AM												
10:20 AM	-	10:25 AM												
10:25 AM	-	10:30 AM												
10:30 AM	-	10:35 AM												
10:35 AM	-	10:40 AM												
10:40 AM	-	10:45 AM												
10:45 AM	-	10:50 AM												
10:50 AM	-	10:55 AM												
10:55 AM	-	11:00 AM	Science/Social Studies/Writing (45)	6-8 Illustrative Math (45)	ELA (45)	ELA (90)	Moral Focus (15)	Social Studies (45)	6-8 Illustrative Math (90)					
11:00 AM	-	11:05 AM												
11:05 AM	-	11:10 AM												
11:10 AM	-	11:15 AM												
11:15 AM	-	11:20 AM												
11:20 AM	-	11:25 AM					Science (45)							
11:25 AM	-	11:30 AM												
11:30 AM	-	11:35 AM												
11:35 AM	-	11:40 AM												
11:40 AM	-	11:45 AM												
11:45 AM	-	11:50 AM					ELA RTI (45)							
11:50 AM	-	11:55 AM												
11:55:PM	-	12:00 PM												
12:00 AM	-	12:05 PM	Math RTI Plus (15)	Math RTI Plus (15)	Math RTI Plus (15)		Math RTI (30)	ELA RTI (45)						
12:05 PM	-	12:10 PM	ELA RTI (15)	ELA RTI (15)	ELA RTI (15)									
12:10 PM	-	12:15 PM												
12:15 PM	-	12:20 PM												
12:20 PM	-	12:25 PM												
12:25 PM	-	12:30 PM	Lunch (25)	Lunch (25)	Lunch (25)									
12:30 PM	-	12:35 PM			Lunch (25)	Lunch (25)	Lunch (25)	Lunch (25)						
12:35 PM	-	12:40 PM												
12:40 PM	-	12:45 PM												
12:45 PM	-	12:50 PM												
12:50 PM	-	12:55 PM	ELA (90)	Science/Social Studies/Writing (90)	6-8 Illustrative Math (90)	6-8 Illustrative Math (90)	Social Studies (45)	Moral Focus (15)	ELA (90)					
12:55 PM	-	1:00 PM												
1:00 PM	-	1:05 PM												
1:05 PM	-	1:10 PM												
1:10 PM	-	1:15 PM												
1:15 PM	-	1:20 PM					Science (45)							
1:20 PM	-	1:25 PM												
1:25 PM	-	1:30 PM												
1:30 PM	-	1:35 PM												
1:35 PM	-	1:40 PM												
1:40 PM	-	1:45 PM					ELA RTI (45)							
1:45 PM	-	1:50 PM												
1:50 PM	-	1:55 PM												
1:55 PM	-	2:00 PM												
2:00 PM	-	2:05 PM	ELA RTI	ELA RTI	ELA RTI	Encore (35)	Encore (35)	Encore (35)	Encore (35)					
2:05 PM	-	2:10 PM												
2:10 PM	-	2:15 PM												
2:15 PM	-	2:20 PM												
2:20 PM	-	2:25 PM												
2:25 PM	-	2:30 PM	Moral Focus											
2:30 PM	-	2:35 PM												
2:35 PM	-	2:40 PM												
2:40 PM	-	2:45 PM												
2:45 PM	-	2:50 PM												
2:50 PM	-	2:55 PM												
2:55 PM	-	3:00 PM												

CREEK POINT ACADEMY

Admission and Enrollment Policy

Admission to the school shall be open to all age-appropriate children for grade levels offered in accordance with the school's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The school will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice and random selection to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, random selection and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the school.

References:

US Constitution, Fourteenth Amendment
Title IX of Education Amendments Act (20 USC 1681 et. seq.)
The Civil Rights Act of 1964
The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])
Rehabilitation Act of 1973 (29 USC 791 et. seq.)
Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)
The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)
Indiana Code IC 20-24 et seq.
National Heritage Academies Admissions and Enrollment Practices & Procedures
National Heritage Academies Homeless Child Practices & Procedures

Effective Date:

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing public school.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” for the first year of operation will be determined prior to June 30 by the NHA Admissions Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment Period is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of Open Enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians and students prior to the first day of school.

Application Procedures

Interested parties may obtain applications at:

- The school’s website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Prior to the start of school, accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form (*Proof of Residency documentation – Aspire Only*). The school will send letters to parents/guardians reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents/guardians that if the student does not

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter contract or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- *Applicants residing in the school district where the school is located (**Aspire only**)*
- All remaining applicants

If permitted by law, other enrollment preferences may be granted. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under and Over-Subscribed Grades

A neutral third-party person (as previously described) will perform a random selection of the names of each applicant. Any under-subscribed grades will be considered before the over-subscribed grades in descending order. After all under-subscribed grades have been identified, the order of the over-subscribed grades will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference, but will wait until their grade level is selected.

Step 3: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian may contest or appeal the random selection process, in writing, to the school's board of directors. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made by the school board or its designee.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Homeless Child	Curriculum & Instruction	OP – 334
Date last updated: July 11, 2018		

1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 U.S.C. §11301 et seq.) ("McKinney-Vento Act").

2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified Homeless Children and Unaccompanied Youth enrolled in or being considered for enrollment in the district receive a free and appropriate education and meaningful opportunities to succeed in the school. This includes identified Homeless children eligible for pre-kindergarten programming.

Definitions

“Homeless Child” - a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

“School of Origin” – the public school, including a preschool or a charter school, the child attended when permanently housed or the school in which the child was last enrolled. When the child completes the final grade, level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

“Unaccompanied Youth” - a youth not in the physical custody of a parent or guardian who meets the definition of homeless.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

- 4.1 The school principal will designate a local homeless Liaison (“Liaison”). The Liaison’s name and role will be posted in the front office and updated as necessary.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Homeless Child	Curriculum & Instruction	OP – 334
Date last updated: July 11, 2018		

4.2 The Liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, state coordinators for Homeless Children, public and private service providers in the community, housing and placement agencies, and other service providers.

4.3 The Liaison will ensure that:

- Homeless Children are identified by school personnel and through coordination activities with other entities and agencies;
- Ensure that Homeless Children are immediately enrolled in and have full and equal opportunities to succeed in the school;
- Ensure that Homeless Children and their families receive eligible educational services;
- Make referrals to housing, health, mental health, dental, and other services;
- Inform parents/guardians of educational and related opportunities available to their children;
- Inform Unaccompanied Youths of their status as independent students under section 480 of the Higher Education Act of 1965 and their right to receive verification of this status;
- Provide parents/guardians with meaningful opportunities to participate in their child's education;
- Inform parents/ guardians and Homeless Children of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
- Assist the requestor in commencing an appeal pursuant to applicable law;
- Disseminate public notice of the educational rights of Homeless Children;
- Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying Homeless Children, and procedures for reporting to the Liaison; and
- Record *myNHA* information in coordinator with the registrar;

5. PROCEDURES

5.1 Identification

The school has an affirmative obligation to identify students in temporary housing. The Liaison, in collaboration with school personnel and community organizations, will identify Homeless Children, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire (“SRQ”) upon enrollment of any student and all students whose address changes during the school year, and the provided response must clearly describe current living arrangements of the child to determine whether the child meets the definition of a Homeless Child. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement this practices and procedures document and ensure adherence with federal, state and NHA requirements.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Homeless Child	Curriculum & Instruction	OP – 334
Date last updated: July 11, 2018		

New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form, following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Office of STAC & Special Aids Unit (New York State Education Department, Room 415, Education Building, Albany, NY 12234), Intervention Services at the NHA Service Center, and keep a copy in the school's records.

5.2 School Selection

Homeless Children have the right to remain at their School of Origin or to attend any school in the attendance area in which students are actually living. After a child becomes permanently housed, the child has the right to remain enrolled in, and continue receiving transportation to the school of origin for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade;

If the parent/guardian agrees, Homeless Children will remain at their School of Origin to the extent it aligns with the best interests of the child. Homeless Children may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

Best interest of the child is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

If, after weighing these considerations, the liaison determines it is not in the Homeless Child's best interest to attend their School of Origin, the Liaison must provide the parent, guardian, or Unaccompanied Youth with a written explanation of the reasons for its determination and outlining the right to appeal.

The written explanation should include:

- A description of the action proposed or refused by the school;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed including notice that families and students have 30 days to appeal; and
- Contact information for the local liaison and State Coordinator, and a brief description of the roles.

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5.3 Enrollment

The school selected for enrollment must immediately enroll any Homeless Child. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's living situation.

The school will coordinate the transfer of school records with other districts and contact the child's previous school to obtain school records. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community-based clinics.

The school will excuse any tardiness or absence related to a Homeless Child's living situation when applying any school policy regarding tardiness or absences.

5.4 Services

The school must provide Homeless Children services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;
- School nutrition programs (the school will provide free meals to the Homeless Child as all Homeless Children are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs;
- Before- and after-school programs; and
- Other extra-curricular activities

Transportation

The Liaison will coordinate transportation arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered when making the *best interest of the child* determination in regards to potential harm to the child (New York Only: or up to 50 miles each way, even if such services are not available to student who are permanently housed).

Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a Homeless Child missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate complaint procedures as detailed in this document.

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Transportation is provided at a parent/guardian's or Unaccompanied Youth's request to the school of origin for students who are homeless, including preschool students if applicable, for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade.

Transportation is provided for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier.

Title I

Homeless Children are automatically eligible for Title I services and remain eligible after becoming permanently housed for the remainder of the school year. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Homeless Children suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Unaccompanied Youth suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii)).

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

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Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint (“Complainant”). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the attached Complaint Resolution Initiation Form. The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services the child is eligible for, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s).

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Appeal Procedures – Colorado

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

Use the Colorado Dispute Resolution Form during the appeal process.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

Appeal Procedures – Georgia

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department. The complaint may be made either in writing or submitted electronically through the Department's online complaint process.

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Address the complaint to the following address:

- Georgia Department of Education, Legal Services Division,
2052 Twin Towers East, 205 Jesse Hill, Jr. Drive, SE, Atlanta, Georgia 30334

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

Appeal Procedures – Indiana

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of homeless children, address the complaint to the following address:

- Indiana McKinney-Vento Homeless Education State Coordinator, Indiana Department of Education, 115 W. Washington Street South Tower, Suite 600, Indianapolis, Indiana 46204.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

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The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing, among other things, the IDOE's commitment to issue a resolution in the form of a *Letter of Findings*.

An IDOE complaint investigator will conduct an independent review of all relevant information and issue the *Letter of Findings* to the Complainant within thirty (30) days of receipt of a complaint, absent exceptional circumstances.

Appeal Procedures – Louisiana

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support, P.O. Box 94064, Baton Rouge, Louisiana 70804.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include a breakdown of the findings, the reasons for the final decision, and the Complainants right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

Appeal Procedures – Michigan

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant. The complaint may be submitted electronically or mailed to the address listed out below.

Address the complaint to the following address:

- State Coordinator for Homeless Education, Michigan Department of Education, Office of Field Services, Special Populations Unit, P.O. Box 30008, Lansing, MI 48909.

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The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information within five (5) school days to three regional McKinney-Vento staff.

Within five (5) school days the regional staff will review the documentation and use the MDE Dispute Review Form to submit a summary, concerns, and recommendations to the State Coordinator.

Within two (2) school days of receiving the regional reviews, the State Coordinator will render a decision and notify the Complainant.

If the complaint is not resolved in a satisfactory manner by the State Coordinator, the final appeal shall be directed to the OFS Special Populations Manager by the Complainant. Appeals under this process must be made in writing and signed by the Complainant.

Within five (5) school days after receiving the regional reviews, the OFS Special Populations Manager will render a final decision and notify the Complainant. There are no federal level appeals for McKinney-Vento disputes through USDOE.

Appeal Procedures – North Carolina

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Coordinator for Homeless Education, National Center for Homeless Education, SERVE Center at UNCG, 5900 Summit Avenue, Ste. 201, Browns Summit, NC 27214.

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The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 schools days following receipt of the complete appeal, the State Coordinator shall issue a final written decision to the school and the Complainant.

Appeal Procedures – New York

DISPUTE RESOLUTION PROCESS

The school has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- The school will provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of a student in temporary housing, or to an unaccompanied youth if the school determines that the school is not required to either enroll and/or transport such child or youth to the school of origin or a school requested by the parent or guardian or unaccompanied youth, or if there is a disagreement about a child's or youth's status as a homeless child or unaccompanied youth. The written explanation will be in a manner and form understandable to such parent, guardian, or unaccompanied youth and will include a statement regarding the McKinney-Vento liaison's availability to help the parent, guardian, or unaccompanied youth with any appeal and the contact information for the liaison.
- The school will immediately enroll the student in the school in which enrollment is sought by the parent or guardian or unaccompanied youth, provide transportation to the school, and will delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth.

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- If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner within 30 days of such final determination, the student will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.

MCKINNEY-VENTO LIAISON'S DISPUTE RESOLUTION RESPONSIBILITIES

The school's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law §310 of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the school's McKinney-Vento liaison will:

- provide the parent or guardian or unaccompanied youth with a copy of the form petition, which is available at: <http://www.counsel.nysed.gov/appeals/homelessForms>;
- assist the parent or guardian or unaccompanied youth in completing the form petition;
- arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;

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- accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The liaison must also make such correspondence available to the parent or guardian or unaccompanied youth; and
- maintain a record of all appeals of enrollment, school selection, and transportation determinations.

Appeal Procedures – Ohio

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 S. Front Street, Mail Stop 404, Columbus, Ohio 43215.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

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Name:	Owner/Dept:	Reference
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1. PURPOSE

To promote the educational stability of students in placed in Foster Care by working with students, their designated caregivers, and local child welfare agencies, or at the state level in compliance with Every Student Succeeds Act ("ESSA").

2. PRACTICE

The school will adhere to the provisions of ESSA to ensure the educational stability of all identified children in Foster Care by working with students, their designated caregivers, and local child welfare agencies to determine the educational placement that is in the best interest of the student, and by providing transportation and other services consistent with applicable state laws and regulations.

Definitions

“Foster Care” – refers to 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

“School of Origin” - the school the child attended when permanently housed or the school in which the child was last enrolled. When the child completes the final grade level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

“Additional Cost” – refers to the difference between between what an LEA would otherwise spend to transport a child to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

4.1 The school The Liaison, in collaboration with the Child Welfare Agency (“CWA”), will serve as one of the primary contacts in between foster families, school staff, and district personnel.

4.2 The principal will designate a local Foster Care Liaison (“Liaison”).

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4.3 The Liaison will:

- Collaborate with local CWA to ensure children in Foster Care are immediately enrolled
- Document and attend the Best Interest Determination
- Facilitate the immediate transfer of records for all children in Foster Care
- Ensure that children in Foster Care have full and equal opportunities to succeed in the school;
- Ensure that children in Foster Care and their families receive eligible educational services;
- Track attendance and progress of children in Foster Care;
- Inform foster parents/ guardians and children in Foster Care of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes in accordance with state guidance and complaint procedures;
- Conduct annual training for school personnel on Title I Provisions and educational needs of children in foster care; and
- Record *myNHA* information in collaboration with office staff;

5. PROCEDURES

5.1 Identification

It is the role of the CWA to notify the school within one (1) school day of a child being placed in Foster Care. During the enrollment process, if students in Foster Care are enrolled, the Liaison will contact the appropriate CWA to ensure open communication takes place regarding the needs of the student.

5.2 School Selection

Children and youth in Foster Care have the right to remain at their School of Origin or to attend any school that houses students who live in the attendance area in which they are actually living. After a child exits Foster Care, if it is determined to be in the child's best interest, the child has the right to remain enrolled in, and continue receiving transportation to the School of Origin for the remainder of the academic year during which the child exits Foster Care.

Children and youth in Foster Care will remain at their School of Origin to the extent it aligns with the best interests of the child. Children and youth in Foster Care may remain at their School of Origin the entire time they are in Foster Care and until the end of any academic year in which they exit Foster Care. The same applies if they enter Foster Care between academic years.

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Best interest of the child is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or foster parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

It is the role of the CWA to form a committee for the Best Interest Determination and initiate communication to the appropriate parties. At the conclusion of the Best Interest Determination, the Liaison, in collaboration with the CWA, must provide the parent or guardian with a written explanation of the reasons for its determination and outline the right to dispute the decision.

The written explanation should include:

- A description of the action proposed or refused by the committee;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the committee's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed; and
- Contact information for the local liaison, CWA Coordinator, and a brief description of the roles.

During the Best Interest Determination, every effort will be made by the relevant parties to reach an agreement regarding the appropriate school placement for children in foster care. However, if there is disagreement the final decision will be ceded to the CWA. This is because the CWA is able to assess both the non-educational factors and other components of the child's case plan.

Once a decision is made following a disagreement the CWA, will provide a written explanation of the resolution to all involved parties, demonstrating proof that its decision is in the child's best interest.

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5.3 Enrollment

The school selected for enrollment must immediately enroll any children in Foster Care. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's placement in Foster Care.

The liaison and other district personnel will coordinate the transfer of school records and contact the child's previous school to request school records within one (1) school day of receiving the requisite documents from the CWA related to the child's enrollment. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from the previous school, state registries and/or community based clinics.

The liaison and other district personnel will ensure that all school records pertaining to a student transferring out of district are sent to the receiving school within ten (10) school days of the CWA's notification that a student in Foster Care is changing schools.

5.4 Services

The school must provide Children and youth in Foster Care services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Educational services for which the student meets eligibility criteria, including special education, Title I, and related services and programs for English language learners;
- School nutrition programs;
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

Transportation and Transportation Plans

At a foster parent or CWA's request, the school will immediately arrange and provide transportation to and from the School of Origin through an appropriate, cost-effective option. The Liaison will coordinate these arrangements with the local CWA. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes and when making the *best interest of the child* determination. The length of the commute will only be considered when making the *best interest of the child* determination regarding potential harm to the child. Transportation disputes will not result in a child in Foster Care missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the local CWA and state authorities following the appropriate complaint procedures as detailed in this document.

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Date last updated: June 29, 2018		

A child in foster care needing transportation will continue to receive this service for the duration of time the child is in foster care, through the end of the academic year to ensure that the child's educational stability is maintained.

The Charter District will coordinate and collaborate with the CWA to make an appropriate transportation plan that supports the student's school stability plan and is fair to the Charter District's taxpayers, consistent with the Charter District's obligations under the federal Fostering Connections Act.

The Charter District recognizes the CWA may have access to federal funds to support the student's school stability plan, including transportation costs. Therefore, when there are additional costs incurred by the Charter District to provide transportation to the school of origin the Charter District will first seek to have the CWA agree to provide that transportation through a separate contract or by reimbursing the Charter District. The Charter District will also consider sharing the additional cost with the CWA or absorbing the full of amount of the additional cost. Until such an agreement is reached and signed, the district will continue to fund and transport the child in foster care.

Title I

Children and youth in Foster Care are automatically eligible for Title I services. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the ESSA, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Children and youth in Foster Care suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Foster Care Child	Curriculum & Instruction	
Date last updated: June 29, 2018		

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint ("Complainant"). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the Complaint Resolution Initiation Form. The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services for which the child is eligible, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison, in collaboration with the local CWA, must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison, in collaboration with the CWA must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint.
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal. The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.

CREEK POINT ACADEMY

Student Discipline Policy

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to **others, and being considerate of others' and the school's property.**

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- **at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school**

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Bullying and harassment
- Coercion, extortion or blackmail
- Criminal Sexual Conduct as defined by state law
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Damage of property or theft/possession of stolen property
- Disruption of school
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, assault and/or battery on another person

- Gangs and gang related activity or recruitment
- Habitual Truant as defined in the Attendance Policy.
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Misconduct prior to enrollment
- Misuse of copyrighted materials
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of a knife consisting of a sharp edge or sharp pointed blade capable of inflicting cutting, stabbing or tearing and intended to be used as a weapon
- Possession of electronic device(s) defined by school policy
- Possession of firearms, deadly weapons or destructive devices as defined by state law and other dangerous instruments not otherwise enumerated herein
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Substantial disobedience. Out of school suspensions show a disregard for the rules and regulations established by the School Board.
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

The principal reserves the right to deny enrollment to any student who has a pending or current disciplinary action imposed upon him/her by another school. Failure to notify the principal of a current disciplinary action or separation based upon a pending disciplinary action from the previous school does not prohibit the principal from withdrawing the student pending an informal meeting between the parent, student and principal prior to the withdrawal.

Harassment, Intimidation, and Bullying

The school prohibits acts of harassment, intimidation, and bullying (including cyber-bullying and sexual harassment) of any student on school property or at school sponsored events. Bullying is defined as any overt, repeated acts or gestures by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the other student. Acts of bullying may be verbal, written communication, physical acts or any other behaviors with one or more of the following effects and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive environment:

- Physically or mentally harming a student
- Damaging student property
- Placing a student in reasonable fear of harm
- Placing a student in reasonable fear of damage to his/her property
- All school employees, volunteers, and students are required to report prohibited incidents of which they are aware to the principal. The principal is then responsible for determining whether an alleged incident constitutes a violation. In so doing, the principal will conduct a prompt, thorough, and complete investigation of the reported incident and prepare a report documenting the prohibited incident that is reported. Disciplinary procedures under this

Student Code of Conduct will be followed for any act of harassment, intimidation, or bullying. Those procedures will include protecting any victim from additional harassment, intimidation, and bullying, and from retaliation following a report. The school will follow any applicable federal or state reporting requirements.

Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or **education function or the student's removal is necessary** to restore order or protect persons on school property. A suspension or expulsion may occur if the unlawful activity occurs during weekends, holidays, school breaks and the summer period when a student may not be attending classes or other school functions.

Possession of Firearms, Deadly Weapons, or Destructive Devices

Indiana law prohibits students from bringing to school or possessing at school firearms, deadly weapons, or destructive devices. Therefore, under Indiana law, the penalty for possession of a firearm, deadly weapon, or destructive device is an expulsion from school for at least one calendar year with the **student's return at the beginning of the first semester** after the one-year period. The principal may reduce the length of the expulsion, depending on the circumstances.

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Disciplinary Procedure

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral will be completed for each violation of the Code of Conduct and **copies are made for the parent and kept in the student's file**. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent, teacher is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the **Principal's designee in the Principal's absence, has the discretion** to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school

administration may include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the **student's file**. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 **EXPULSION**: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules, or is so extreme that it threatens the safety of others or the student is substantially disobedient, the student may be expelled from the school. The student will be granted a right to a due process hearing.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from **the school's regular educational program**. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of **reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision**.

- A. **Suspension of Ten (10) School Days or Less**
As a general rule, prior to any suspension of the student, the principal shall provide the student with the following due process:
 1. The principal shall inform the student of the charges against him/her, and, if the student denies the charges, the principal shall provide the student with an explanation of the evidence the principal possesses.
 2. The student shall be provided an opportunity to explain to the principal his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. **The student's** parent shall be informed in writing of the suspension and of the reasons and conditions of the suspension. A Conduct Report is to be completed, **with copies going to the parent and the student's file**. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Disciplinary Powers of Teachers and School Staff Members

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, the teacher may remove that student from the class, subject, or activity for up to one full school day. The teacher shall immediately

report the removal to the principal and send the student to the principal or the principal's designee for appropriate action. After a removal, the principal or principal designee shall ask the parent of the student to attend a parent-teacher conference regarding the removal.

B. Suspension of More than Ten (10) School Days Prior to an Expulsion

A suspension of more than ten (10) school days may be imposed prior to an **expulsion hearing if it is determined that the student's continued suspension** will prevent or reduce the risk of interference with the orderly school environment or a physical injury to students or staff.

The principal or principal designee has the discretion to recommend an expulsion. Upon recommendation of an expulsion, the principal shall designate a Hearing Administrator to provide notice of the expulsion action to the student and parents and preside over the expulsion hearing, if any. The Hearing Administrator may be a member of the **school's administrative staff or legal counsel, but shall not be the** principal or any other person who has been involved in (i) expelling the student, (ii) the events giving rise to the expulsion, or (ii) any other disciplinary matter in the past involving the student, whether or not related to the current expulsion matter.

1. Hearing for Expulsion

If a student is charged with a violation of the Student Code of Conduct carrying a consequence of an expulsion, the student and his parent shall be notified of such in writing by registered mail or personal delivery, as well as the **student's** rights of due process as set forth herein.

The written notice of violation shall state:

- a. The identity of the Hearing Administrator
- b. The nature of the violation
- c. The recommended consequence
- d. The opportunity to request or waive their right to an expulsion hearing
- e. That the student and parents will be deemed to have waived their right to an expulsion hearing if they do not request the hearing within ten (10) school days of their receipt of the written notice of violation.
- f. The right of the student to have an advocate **of the parent's** choice participate in a hearing at their expense
- g. The right of the student to hear and/or see the evidence offered against the student during a hearing
- h. The right of the student to present oral or written evidence or **testimony on the student's** behalf during a hearing
- i. The right to a written record of the result of a hearing.

If a parent, on behalf of the student waives their rights to a hearing or fails to appear at an expulsion hearing, the parent and student shall forfeit all rights administratively to contest and appeal the expulsion. If the parent and student request an expulsion hearing, the Hearing Administrator shall contact the student and parent to notify them of the time, date, and location of the expulsion hearing, which should be held within fourteen (14) days of the Hearing **Administrator's receipt of the request thereof.**

A Hearing Administrator has the power to (i) issue subpoenas (ii) compel the attendance of witnesses and (iii) administer oaths to persons giving testimony at the hearing. A written summary of the evidence heard shall be kept by the Hearing Administrator. Within a reasonable time following the hearing, the Hearing Administrator will provide the parent with a written record of the decision by registered mail or personal delivery. This record will inform the parent of their right to request an appeal before the Board of Directors.

2. Appeal of an Expulsion

An appeal of an expulsion decision must be requested within ten (10) days of the receipt of the written decision of expulsion. The appeal request must contain the reasons that the decision should be reviewed or reconsidered, and must be signed by the parent and delivered to the Board of Directors by way of certified first class mail. If the appeal is properly made, the Board of Directors will consider the appeal unless the board votes not to hear the appeal. If the Board of Directors decides not to hear the appeal, written notification of the denial shall be sent to the parent and student within ten (10) days of the decision.

If the Board of Directors votes to hear the appeal, a meeting shall be convened in closed, executive session and shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the appeal request, the Board of Directors will consider the written summary of the expulsion meeting and the arguments of **the school administration and the student and/or student's parent**. Although the hearing of the appeal shall be conducted in a closed, executive session, the final action of the Board of Directors must be taken at a meeting open to the public. The Board of Directors shall also notify the student and his parent of its decision in writing within five (5) days of the meeting at which the final action was taken.

All appeals heard before the Board of Directors are final, subject to the right of the student and parent to submit the decision to judicial review.

Definition of Terms

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration. Behavior referrals are created when the behavior event has been documented in myNHA.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Behavior Contract is a written document that outlines specific behavior expectations, strategies for teaching the appropriate behavior(s), and disciplinary action for a student.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Expulsion is defined as a decision to remove a student from school due to extreme non-compliance with school rules/state law. An expulsion may last for the remainder of the current semester plus the following semester. An expulsion that was issued more than three (3) weeks before the beginning of the second semester or an expulsion that will remain in effect during the first semester of the following school year must be reviewed and may lead to a recommendation by the individual conducting the review that the student be reinstated. The review

1. shall be conducted after giving notice to the student and parent
2. **is limited to newly discovered evidence or evidence of changes in the student's** circumstances occurring since the original expulsion hearing

Permanent Expulsion is defined as a decision to permanently remove the student from school for one (1) calendar year if the student is found in possession of a firearm, destructive device, or deadly weapon. The principal may modify a one (1) year expulsion if the student establishes in a clear and convincing manner at least one (1) of the following:

1. **A recommendation from the group of persons knowledgeable of the student's educational** needs in accordance with IDEA.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a weapon.

ARTICLES OF INCORPORATION OF
CREEK POINT ACADEMY, INC.

The undersigned Incorporator hereby forms an Indiana nonprofit corporation under Indiana Code § 23-17-1-1 et seq. and adopts the following Articles of Incorporation (the “Articles”):

ARTICLE I

Section 1.01. Name. The name of the corporation is CREEK POINT ACADEMY, INC. (referred to below as the “Corporation”).

ARTICLE II

Section 2.01. Type of Non-Profit Corporation. This Corporation is a public benefit corporation organized and shall be operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue law or laws (the “Code”) and the Act. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage in any activity that would invalidate its statutes as an organization exempt from Federal income tax and described in Section 501(c)(3) of the Code. The Corporation will not have members.

ARTICLE III

Section 3.01. Registered Agent. The name and address of the original registered agent in charge of the Corporation’s original registered office was Stephen M. Koers, Lewis and Wilkins, LLP, 11691 Fall Creek Road, Suite 240, Indianapolis, IN 46256.

Section 3.02. Registered Office. The street address of the original registered office of the Corporation was 11691 Fall Creek Road, Suite 240, Indianapolis, IN 46256.

ARTICLE VI

Section 4.01. Incorporators The names and addresses of the original Incorporator(s) of the Corporation were:

Stephen M. Koers
11601 Fall Creek Road
Suite 240
Indianapolis, IN 46256

ARTICLE V

Section 5.01 General Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the “Code”), by acting as the “organizer” (as defined in Indiana Code §20-5.5-1-9) of one or more charter schools (as defined in I.C. §20-5.5-1-4) within the State of Indiana and by arranging for or providing management services to such charter schools, as more particularly stated in Section 5.02.

Section 5.02 Specific Purposes and Powers. In addition to and in furtherance of the general purposes stated in Section 5.01, the Corporation shall operate for the following specific purposes and shall have the following powers:

- (a) To enter into one or more charters for the establishment of charter schools that
 - (i) Serve the differing learning styles and needs of public-school pupils and offer public school pupils appropriate and innovative choices;
 - (ii) improve achievement for all pupils who attend such charter schools, including, but not limited to educationally disadvantaged pupils, by improving the learning environment;
 - (iii) Stimulate innovative teaching methods;
 - (iv) Afford varied and new opportunities for teachers in a new type of public-school environment in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level;
 - (v) Operate in an atmosphere of freedom and flexibility in exchange for exceptional levels of accountability, by placing full responsibility for performance at the school site level; and
 - (vi) Provide parents pupils, community members, and local entities with an expanded opportunity for involvement in public school systems.
- (b) To solicit and accept contributions and grants from the general public, from governmental units, and from various charitable funding sources, exclusively for the charitable, educational, and scientific purposes set forth in or permitted under this Article Five;
- (c) To receive, invest, reinvest, maintain, and sell or otherwise dispose of funds of money or other property (whether real, personal, or mixed) and to use and apply all or any part of such money and property (including the net earnings therefrom) exclusively for charitable, educational and scientific purposes described in section 501(c)(3) of the Code, including but not limited to:
 - (i) Direct expenditure in carrying out the activities or serving the purposes set forth in this Section 5.02; or

- (ii) Contributions or distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code;

and

- (d) To perform any other lawful acts in furtherance of any exclusively charitable or educational purpose for which a nonprofit charitable corporation and a charter school organizer may be operated under applicable Indiana law and section 501(c)(3) of the Code.

Nothing in these Articles of Incorporation, except the succeeding Sections 5.03 through 5.05, limits the authorized purposes or activities of the Corporation under I.C. § 23-17-4-1 or limits the duration and powers of the Corporation as provided or enumerated in I.C. § 23-17-4-2. The foregoing subsections (a) through (d) shall be construed as both stating purposes and conferring powers upon the Corporation.

Section 5.03 General Prohibitions and Restrictions. No part of the net earnings of the Corporation will inure to the benefit of any Director or officer of the Corporation or to the benefit of any other private individual other than public school students who attend charter schools that are organized by the Corporation. However, the Corporation may pay reasonable compensation for services rendered to the Corporation and may make payments and distributions in furtherance of one or more of the Corporation's exempt purposes stated in Article Two. The Corporation shall not devote any substantial part of its activities to the conduct or dissemination of propaganda or to any other attempt to influence legislation. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office (including but not limited to the publication or distribution of statements). Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not engage in or carry on any activities that are not permitted to be carried on by:

- (a) A corporation exempt from federal income tax under section 501(c)(3) of the Code; or
- (b) A corporation, contributions to which are deductible under section 170(c)(2) of the Code; or
- (c) A charter school organizer under Indiana law, as "organizer" is defined in I.C. §20-5.5-1-9.

Section 5.04 Private Foundation Restrictions. During any period when the Corporation is determined to be a "private foundation" for federal income tax purposes, the Corporation:

- (a) Shall not devote any substantial part of its activities to the conduct or dissemination of propaganda or to any other attempt to influence legislation;
- (b) Shall not participate or intervene in any campaign on behalf of any candidate for public office (including but not limited to the publication or distribution of statements);

- (c) Shall distribute its income for each tax year at such time and in such manner as to permit the Corporation to avoid liability for the tax imposed by section 4942 of the Code or by the corresponding section of any future federal tax code;
- (d) Shall not engage in any act of self-dealing that could subject the Corporation to liability for the taxes imposed by section 4941 of the Code or by the corresponding section of any future federal tax code;
- (e) Shall not retain any excess business holdings that would subject the Corporation to liability for the taxes imposed by section 4943 of the Code or by the corresponding section of any future federal tax code;
- (f) Shall not make any investment that would jeopardize the carrying out of any of the Corporation's exempt charitable purposes, or which would subject the Corporation to liability for the taxes imposed by section 4944 of the Code or by the corresponding section of any future federal tax code; and
- (g) Shall not make any taxable expenditure that would subject the Corporation to liability for the taxes imposed by section 4945 of the Code or by the corresponding section of any future federal tax code.

Section 5.05 Perpetual Dedication of Assets. No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law:

- (a) The Corporation shall first return to the Indiana Department of Education (the "Department") all funds then remaining that the Corporation received from the Department; and
- (b) The Corporation shall distribute all of its other remaining assets exclusively for non-profit educational purposes to one or more organizations that are organized and operated for such purposes, and which are, at the time of such distribution, described in sections 170(c)(1) or 170(c)(2) of the Code.

ARTICLE VI

Section 6.01 Number of Directors. All the Corporation's activities and operations shall be managed by a Board of Directors ("the Board"). The Board may from time to time fix the number of Directors in the By-Laws at any exact number not less than three (3) and not more than nine (9). In the absence of such a By-Law provision, the number of Directors will be three (3).

Section 6.02 Directors' Terms of Office. Unless the By-Laws fix a different term, each Director other than an Initial Director shall serve a term of three years or until his or her successor is selected and qualified. The Board of Directors may fix the length of Directors' terms in the By-Laws at any length not exceeding three years. In the By-Laws, the Board may

set terms of different lengths for different Directors prior to their selection, in order to establish staggered terms and ensure that less than all the Directors are replaced at the same time. Any Director may be re-selected to serve an unlimited number of successive terms on the Board unless limited by a By-Law, an applicable statute, or a provision in a charter to which the Corporation is a party.

Section 6.03 Filling Vacancies; Re-Selection. At any time when the seats on the Board of Directors become vacant due to (a) an increase in the number of Directors under Section 6.01 or (b) the death, resignation, or removal of one or more Directors, the remaining Directors on the Board, acting by simple majority vote, shall appoint a Director to fill the vacant seat for the unexpired portion of the predecessor's term or for the full term in the case of a newly-created seat on the Board, subject to the requirements of Section 6.05. As and when each Initial Director's original term ends, the other Directors on the Board shall select an appropriate individual to take the seat of the Director whose term is expiring, subject to the requirements of Section 6.05. As permitted by Section 6.03 of this Article, the other Directors may re-select any Director to serve another term on the Board.

Section 6.04. Qualifications for Directors. For the purpose of recruiting and selecting Directors to fill vacant seats or newly created seats on the Board of Directors, the Board shall use its best efforts to identify, attract, and select individuals who have:

- (a) An interest in children and their education, and
- (b) Enthusiasm for and sincere conviction in the purposes and non-profit educational objectives of the Corporation;
- (c) Willingness to devote time and energy to the Corporation's purposes and non-profit educational objectives;
- (d) Special skills or experience useful in addressing specific management needs of the Corporation;
- (e) Ability to represent the broad interests of the community or communities in which charter schools organized by the Corporation will operate and to identify and communicate community needs and views;
- (f) Ability to represent the Corporation to the community or communities in which charter schools organized by the Corporation will operate; and
- (g) Willingness to adhere to the standard of conduct required of Directors under applicable law and to accept and support decisions democratically made.

Section 6.05. Other Provisions. With respect to the selection, resignation, removal, compensation, and other conduct, rights, obligations, or powers of the Directors, the Board of Directors may make any provisions in the By-Laws that are not inconsistent with these Articles of Incorporation, with Indiana Code § 23-17 (or any Indiana statute subsequently enacted to replace that statute), with Indiana Code § 20-5.5, or with sections 170(c)(2) and 501(c)(3) of the Code. In particular, the Board of Directors may establish one or more committees and may delegate

authority to such committees to the maximum extent permitted by I.C. §23-17-15-6, as amended from time to time.

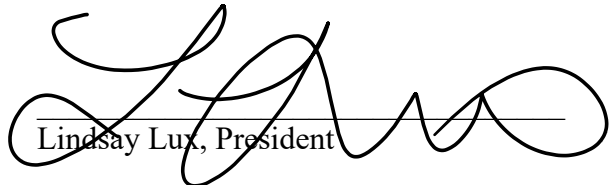
ARTICLE VII

Section 7.01. Period of Existence. The period during which the Corporation shall continue is perpetual.

ARTICLE VIII

Article 8.01. Members. The Corporation shall have no initial members. The Corporation may, however, identify as “members” or “affiliates” those individuals, corporations, associations, or other organizations that satisfy certain criteria established by the Corporation’s Bylaws or Board of Directors, and that support the purposes and programs of the Corporation. Such “members” shall not be considered members for purposes of the Act and shall not be entitled to any vote on Corporation matters or to notice of, or attendance at, Corporation meetings.

IN WITNESS WHEREOF, the undersigned officer hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 20th day of September, 2023.



Lindsay Lux, President

State of Indiana
Office of the Secretary of State

Certified Copies

To Whom These Presents Come, Greeting:

I, DIEGO MORALES, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records and the proper official to execute this certificate.

I further certify that this is a true and complete copy of this **7** page document consisting of the following records filed in this office:

Certification Date: September 29, 2023
Business Name: CREEK POINT ACADEMY, INC.
Business ID: 202309071722902

Transaction	Date Filed	No. of pages
Articles of Incorporation	09/07/2023	4
Articles of Amendment	09/14/2023	3
Total No. of pages		7



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 29, 2023

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

202309071722902 / 16053505

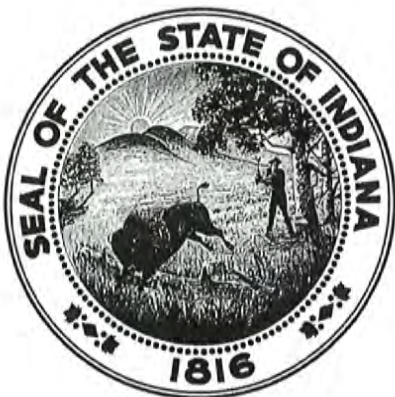
All certificates should be validated here: <https://bsd.sos.in.gov/ValidateCertificate>
Expires on October 29, 2023.

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

**Certificate of Incorporation
of
CEDAR CREEK ACADEMY, INC.**

I, DIEGO MORALES, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, September 07, 2023.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 07, 2023.

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

202309071722902 / 10018433

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/07/2023 11:11 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	202309071722902
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	CEDAR CREEK ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS	3600 German Church Road, Indianapolis, IN, 46235, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE	Individual
NAME	Stephen Michael Koers
ADDRESS	11691 Fall Creek Road, Suite 240, Indianapolis, IN, 46256, USA
SERVICE OF PROCESS EMAIL	scoers@lewisandwilkins.com

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted.

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION	Perpetual
EFFECTIVE DATE	09/07/2023
EFFECTIVE TIME	12:01AM

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/07/2023 11:11 AM

ARTICLE IV - GOVERNING PERSON INFORMATION

TITLE	Chairman
NAME	Lindsay Lux
ADDRESS	37 West 57th Street, Indianapolis, IN, 46208, USA
 TITLE	 Secretary
NAME	Jukobie Russell
ADDRESS	2617 North Temple Avenue, Indianapolis, IN, 46218, USA
 TITLE	 Treasurer
NAME	Troy Walker
ADDRESS	313 West Staat Street, Fortville, IN, 46040, USA

ARTICLE V - INCORPORATOR(S)

NAME	Stephen M Koers
ADDRESS	11691 Fall Creek Road , Suite 240 , Indianapolis, IN, 46256, USA

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), by acting as the "organizer" (as defined in Indiana Code §20-5.5-1-9) of one or more charter schools (as defined in I.C. §20-5.5-1-4) within the State of Indiana and by arranging for or providing management services to charter schools

TYPE OF CORPORATION Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS? No

DISTRIBUTION OF ASSETS

No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law: (a) The Corporation shall first return to the Indiana Department of Education (the "Department") all funds then remaining that the Corporation received from the Department; and (b) The Corporation shall distribute all of its other remaining assets exclusively for non-profit educational purposes to one or more organizations that are organized and operated for such purposes, and which are, at the time of such distribution, described in sections 170(c)(1) or 170(c)(2) of the Code.

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/07/2023 11:11 AM

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **September 7, 2023**.

THE UNDERSIGNED ACKNOWLEDGES THAT A PERSON COMMITS A CLASS A MISDEMEANOR BY SIGNING A DOCUMENT THAT THE PERSON KNOWS IS FALSE IN A MATERIAL RESPECT WITH THE INTENT THAT THE DOCUMENT BE DELIVERED TO THE SECRETARY OF STATE FOR FILING.

SIGNATURE

Stephen M Koers

TITLE

Legal Representative

Business ID : 202309071722902
Filing No : 10018433

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

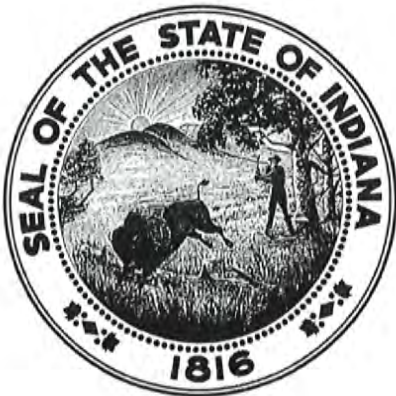
**Certificate of Amendment
of
CEDAR CREEK ACADEMY, INC.**

I, DIEGO MORALES, Secretary of State, hereby certify that Articles of Amendment of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Code.

The name following said transaction will be:

CREEK POINT ACADEMY, INC.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, September 14, 2023.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 14, 2023

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

202309071722902 / 10026970

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/14/2023 03:03 PM

ARTICLES OF AMENDMENT

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	202309071722902
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	CEDAR CREEK ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS	3600 German Church Road, Indianapolis, IN, 46235, USA
DATE AMENDMENT WAS ADOPTED	09/14/2023

EFFECTIVE DATE

EFFECTIVE DATE	09/14/2023
EFFECTIVE TIME	02:45PM

ARTICLE I - BUSINESS NAME CHANGE

DATE OF ADOPTION	09/14/2023
NEW BUSINESS NAME	Creek Point Academy, Inc.

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/14/2023 03:03 PM

SIGNATURE

THE MANNER OF THE ADOPTION OF THE ARTICLES OF BUSINESS AMENDMENT AND THE VOTE BY WHICH THEY WERE ADOPTED CONSTITUTE FULL LEGAL COMPLIANCE WITH THE PROVISIONS OF THE ACT, THE ARTICLES OF INCORPORATION, AND THE BYLAWS OF THE CORPORATION.

THE UNDERSIGNED OFFICER OF THIS NONPROFIT CORPORATION EXISTING PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT DESIRES TO GIVE NOTICE OF ACTION EFFECTUATING BUSINESS AMENDMENT OF CERTAIN PROVISIONS OF ITS ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **September 14, 2023**.

THE UNDERSIGNED ACKNOWLEDGES THAT A PERSON COMMITS A CLASS A MISDEMEANOR BY SIGNING A DOCUMENT THAT THE PERSON KNOWS IS FALSE IN A MATERIAL RESPECT WITH THE INTENT THAT THE DOCUMENT BE DELIVERED TO THE SECRETARY OF STATE FOR FILING.

SIGNATURE

Stephen M. Koers

TITLE

Legal Representative

Business ID : 202309071722902
Filing No. : 10026970

Simpson, Lauren

From: notification@pay.gov
Sent: Friday, September 29, 2023 12:11 AM
To: Simpson, Lauren
Subject: Pay.gov Payment Confirmation: Form 1023

[EXTERNAL EMAIL]



An official email of the United States government



You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 2783J9C1
Agency Tracking ID: 76508266660
Transaction Type: Sale
Transaction Date: 09/29/2023 12:10:37 AM EDT
Account Holder Name: Elizabeth L Simpson
Transaction Amount: \$600.00
Card Type: Visa
Card Number: *****5013

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.



Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

Form **1023**

(Rev. January 2020)

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

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

Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0047

Note: *If exempt status is approved, this application will be open for public inspection.*

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

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

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)				b Care of Name (if applicable)	
CREEK POINT ACADEMY INC					
c Mailing Address (Number, street and room/suite)		d City		e Country	
3600 N GERMAN CHURCH ROAD		INDIANAPOLIS		United States	
f State		g Zip Code + 4	h Foreign Province (or State)		i Foreign Postal Code
Indiana		46235			
2 Employer Identification Number		3 Month Tax Year Ends		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)	
93-3512255		JUNE		LAUREN SIMPSON ESQ	
5 Contact Telephone Number		6 Fax Number (optional)		7 User Fee Submitted	
212-309-6817		212-309-6001		\$600.00	
8 Organization's Website (if available):					
9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.					
First Name: LINDSAY		Last Name: LUX		Title: DIRECTOR AND PRESIDENT	
Mailing Address: 3600 N GERMAN CHURCH ROAD			City: INDIANAPOLIS		
State (or Province): INDIANA		Zip Code (or Foreign Postal Code): 46235			
First Name: JUKOBIE		Last Name: RUSSELL		Title: DIRECTOR AND SECRETARY	
Mailing Address: 3600 N GERMAN CHURCH ROAD			City: INDIANAPOLIS		
State (or Province): INDIANA		Zip Code (or Foreign Postal Code): 46235			
First Name: TORY		Last Name: WALKER		Title: DIRECTOR AND TREASURER	
Mailing Address: 3600 N GERMAN CHURCH ROAD			City: INDIANAPOLIS		
State (or Province): INDIANA		Zip Code (or Foreign Postal Code): 46235			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			

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

Part II Organizational Structure

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

Select your type of organization.

☒ Corporation

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

☐ Limited Liability Company (LLC)

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

☐ Unincorporated Association

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

☐ Trust

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

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

09/07/2023

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

Indiana

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

☒ Yes

☐ No

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

☐ Yes

☒ No

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

Part III Required Provisions in Your Organizing Document

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

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

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

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

Does your organizing document meet this requirement?

☒ Yes ☐ No

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

Page 2, Article VI

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

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

Does your organizing document meet this requirement?

☒ Yes ☐ No

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

Page 2, Article VI

Part IV Your Activities

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

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

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

Creek Point Academy, Inc. (the Academy) is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Please see Exhibit A for a narrative response to this question.

Part IV Your Activities *(continued)*

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

B29

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

☐

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

☐ Yes☒ No

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

☐ Yes☒ No

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

☐ Yes☒ No

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

☐ Yes☒ No

Part IV Your Activities (continued)

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

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

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

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

Part IV Your Activities (continued)

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

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

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

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

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

Part IV Your Activities (continued)

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☒ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

Part IV Your Activities *(continued)*

- 11** Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. ☐ Yes ☒ No

- 12** Do you or will you operate a school? ☒ Yes ☐ No
If "Yes," complete Schedule B.

- 13** Is your principal purpose or function to provide hospital or medical care? ☐ Yes ☒ No
If "Yes," complete Schedule C.

- 14** Do you or will you provide low-income housing? ☐ Yes ☒ No
If "Yes," complete Schedule F.

- 15** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☒ No
If "Yes," complete Schedule H - Section I.

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

- ☒ Website, mail, email, personal, and/or phone solicitations ☒ Foundation grant solicitations
☐ Receive donations from another organization's website ☒ Government grant solicitations
☐ Bingo ☐ Other (non-bingo) gaming activities
☒ Other (describe) Please see Exhibit B.

- ☐ We will not engage in fundraising activities.

- 17** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements

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

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

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

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

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

Part V Compensation and Other Financial Arrangements *(continued)*

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

Please see Exhibit C for a response to this question.

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

Please see Exhibit C for a response to this question.

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

Part V Compensation and Other Financial Arrangements *(continued)*

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

Please see Exhibit C for a response to this question.

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

Part VI Financial Data

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

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

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 09/07/2023 To: 06/30/2024	From: 07/01/2024 To: 06/30/2025	From: 07/01/2025 To: 06/30/2026	From: ____/____/____ To: ____/____/____	From: ____/____/____ To: ____/____/____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0.	\$8,257,300.	\$8,798,500.		
2 Membership fees received					
3 Gross investment income					
4 Net unrelated business income					
5 Taxes levied for your benefit					
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)					
8 Total of lines 1 through 7	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)					
10 Total of lines 8 and 9	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)					
12 Unusual grants (provide an itemized list below)					
13 Total Revenue (add lines 10 through 12)	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses					
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)					
16 Disbursements to or for the benefit of members (provide an itemized list below)					
17 Compensation of officers, directors, and trustees					
18 Other salaries and wages	\$0.	\$4,260,700.	\$4,620,000.		
19 Interest expense					
20 Occupancy (rent, utilities, etc.)	\$0.	\$1,038,400.	\$1,044,200.		
21 Depreciation and depletion					
22 Professional fees	\$0.	\$15,100.	\$15,600.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$0.	\$2,943,100.	\$3,118,700.		
24 Total Expenses (add lines 14 through 23)	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.

25 Itemized financial data

Please see Exhibit D.

Part VI Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 06/30/2024
Assets		
1	Cash	\$0.
2	Accounts receivable, net	
3	Inventories	
4	Bonds and notes receivable (provide an itemized list below)	
5	Corporate stocks (provide an itemized list below)	
6	Loans receivable (provide an itemized list below)	
7	Other investments (provide an itemized list below)	
8	Depreciable assets (provide an itemized list below)	
9	Land	
10	Other assets (provide an itemized list below)	
11	Total Assets (add lines 1 through 10)	\$0.
Liabilities		
12	Accounts payable	\$0.
13	Contributions, gifts, grants, etc. payable	
14	Mortgages and notes payable (provide an itemized list below)	
15	Other liabilities (provide an itemized list below)	
16	Total Liabilities (add lines 12 through 15)	\$0.
Fund Balances or Net Assets		
17	Total fund balances or net assets	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	\$0.

19 Itemized financial data

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Part VII Foundation Classification

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

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

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

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

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

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

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

Part VII Foundation Classification (continued)

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

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

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

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

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

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

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

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

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

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

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

Part VIII Effective Date

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

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

If "No," complete Schedule E.

Part IX Annual Filing Requirements

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

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

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

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

Part X Signature

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

Lindsay Lux
(Type name of signer)

DIRECTOR AND PRESIDENT
(Type title or authority of signer)

09/29/2023
(Date)

Upload checklist:

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

BYLAWS OF
CREEK POINT ACADEMY, INC.

ARTICLE I

General

Section 1.1. Name. The name of the corporation is CREEK POINT ACADEMY, INC. (the “Corporation” or “School”).

Section 1.2. Registered Office and Registered Agent. The post office address of the Corporation’s registered office at the time of adoption of these Bylaws (the “Bylaws”) is 11691NfALL Creek road, Suite 240, Indianapolis, IN 46256. The registered agent in charge of the registered office at the time of adoption of these Bylaws is Stephen M. Koers.

Section 1.3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Purpose and Mission

Section 2.1. Purpose and Mission. The Corporation is a non-profit corporation organized under the laws of the state of Indiana and its purposes are set forth in the Corporation’s Articles of Incorporation.

Section 2.2. Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Indiana.

ARTICLE III

Members

Section 3.1. Members. The Corporation shall have not have any members.

ARTICLE IV

Board of Directors

Section 4.1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than three (3) and not greater than nine (9), as designated by resolution of the Board of Directors from time to time. Unless and until this Section is amended, all Directors are of the same class and have the same powers, responsibilities and voting privileges.

At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall, as of the date of election or appointment to the board, be residents of any Indiana county of residence of one or more current students at the charter school operated by the Corporation.

No individual may serve on the Board of Directors if that individual has been convicted of any offense set forth in Indiana Code (“I.C.”) § 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. § 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction unless the candidacy of such individual is approved by the School’s Authorizer (as the term “Authorizer” is defined in IC § 20-24-1-2.5) (the “School’s Authorizer”). In order to effectuate this requirement, at least fourteen (14) days before an individual is seated as a member of the Board of Directors, an Expanded Criminal History Check (as defined by IC § 20-26-2-1.5) shall be performed as to such Director. If the Organizer is leasing from a religious organization, no member of the religious board and no religious leader of the religious organization may simultaneously serve on the Corporation’s Board of Directors.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any Director, the Board of Directors may elect a new Director to replace a Director whose term will expire, or has expired, and each such new Director shall serve for a term of three (3) years, or such other period as prescribed by the Directors at the time of such election, and until his or her successor is elected and qualified. Any Director may be re-selected to serve an unlimited number of successive terms on the Board unless limited by a By-Law, an applicable statute, or a provision in a charter to which the Corporation is a party. The Corporation shall notify the Authorizer of the School promptly upon the election of any new member of the Board of Directors. All newly elected Directors shall participate in a board training session

approved by the School's Authorizer.

In order to ensure continuity among the Directors of the Corporation, the terms of the members of the Board of Directors may be staggered as necessary.

The Initial Directors of the Board of Directors of the Corporation, and their Initial Terms are as follows:

Lindsay Lux:	Three (3) Year Initial Term
Tory Walker :	Two (2) Year Initial Term
Jukobie Russell:	Three (3) Year Initial Term

Section 4.2. Powers. The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board of Directors deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board of Directors may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 4.3. Quorum and Approval of Actions. A majority of the Directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Provided that a quorum exists and that the meeting was duly called upon notice, or that notice was waived as permitted by law and these By-Laws, the affirmative vote of a majority of the Directors present at the meeting constitutes the decision of the Board of Directors and is sufficient to authorize or ratify any action or transaction taken or engaged in by the Corporation.

Section 4.4. Regular Meetings. The regular annual meeting of the Board of Directors shall be held annually for each fiscal year, at the time and place specified in a resolution of the Board of Directors. The Board of Directors shall convene additional regular meetings on a semi-annual or more frequent basis so that not more than six (6) months elapses between regular meetings (including the annual meeting). The Secretary shall give written notice of all regular meetings to each Director at least ten (10) days prior to the meeting date, by personal delivery, fax, email, or first-class mail at the Directors' respective addresses as shown by the records of the Corporation.

Section 4.5. Executive Sessions. Any Board member may call an Executive Session during any

special or regular Board meeting for issues concerning personnel or other matters permitted under the Indiana Open Door Law. All persons except Board members may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.

Section 4.6. Special Meetings. Notwithstanding the preceding Section 4.4, the Board of Directors may hold special meetings, defined as any meeting other than regularly scheduled meetings as set forth in Section 4.4, for any lawful purpose, aside from the election of members of the Board of Directors, upon not less than three (3) business days' notice, as described in Section 4.7, and upon call by the Chair or at the request of not less than one-third (1/3) of the Board of Directors.

A special meeting shall be held at such date and time as specified in the notice of the meeting. All special meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event special meetings shall be held at such location as may be approved in advance by the School's Authorizer.

Section 4.7. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at I. C. § 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Without limiting the foregoing, the Board of Directors shall post notice of any regular or special meeting not less than three (3) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

Section 4.8. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least three (3) business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United

States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 4.9. Waiver of Notice. Notice of a meeting to a Director may be waived in a writing signed by the Director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the Director shall, at the beginning of the meeting or promptly upon the Director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 4.10. Action by Board. The Board of Directors shall not take action other than at a meeting held in compliance with the Open Door Law.

Section 4.11. Participation, Resignation, Removal, and Vacancies. Directors are expected to attend all Board meetings during each fiscal year of the Corporation. A Director that has not attended at least two-thirds (2/3) of the regular Board meetings in the previous calendar year shall be automatically removed from the Board of Directors; a vote of the Board of Directors is not required for this removal.

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

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

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School Law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of fiduciary duty and/or commission of an ultra vires act as defined by Indiana law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, defined as absence from

three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a Director shall be filled by a majority of the Directors then in office.

Section 4.12. Educational Service Providers. Should the Board of Directors elect to engage an educational service provider (“ESP”) to manage the School’s operations, no member of the Corporation’s Board of Directors or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such ESP. All members of the Board of Directors shall thoroughly familiarize themselves with the contract between the Corporation and the ESP and the rights and responsibilities of the Corporation vis-à-vis the ESP.

Section 4.13. Participation via Electronic Conference. Any number of Directors may participate in any regular or special meeting of the Board of Directors by or through the use of any means of communication by which all Directors participating may contemporaneously hear or otherwise perceive each other’s statements during the meeting in accordance with Indiana’s Open Door Law. A Director participating in a meeting by such means is considered to be present at the meeting.

Section 4.14. Action Without a Meeting. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if prior to such action, a written consent to each action is signed by all members of the Board or if such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board or committee.

Section 4.15. Committees.

- (a) The Board may, by resolution, create an Executive Committee consisting of not less than three (3) Directors. When an Executive Committee is so created, its members will collectively possess and exercise the authority of the Board of Directors in the management of the business of the Corporation between meetings of the Board. A majority of the Directors on the Executive Committee constitutes a quorum. The Executive Committee shall report regularly to the Board of Directors on any action taken between meetings of the Board.
- (b) By resolution, the Board of Directors may designate one or more other committees, each to consist of two or more Directors. To the extent designated in the initial resolution creating such committee and as later amended and supplemented by further resolutions, each such committee has and may exercise, when the Board of Directors is not in session, all the powers of the Board of Directors that are specified in such resolutions. By written duly approved written resolution or by unanimous written consent, the Board of Directors may designate any Director or Directors as alternate members of any committee. Unless otherwise specified in the resolution creating or modifying a committee, the President is an ex officio member of all

committees.

- (c) All committee meetings must comply with the Indiana Open Door Law.
- (d) Notwithstanding the rest of this Section, no committee has the power to do the following:
 - (i) Fix or determine the compensation of any Director or officer;
 - (ii) Authorize distributions of the Corporation;
 - (iii) Approve the merger or dissolution of the Corporation;
 - (iv) Approve the sale, pledge, or transfer of substantially all of the Corporation's assets;
 - (v) Appoint, select, or remove Directors with respect to seats on the Board of Directors or of any committee;
 - (vi) Adopt, approve, amend or repeal the Articles of Incorporation or these By-Laws; or
 - (vii) Approve submission of a proposal under I.C. §20-5.5-3-3 to establish a charter school or authorize the Corporation's execution of a charter under I.C. §20-5.5-4

Section 4.16. Compensation. No member of the Board of Directors shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 4.17. Delegation of Powers. For any reason that the Board of Directors determines to be sufficient, whether occasioned by absence or otherwise, the Board may delegate all or any of the powers and duties of any officer to any other officer or Director.

Section 4.18. Protocol. The Board of Directors shall use Robert's Rules of Order, including the preparation and board approval of minutes of meetings of the Board of Directors.

ARTICLE V

Officers

Section 5.1. In General. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. The Board may combine the duties and powers of Secretary and Treasurer and appoint one individual as Secretary-Treasurer. The Board may also combine the duties and powers of President and Treasurer and appoint one individual to

serve in both capacities. However, an officer shall not execute, verify or acknowledge any document or instrument in more than one capacity.

The Board may appoint such other officers (including but not limited to Vice Presidents and Assistant Secretaries) as the Board considers necessary for transaction of the business of the Corporation. The Board of Directors may remove any officer or agent at any time the Board determines the interests of the Corporation will be served by such removal. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 5.2 Terms of Office. The Board of Directors shall appoint the officers not later than the Board's first regular meeting, and at each annual meeting thereafter, but the Board may appoint officers to fill vacant posts at any regular or special meeting of the Board. Each officer shall hold office for one (1) year, or until a successor has been appointed and duly qualified, unless the officer's term is earlier terminated by death, resignation, removal or otherwise. All officers are eligible for reappointment, may be reappointed to consecutive one (1) year terms in the same position, and all officers serve at the will of the Board of Directors and its removal powers under Section 5.1.

Section 5.3. President. The President shall serve as the chairperson of the Executive Committee, if any, and Chair of the Board of Directors. The President shall preside at all meetings of the Board of Directors and the Executive Committee. The President shall appoint a chairperson for all committees and, in consultation with that chairperson, shall nominate the remaining members of each committee, subject to the Board's approval.

The President shall have general supervision, management, control and oversight of the business of the Corporation, subject to these Bylaws and subject to the orders of the Board of Directors, and shall, in general, perform all the duties usually incident to the office of President or that may be imposed or prescribed by the Board of Directors. The President may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board of Directors. The President may delegate, as needed, to any other officer any and all duties of the office of President. The President shall also exercise and perform any and all other powers and duties as may be prescribed by the Board of Directors from time to time. The Initial President of the Corporation shall be Lindsay Lux.

Section 5.4 Vice-President. The Vice-President, if any, shall perform the duties of Section 5.3 above in the absence or disability of the President, including service as chairperson of meetings of the Board when the President is absent. In addition, the Vice-President shall perform such duties and assignments that are from time to time delegated by the President or Board. If the Board of Directors appoints more than one Vice-President, the Board shall designate one of them as the First Vice-President and shall specify the

circumstances (such as the absence or disability of both the President and First Vice-President) under which the other Vice-President(s) is authorized to act.

Section 5.5. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation and the Board of Directors, other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall attend all meetings of the Board of Directors and Executive Committee, shall issue notices of such meetings, shall keep complete and accurate records of the attendance and proceedings of such meetings, and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe. The Initial Secretary of the Corporation shall be Jukobie Russell.

Section 5.6. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall submit a fiscal year budget for the approval of the Board of Directors. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe. The Treasurer is authorized to expend funds up to a per-item dollar amount limit fixed from time to time by the Board of Directors, and is not required to furnish bond. If the Board creates a Finance Committee, the Treasurer shall serve as its chairperson.

Under the supervision of the Board of Directors, the Treasurer shall cause the preparation and submission of all accountings and reports required by I.C. § 20-5.5-7 and all other applicable laws and regulations with respect to the Corporation's activities as fiscal agent for each charter school established by the Corporation. For each charter school established by the Corporation, the Board of Directors shall cause the Corporation to prepare and submit to the Department the annual report required by I.C. § 20-5.5- 9-1, and to publish the annual performance report required by I.C. § 20-5.5-9-6. The Initial Treasurer of the Corporation shall be Tory Walker.

Section 5.7. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE VI

Property

Section 6.1. Property. The property of the Corporation shall be held and applied in promoting the

general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer of the Corporation.

ARTICLE VII

Standard of Care and Conflicts of Interest

Section 7.1. General Policy. Based on facts known to him or her at the time, each Director or officer of the Corporation shall discharge his or her duties (including duties as a member of a committee):

- (a) In good faith;
- (b) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (c) In a manner that the Director or officer reasonably believes to be in the best interests of the Corporation.

Section 7.2. Reliance. In discharging his or her duties, a Director may rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by one of the following:

- (a) An officer or employee of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented; or
- (b) A committee established by the Board of Directors and of which the Director is not a member, if the Director reasonably believes the committee merits confidence; or
- (c) Legal counsel, public accountants, or other persons with respect to matters that the Director reasonably believes to be within the person's professional or expert competence.

Section 7.3. Limitations on Liability. A Director or officer is not liable for an action taken in that capacity, or for a failure to act, unless:

- (a) The Director or officer has breached or failed to perform the Director's or officer's duties in compliance with this Article; or
- (b) The breach or failure to perform constitutes willful misconduct or recklessness.

Section 7.4. Prohibitions. The Corporation shall not loan money to or guarantee any obligation of a Director or officer of the Corporation. The Corporation shall not pay salary or other compensation to a Director or officer in advance of the normal payment period authorized by the Board of Directors.

Section 7.5. Standards of Conduct of Directors. All Directors shall abide by standards of ethical conduct while performing their duties as Directors of the Corporation, as more particularly prescribed by I.C. § 23-17-13-1.

Section 7.6. Purpose of Conflicts of Interest Policy. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 7.7. Definitions. For purposes of this Article:

- (a) "Interested Person" means any Director, principal officer, or member of a committee (with board-delegated powers) who has a direct or indirect Financial Interest, as defined below. If the Corporation's Articles of Incorporation or these By-Laws (as amended) authorizes an entity to designate or select one or more Directors on the Board of the Corporation and if an individual is an Interested Person in that entity, then that individual is an Interested Person with respect to the Corporation if he or she has a Financial Interest.
- (b) A person has a "Financial Interest" if the person has, directly or indirectly, through business, investment, or family –
 - (i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - (ii) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - (iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
- (c) "Compensation" includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 7.8. Duty to Disclose. In connection with any actual or possible conflicts of interest, an Interested Person must disclose the existence and nature of his or her Financial Interest to the Directors who are considering the proposed transaction or arrangement.

Section 7.9. Determining Whether a Conflict of Interest Exists. After disclosing his or her Financial

Interest, the Interested Person shall leave the Board meeting while the Financial Interest is discussed and voted upon. The remaining Directors shall decide if a conflict of interest exists.

Section 7.10. Procedures for Addressing Conflict of Interest.

- (a) The chairperson of the Board meeting, if appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (b) After exercising due diligence, the remaining Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (c) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the remaining Directors shall determine, by a majority vote of the disinterested Directors, whether the transaction or arrangement is in the Corporation's best interest and for its own benefit, and whether the transaction is fair and reasonable to the Corporation. The remaining Directors shall make their decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Section 7.11. Violations of the Conflicts of Interest Policy.

- (a) If the Board has reasonable cause to believe that a Director has failed to disclose actual or possible conflicts of interest, it shall inform the Director of the basis for such belief and afford the Director an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the response of the Director and making such further investigation as may be warranted in the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7.12. Records of Proceedings. The minutes of the Board and of 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 committee's decision as to whether a conflict of interest in fact existed; and
- (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 therewith.

Section 7.13. Compensation Decisions. A Director who is authorized to vote regarding compensation payable to any Directors shall not vote on any proposal or question pertaining to the

determination of that Director's compensation.

Section 7.14. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board of Directors shall cause periodic reviews to be conducted, including, at a minimum, the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining; and
- (b) Whether any joint venture arrangements or other transactions involving the Corporation (including but not limited to agreements to provide or to purchase goods or services) have resulted in private inurement or impermissible private benefit.

Section 7.15. Use of Outside Experts. In conducting the periodic reviews provided for in this Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 7.16. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its Directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VIII

Indemnification

Section 8.1. "Covered Persons" Defined. For purposes of this Article, a "Covered Person" means an individual who:

- (a) Is or was an officer or Director of the Corporation and is therefore eligible to receive indemnification from the Corporation under this Article, or
- (b) Is or was a Director, officer, shareholder, employee, independent contractor, or agent of the Corporation and is eligible to receive indemnification from the Corporation pursuant to a contract with the Corporation, a resolution or other determination by the Board of Directors, or a provision of applicable law.

Section 8.2. Indemnification in General, Conditions. This Article requires the Corporation to indemnify former and current officers and Directors of the Corporation to the maximum extent permitted under I.C. §§ 23-17-6-9 and 23-17-16-13. This Article permits but does not require the Corporation to indemnify current or former employees, independent contractors, or agents, to the extent permitted under

I.C. § 23-17-16-13. Where I.C. § 23-17-16-1 *et seq.* (as amended from time to time) affirmatively requires the Corporation to pay indemnification, to advance expenses, and to make determinations, the Corporation shall do so in good faith and consistent with applicable Indiana law (as amended from time to time). However, where I.C. § 23-17-16-1 *et seq.* (as amended from time to time) merely permits the Corporation to pay indemnification, to advance expenses, and to make determinations, the Corporation may but is not required to do so, unless such indemnification or advancement of expenses is expressly required by contract or other applicable law. In all cases or situations:

- (a) The right of a Covered Person to indemnification under this Article arises when the Covered Person is made a party or threatened to be made a party in any pending or threatened suit, action, or proceeding, whether civil, criminal, administrative, or investigative, and whether formal or informal (“Proceeding”);
- (b) The right of a Covered Person to indemnification under this Article is conditioned upon a determination by the Corporation (under I.C. § 23-17-16-12, as amended from time to time) that the Covered Person’s conduct conformed to the standard in I.C. §§ 23-17-13-1 and 23-17-16-8 (as amended from time to time) or other applicable law or these By-Laws; and
- (c) The Corporation’s obligation to indemnify extends to the Covered Person’s liability or obligation to pay any judgment, settlement, penalty, fine, court costs, reasonable attorney fees, and other reasonable expenses incurred in or with respect to the Proceeding in which the Covered Person has been made or threatened to be made a party.

Upon receiving a written demand by a Covered Person for indemnification or advancement of expenses, the Corporation shall proceed as provided in I.C. § 23-17-16-12 (as amended from time to time) to determine whether the Covered Person is entitled to indemnification or advancement of expenses (as the case may be) under this Article or under a contract or other applicable law.

Section 8.3. Restrictions. The Corporation shall not pay indemnification or advance expenses to or on behalf of a current or former Director, officer, employee, or agent of the Corporation if the payment of such indemnification or the advancement of such expenses would constitute an excess benefit transaction or private expenditure under sections 4958 and 4945, respectively, of the Code.

Section 8.4. This Article Not Exclusive. This Article does not preclude or limit any current or former officer, Director, shareholder, employee, independent contractor, or agent of the Corporation from seeking and receiving indemnification, advancement of expenses, or both under a written contract with the Corporation or under other applicable law.

Section 8.5. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, independent contractor or agent of the Corporation, or who is or was serving at the request of the Corporation as a Director, officer, partner, trustee, employee or

agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against any liability asserted against or incurred by such person in any capacity or arising out of his or her status as such, whether or not the Corporation has the obligation or power to indemnify such person against such liability under the provisions of this Article, the Law, the rest of these the Articles of Incorporation, or otherwise.

Section 8.6. Effective Date; Continuation of Indemnity. This Article applies to any Proceeding (as defined in Section 8.2(a) of this Article) that commences after the adoption of this Article, whether the proceeding arises from acts or omissions occurring before or after the adoption of this Article. If a Proceeding described in Section 8.2(a) is commenced or continued against a Covered Person, and if the Covered Person is entitled to indemnification or advancement of expenses or both but dies or otherwise ceases to serve the Corporation in his or her indemnified capacity before such indemnification or advancement of expenses is completed or fully paid, the Corporation's obligation to indemnify and advance expenses continues and inures to the benefit of the heirs, personal representatives, and other successors of the Covered Person, unless such continuation is expressly prohibited in a written contract that is the source of the Covered Person's right to indemnification or advancement of expenses.

Section 8.7. Severability. If this Article or any portion hereof is invalidated on any ground by any court of competent jurisdiction, then the Corporation shall nevertheless indemnify each Director or officer of the Corporation with respect to costs, charges and expenses (including reasonable attorney fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Corporation, to the fullest extent permitted by any applicable provision of this Article that is not invalidated and to the fullest extent permitted by applicable law.

ARTICLE IX

Contracts, Checks, Loans, Deposits, and Gifts

Section 9.1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 9.2. Checks. Unless the last sentence of this Section 9.2 applies, all checks, drafts, or other orders for payment of money, notes or other evidence of indebtedness issued in the name of the Corporation

shall be signed by any of the following persons: (a) the President; (b) a Vice-President; (c) the Treasurer; or (d) any other officer or agent that the Board of Directors, in resolutions duly adopted from time to time authorizes to sign such checks, drafts, or other evidence of indebtedness. Checks, drafts, or other debits for each expenditure exceeding ten thousand dollars (\$10,000.00) must be signed by two (2) officers, one of whom must be the President or a Vice-President unless the Board expressly authorizes the expenditure and the signing of the check, draft or debit by some other officer.

Section 9.3. Loans. The Corporation shall not make or guarantee any loan or issue any note or other evidence of the Corporation's indebtedness except upon an authorizing resolution or unanimous written consent of the Board of Directors. Any such loan or evidence of indebtedness by the Corporation is not and shall not be considered to be a debt or liability of any charter school for which the Corporation serves as organizer, unless such loan or evidence of indebtedness is duly approved by the board of directors or trustees of such charter school.

Section 9.4. Deposits. Unless a specific short- or long-term investment is authorized by a resolution of the Board of Directors, all funds of the Corporation shall be deposited from time to time to the credit of the Corporation, promptly after receipt, in such banks, trust companies, or other depositories as the Board of Directors selects. Such designation may be general or confined to specific instances.

Section 9.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine. However, the Board of Directors shall not accept, on behalf of the Corporation, any contribution, gift, bequest or devise that would jeopardize the tax-exempt status of the Corporation under federal tax laws, or whose acceptance or application would violate the Articles of Incorporation of the Corporation.

ARTICLE X

Miscellaneous

Section 10.1. Other Staff and Programs. The Board of Directors or any officer or committee with Board-delegated authority may design, establish and carry out various programs consistent with the Corporation's charitable and educational purposes. Toward those ends, and to the extent the Corporation's officers and regular staff employees are insufficient in number, skill, or experience, the Board of Directors may authorize the Corporation to contract with third parties, as either employees or independent contractors, to help carry out the Corporation's programs.

ARTICLE XI

Amendments to By-Laws

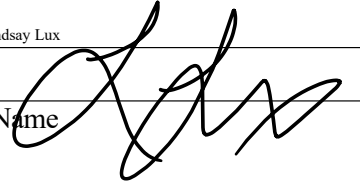
Section 11.1. Amendments. These By-Laws may be amended by the affirmative vote of a majority of the Board of Directors, provided that the text of the proposed amendments has been sent to all Directors with the notice of the meeting at least ten (10) days in advance of the meeting. Additional By-Laws not inconsistent with any of the foregoing By-Laws (as amended) may be enacted from time to time by resolution approved by a majority of the Board of Directors, as permitted by Indiana law.

Certificate of Adoption

Pursuant to I.C. §23-17-3-8, I, the undersigned incorporator of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this 20th day of September, 2023.

Lindsay Lux

Printed Name

A handwritten signature in black ink, appearing to read 'Lindsay Lux', is written over a horizontal line. The signature is stylized with a large initial 'L' and a cursive 'ux'.

CREEK POINT ACADEMY

Student Discipline Policy

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to **others, and being considerate of others' and the school's property.**

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- **at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school**

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Bullying and harassment
- Coercion, extortion or blackmail
- Criminal Sexual Conduct as defined by state law
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Damage of property or theft/possession of stolen property
- Disruption of school
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, assault and/or battery on another person

- Gangs and gang related activity or recruitment
- Habitual Truant as defined in the Attendance Policy.
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Misconduct prior to enrollment
- Misuse of copyrighted materials
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of a knife consisting of a sharp edge or sharp pointed blade capable of inflicting cutting, stabbing or tearing and intended to be used as a weapon
- Possession of electronic device(s) defined by school policy
- Possession of firearms, deadly weapons or destructive devices as defined by state law and other dangerous instruments not otherwise enumerated herein
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Substantial disobedience. Out of school suspensions show a disregard for the rules and regulations established by the School Board.
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

The principal reserves the right to deny enrollment to any student who has a pending or current disciplinary action imposed upon him/her by another school. Failure to notify the principal of a current disciplinary action or separation based upon a pending disciplinary action from the previous school does not prohibit the principal from withdrawing the student pending an informal meeting between the parent, student and principal prior to the withdrawal.

Harassment, Intimidation, and Bullying

The school prohibits acts of harassment, intimidation, and bullying (including cyber-bullying and sexual harassment) of any student on school property or at school sponsored events. Bullying is defined as any overt, repeated acts or gestures by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the other student. Acts of bullying may be verbal, written communication, physical acts or any other behaviors with one or more of the following effects and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive environment:

- Physically or mentally harming a student
- Damaging student property
- Placing a student in reasonable fear of harm
- Placing a student in reasonable fear of damage to his/her property
- All school employees, volunteers, and students are required to report prohibited incidents of which they are aware to the principal. The principal is then responsible for determining whether an alleged incident constitutes a violation. In so doing, the principal will conduct a prompt, thorough, and complete investigation of the reported incident and prepare a report documenting the prohibited incident that is reported. Disciplinary procedures under this

Student Code of Conduct will be followed for any act of harassment, intimidation, or bullying. Those procedures will include protecting any victim from additional harassment, intimidation, and bullying, and from retaliation following a report. The school will follow any applicable federal or state reporting requirements.

Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or **education function or the student's removal is necessary** to restore order or protect persons on school property. A suspension or expulsion may occur if the unlawful activity occurs during weekends, holidays, school breaks and the summer period when a student may not be attending classes or other school functions.

Possession of Firearms, Deadly Weapons, or Destructive Devices

Indiana law prohibits students from bringing to school or possessing at school firearms, deadly weapons, or destructive devices. Therefore, under Indiana law, the penalty for possession of a firearm, deadly weapon, or destructive device of an expulsion from school for at least one calendar year with the **student's return at the beginning of the first semester** after the one-year period. The principal may reduce the length of the expulsion, depending on the circumstances.

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Disciplinary Procedure

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral will be completed for each violation of the Code of Conduct and **copies are made for the parent and kept in the student's file**. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent, teacher is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the **Principal's designee in the Principal's absence, has the discretion** to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school

administration may include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the **student's file**. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 **EXPULSION**: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules, or is so extreme that it threatens the safety of others or the student is substantially disobedient, the student may be expelled from the school. The student will be granted a right to a due process hearing.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from **the school's regular educational program**. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of **reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision**.

- A. **Suspension of Ten (10) School Days or Less**
As a general rule, prior to any suspension of the student, the principal shall provide the student with the following due process:
 1. The principal shall inform the student of the charges against him/her, and, if the student denies the charges, the principal shall provide the student with an explanation of the evidence the principal possesses.
 2. The student shall be provided an opportunity to explain to the principal his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. **The student's** parent shall be informed in writing of the suspension and of the reasons and conditions of the suspension. A Conduct Report is to be completed, **with copies going to the parent and the student's file**. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Disciplinary Powers of Teachers and School Staff Members

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, the teacher may remove that student from the class, subject, or activity for up to one full school day. The teacher shall immediately

report the removal to the principal and send the student to the principal or the principal's designee for appropriate action. After a removal, the principal or principal designee shall ask the parent of the student to attend a parent-teacher conference regarding the removal.

B. Suspension of More than Ten (10) School Days Prior to an Expulsion

A suspension of more than ten (10) school days may be imposed prior to an **expulsion hearing if it is determined that the student's continued suspension** will prevent or reduce the risk of interference with the orderly school environment or a physical injury to students or staff.

The principal or principal designee has the discretion to recommend an expulsion. Upon recommendation of an expulsion, the principal shall designate a Hearing Administrator to provide notice of the expulsion action to the student and parents and preside over the expulsion hearing, if any. The Hearing Administrator may be a member of the **school's administrative staff or legal counsel, but shall not be** the principal or any other person who has been involved in (i) expelling the student, (ii) the events giving rise to the expulsion, or (ii) any other disciplinary matter in the past involving the student, whether or not related to the current expulsion matter.

1. Hearing for Expulsion

If a student is charged with a violation of the Student Code of Conduct carrying a consequence of an expulsion, the student and his parent shall be notified of such in writing by registered mail or personal delivery, as well as the **student's** rights of due process as set forth herein.

The written notice of violation shall state:

- a. The identity of the Hearing Administrator
- b. The nature of the violation
- c. The recommended consequence
- d. The opportunity to request or waive their right to an expulsion hearing
- e. That the student and parents will be deemed to have waived their right to an expulsion hearing if they do not request the hearing within ten (10) school days of their receipt of the written notice of violation.
- f. The right of the student to have an advocate **of the parent's** choice participate in a hearing at their expense
- g. The right of the student to hear and/or see the evidence offered against the student during a hearing
- h. The right of the student to present oral or written evidence or **testimony on the student's** behalf during a hearing
- i. The right to a written record of the result of a hearing.

If a parent, on behalf of the student waives their rights to a hearing or fails to appear at an expulsion hearing, the parent and student shall forfeit all rights administratively to contest and appeal the expulsion. If the parent and student request an expulsion hearing, the Hearing Administrator shall contact the student and parent to notify them of the time, date, and location of the expulsion hearing, which should be held within fourteen (14) days of the Hearing **Administrator's receipt of the request thereof.**

A Hearing Administrator has the power to (i) issue subpoenas (ii) compel the attendance of witnesses and (iii) administer oaths to persons giving testimony at the hearing. A written summary of the evidence heard shall be kept by the Hearing Administrator. Within a reasonable time following the hearing, the Hearing Administrator will provide the parent with a written record of the decision by registered mail or personal delivery. This record will inform the parent of their right to request an appeal before the Board of Directors.

2. Appeal of an Expulsion

An appeal of an expulsion decision must be requested within ten (10) days of the receipt of the written decision of expulsion. The appeal request must contain the reasons that the decision should be reviewed or reconsidered, and must be signed by the parent and delivered to the Board of Directors by way of certified first class mail. If the appeal is properly made, the Board of Directors will consider the appeal unless the board votes not to hear the appeal. If the Board of Directors decides not to hear the appeal, written notification of the denial shall be sent to the parent and student within ten (10) days of the decision.

If the Board of Directors votes to hear the appeal, a meeting shall be convened in closed, executive session and shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the appeal request, the Board of Directors will consider the written summary of the expulsion meeting and the arguments of **the school administration and the student and/or student's parent**. Although the hearing of the appeal shall be conducted in a closed, executive session, the final action of the Board of Directors must be taken at a meeting open to the public. The Board of Directors shall also notify the student and his parent of its decision in writing within five (5) days of the meeting at which the final action was taken.

All appeals heard before the Board of Directors are final, subject to the right of the student and parent to submit the decision to judicial review.

Definition of Terms

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration. Behavior referrals are created when the behavior event has been documented in myNHA.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Behavior Contract is a written document that outlines specific behavior expectations, strategies for teaching the appropriate behavior(s), and disciplinary action for a student.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Expulsion is defined as a decision to remove a student from school due to extreme non-compliance with school rules/state law. An expulsion may last for the remainder of the current semester plus the following semester. An expulsion that was issued more than three (3) weeks before the beginning of the second semester or an expulsion that will remain in effect during the first semester of the following school year must be reviewed and may lead to a recommendation by the individual conducting the review that the student be reinstated. The review

1. shall be conducted after giving notice to the student and parent
2. **is limited to newly discovered evidence or evidence of changes in the student's** circumstances occurring since the original expulsion hearing

Permanent Expulsion is defined as a decision to permanently remove the student from school for one (1) calendar year if the student is found in possession of a firearm, destructive device, or deadly weapon. The principal may modify a one (1) year expulsion if the student establishes in a clear and convincing manner at least one (1) of the following:

1. **A recommendation from the group of persons knowledgeable of the student's educational** needs in accordance with IDEA.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a weapon.

CREEK POINT ACADEMY

Parent Grievance Policy

1. Parents are encouraged to voice concerns, complaints and objections to teachers, administrators and the National Heritage Academies (NHA) Parent Relations Specialist. Parents are also advised that if they are not satisfied with an informal resolution to a concern, they may use the formal complaint procedure described below. A copy of this procedure is available at the school and/or the school website.
2. Complaints regarding gender discrimination, bullying, disability discrimination or discrimination based on race, ethnicity or national origin should be directed to the Principal of the school who is identified in the handbook as the Title IX, Section 504 Coordinator.
3. Complaints received by the NHA Parent Relations Specialist or Board will be directed to the school Principal for initial investigation and resolution. In the event the Principal is the subject of the complaint, the complainant will be directed to the school's Director of School Quality (DSQ) for review and investigation. All complaints must be in writing and include, at a minimum, specific details regarding the event(s) that are the subject of the complaint, the dates of the event(s), the parties involved and a proposed resolution.

By filing a formal complaint with the school, the NHA Parent Relations Specialist or the Board, the complainant agrees to fully cooperate with the investigation. Should the complainant fail or refuse to cooperate with the investigation and the investigator is unable to obtain the information necessary to investigate the complaint, it may close the complaint.

4. The Principal should be provided a copy of any written complaint received by the school within 24 hours of receipt. Within three (3) school days of receiving the complaint, the Principal (or the DSQ under the circumstances described in 3, above) will acknowledge receipt of the complaint in writing and provide a proposed timeline for review. In the absence of intervening holidays, absences of people who are familiar with the facts, exam schedules, or similar circumstances, a ten (10) school day schedule for investigation and response should be established.
5. To investigate a complaint, the Principal, or his/her designee, will interview all persons named in the complaint, all persons with direct knowledge of the facts, and the parent making the complaint. If complainants' child is the subject of the complaint, the Principal will seek parental permission to interview the child. Under appropriate circumstances, the Principal may also seek parental permission to interview other students who have direct knowledge of the facts underlying the complaint.
6. When the investigation is complete, the Principal will provide written findings and a proposed resolution to the complainant, including, if necessary, reasons as to why the complainant's proposed resolution has not been adopted. The findings must also provide notice of the complainant's right to seek review of the Principal's findings by the school's DSQ. Should the complainant appeal the Principal's findings to the DSQ, the request for review must be in writing, stating the basis for objections to the findings and proposed resolution. The appeal must be received by DSQ within five (5) school days following complainant's receipt of the Principal's findings.

7. Upon receipt, the DSQ will acknowledge receipt of the appeal request in writing and propose a timeline for completion of the review. The DSQ may seek additional information or invite the complainant to discuss a proposed resolution. The DSQ will provide the complainant with written findings following review. The findings must also provide notice of the complainant's right to seek further review by the Board. Should the complainant appeal the DSQ's findings to the Board, the request for review must be in writing, stating the basis for objections to the findings and proposed resolution. The appeal must be received by the Board within five (5) school days following the complainant's receipt of the DSQ's findings.
 8. If the complainant appeals the DSQ's findings to the Board, the Board will consider the appeal in Executive Session at the next meeting of the Board. The Board will invite the complainant to present a brief statement to the Board regarding objections to the findings and recommendations of the school administration and DSQ. The Board will provide written notice of its findings and the recommended resolution to the parent within a reasonable time following review.
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Effective Date: _____

CREEK POINT ACADEMY GOVERNING BOARD

MODEL CODE OF ETHICS

The Creek Point Academy Governing Board (the Board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Board of Education in accordance with the rules and regulations of the State Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

CREEK POINT ACADEMY

Conflict of Interest/Nepotism Policy

It is the policy of the Board to protect the Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Academy. Board members and administrators shall perform their duties in a manner free from conflict of interest to assure the proper performance of school business as well as to earn and keep public confidence. No Board member or administrator shall engage in or have financial interest in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities. This policy is intended to supplement but not replace the Board's Bylaws or any state laws governing conflicts of interest applicable to charter schools.

Conflict of Interest Definitions

A "conflict of interest" shall exist in Board actions including, but not limited to, those actions concerning a transaction in which a Board member: (i) has a material financial interest or (ii) is presently serving as a director, trustee, officer or general partner of another party.

A "substantial conflict of interest" is one of such substance as to induce action on his or her part to promote the contract for his or her own personal benefit.

A "family member" means "a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's parent or parent's spouse, and includes these relationships as created by adoption or marriage."

Duty to Disclose Conflict of Interest

A Board member shall inform the Board of any direct or indirect conflict of interest which the Board member has with regard to any transaction contemplated by the Board. After disclosing a potential conflict of interest, the Board member shall leave the Board meeting while the Board discusses the conflict. Determination of the existence of a conflict of interest prohibits the interested director from voting on the matter, but it does not prohibit the Board from entering into the contract.

If a Board member, administrator or employee involved in the contracting process is employed by or under contract with a business enterprise with which the Academy or its educational service provider is considering entering into a contract, or knows that he or she has a family member who has an ownership interest in or is employed by that business enterprise, the Board member, administrator, or employee is required to disclose this information to the Board at a public meeting before the Board enters into the contract. The Board is required to vote at the public meeting on whether or not it considers the relationship to be a conflict of interest.

Nepotism

The Board recognizes the need to avoid nepotism. With the implementation of this policy, the Board directs that:

- i) No voting members of the Board shall be an employee of a for-profit company that provides substantial services to the Academy for a fee.

- ii) No employee of the Academy shall be immediate family to any member of the Nonprofit Board, unless such proposed employment is disclosed to the Board and approved by the Board in a duly called open session meeting.
 - iii) No employee of the Academy, whether hired by the Board or a management company, shall be a voting member of the Nonprofit Board.
 - iv) No teacher or staff member that is immediate family of the chief administrator shall be hired without the Board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred.
-

References:

Effective Date: _____

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CREEK POINT ACADEMY

Admission and Enrollment Policy

Admission to the school shall be open to all age-appropriate children for grade levels offered in accordance with the school's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The school will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice and random selection to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, random selection and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the school.

References:

US Constitution, Fourteenth Amendment

Title IX of Education Amendments Act (20 USC 1681 et. seq.)

The Civil Rights Act of 1964

The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])

Rehabilitation Act of 1973 (29 USC 791 et. seq.)

Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)

The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)

Indiana Code IC 20-24 et seq.

National Heritage Academies Admissions and Enrollment Practices & Procedures

National Heritage Academies Homeless Child Practices & Procedures

Effective Date:

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing public school.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” for the first year of operation will be determined prior to June 30 by the NHA Admissions Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment Period is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of Open Enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians and students prior to the first day of school.

Application Procedures

Interested parties may obtain applications at:

- The school’s website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Prior to the start of school, accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form (*Proof of Residency documentation – **Aspire Only***). The school will send letters to parents/guardians reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents/guardians that if the student does not

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter contract or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- *Applicants residing in the school district where the school is located (**Aspire only**)*
- All remaining applicants

If permitted by law, other enrollment preferences may be granted. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under and Over-Subscribed Grades

A neutral third-party person (as previously described) will perform a random selection of the names of each applicant. Any under-subscribed grades will be considered before the over-subscribed grades in descending order. After all under-subscribed grades have been identified, the order of the over-subscribed grades will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference, but will wait until their grade level is selected.

Step 3: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian may contest or appeal the random selection process, in writing, to the school's board of directors. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made by the school board or its designee.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Homeless Child	Curriculum & Instruction	OP – 334
Date last updated: July 11, 2018		

1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 U.S.C. §11301 et seq.) ("McKinney-Vento Act").

2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified Homeless Children and Unaccompanied Youth enrolled in or being considered for enrollment in the district receive a free and appropriate education and meaningful opportunities to succeed in the school. This includes identified Homeless children eligible for pre-kindergarten programming.

Definitions

“Homeless Child” - a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

“School of Origin” – the public school, including a preschool or a charter school, the child attended when permanently housed or the school in which the child was last enrolled. When the child completes the final grade, level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

“Unaccompanied Youth” - a youth not in the physical custody of a parent or guardian who meets the definition of homeless.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

- 4.1 The school principal will designate a local homeless Liaison (“Liaison”). The Liaison’s name and role will be posted in the front office and updated as necessary.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Homeless Child	Curriculum & Instruction	OP – 334
Date last updated: July 11, 2018		

4.2 The Liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, state coordinators for Homeless Children, public and private service providers in the community, housing and placement agencies, and other service providers.

4.3 The Liaison will ensure that:

- Homeless Children are identified by school personnel and through coordination activities with other entities and agencies;
- Ensure that Homeless Children are immediately enrolled in and have full and equal opportunities to succeed in the school;
- Ensure that Homeless Children and their families receive eligible educational services;
- Make referrals to housing, health, mental health, dental, and other services;
- Inform parents/guardians of educational and related opportunities available to their children;
- Inform Unaccompanied Youths of their status as independent students under section 480 of the Higher Education Act of 1965 and their right to receive verification of this status;
- Provide parents/guardians with meaningful opportunities to participate in their child's education;
- Inform parents/ guardians and Homeless Children of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
- Assist the requestor in commencing an appeal pursuant to applicable law;
- Disseminate public notice of the educational rights of Homeless Children;
- Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying Homeless Children, and procedures for reporting to the Liaison; and
- Record *myNHA* information in coordinator with the registrar;

5. PROCEDURES

5.1 Identification

The school has an affirmative obligation to identify students in temporary housing. The Liaison, in collaboration with school personnel and community organizations, will identify Homeless Children, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire (“SRQ”) upon enrollment of any student and all students whose address changes during the school year, and the provided response must clearly describe current living arrangements of the child to determine whether the child meets the definition of a Homeless Child. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement this practices and procedures document and ensure adherence with federal, state and NHA requirements.

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New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form, following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Office of STAC & Special Aids Unit (New York State Education Department, Room 415, Education Building, Albany, NY 12234), Intervention Services at the NHA Service Center, and keep a copy in the school's records.

5.2 School Selection

Homeless Children have the right to remain at their School of Origin or to attend any school in the attendance area in which students are actually living. After a child becomes permanently housed, the child has the right to remain enrolled in, and continue receiving transportation to the school of origin for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade;

If the parent/guardian agrees, Homeless Children will remain at their School of Origin to the extent it aligns with the best interests of the child. Homeless Children may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

Best interest of the child is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

If, after weighing these considerations, the liaison determines it is not in the Homeless Child's best interest to attend their School of Origin, the Liaison must provide the parent, guardian, or Unaccompanied Youth with a written explanation of the reasons for its determination and outlining the right to appeal.

The written explanation should include:

- A description of the action proposed or refused by the school;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed including notice that families and students have 30 days to appeal; and
- Contact information for the local liaison and State Coordinator, and a brief description of the roles.

PRACTICES & PROCEDURES

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5.3 Enrollment

The school selected for enrollment must immediately enroll any Homeless Child. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's living situation.

The school will coordinate the transfer of school records with other districts and contact the child's previous school to obtain school records. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community-based clinics.

The school will excuse any tardiness or absence related to a Homeless Child's living situation when applying any school policy regarding tardiness or absences.

5.4 Services

The school must provide Homeless Children services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;
- School nutrition programs (the school will provide free meals to the Homeless Child as all Homeless Children are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs;
- Before- and after-school programs; and
- Other extra-curricular activities

Transportation

The Liaison will coordinate transportation arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered when making the *best interest of the child* determination in regards to potential harm to the child (New York Only: or up to 50 miles each way, even if such services are not available to student who are permanently housed).

Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a Homeless Child missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate complaint procedures as detailed in this document.

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Transportation is provided at a parent/guardian's or Unaccompanied Youth's request to the school of origin for students who are homeless, including preschool students if applicable, for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade.

Transportation is provided for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier.

Title I

Homeless Children are automatically eligible for Title I services and remain eligible after becoming permanently housed for the remainder of the school year. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Homeless Children suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Unaccompanied Youth suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii)).

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

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Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint (“Complainant”). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the attached Complaint Resolution Initiation Form. The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services the child is eligible for, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s).

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Appeal Procedures – Colorado

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

Use the Colorado Dispute Resolution Form during the appeal process.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

Appeal Procedures – Georgia

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department. The complaint may be made either in writing or submitted electronically through the Department's online complaint process.

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Address the complaint to the following address:

- Georgia Department of Education, Legal Services Division,
2052 Twin Towers East, 205 Jesse Hill, Jr. Drive, SE, Atlanta, Georgia 30334

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

Appeal Procedures – Indiana

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of homeless children, address the complaint to the following address:

- Indiana McKinney-Vento Homeless Education State Coordinator, Indiana Department of Education, 115 W. Washington Street South Tower, Suite 600, Indianapolis, Indiana 46204.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

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The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing, among other things, the IDOE's commitment to issue a resolution in the form of a *Letter of Findings*.

An IDOE complaint investigator will conduct an independent review of all relevant information and issue the *Letter of Findings* to the Complainant within thirty (30) days of receipt of a complaint, absent exceptional circumstances.

Appeal Procedures – Louisiana

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support, P.O. Box 94064, Baton Rouge, Louisiana 70804.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include a breakdown of the findings, the reasons for the final decision, and the Complainants right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

Appeal Procedures – Michigan

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant. The complaint may be submitted electronically or mailed to the address listed out below.

Address the complaint to the following address:

- State Coordinator for Homeless Education, Michigan Department of Education, Office of Field Services, Special Populations Unit, P.O. Box 30008, Lansing, MI 48909.

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The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information within five (5) school days to three regional McKinney-Vento staff.

Within five (5) school days the regional staff will review the documentation and use the MDE Dispute Review Form to submit a summary, concerns, and recommendations to the State Coordinator.

Within two (2) school days of receiving the regional reviews, the State Coordinator will render a decision and notify the Complainant.

If the complaint is not resolved in a satisfactory manner by the State Coordinator, the final appeal shall be directed to the OFS Special Populations Manager by the Complainant. Appeals under this process must be made in writing and signed by the Complainant.

Within five (5) school days after receiving the regional reviews, the OFS Special Populations Manager will render a final decision and notify the Complainant. There are no federal level appeals for McKinney-Vento disputes through USDOE.

Appeal Procedures – North Carolina

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Coordinator for Homeless Education, National Center for Homeless Education, SERVE Center at UNCG, 5900 Summit Avenue, Ste. 201, Browns Summit, NC 27214.

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The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 schools days following receipt of the complete appeal, the State Coordinator shall issue a final written decision to the school and the Complainant.

Appeal Procedures – New York

DISPUTE RESOLUTION PROCESS

The school has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- The school will provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of a student in temporary housing, or to an unaccompanied youth if the school determines that the school is not required to either enroll and/or transport such child or youth to the school of origin or a school requested by the parent or guardian or unaccompanied youth, or if there is a disagreement about a child's or youth's status as a homeless child or unaccompanied youth. The written explanation will be in a manner and form understandable to such parent, guardian, or unaccompanied youth and will include a statement regarding the McKinney-Vento liaison's availability to help the parent, guardian, or unaccompanied youth with any appeal and the contact information for the liaison.
- The school will immediately enroll the student in the school in which enrollment is sought by the parent or guardian or unaccompanied youth, provide transportation to the school, and will delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth.

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- If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner within 30 days of such final determination, the student will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.

MCKINNEY-VENTO LIAISON'S DISPUTE RESOLUTION RESPONSIBILITIES

The school's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law §310 of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the school's McKinney-Vento liaison will:

- provide the parent or guardian or unaccompanied youth with a copy of the form petition, which is available at: <http://www.counsel.nysed.gov/appeals/homelessForms>;
- assist the parent or guardian or unaccompanied youth in completing the form petition;
- arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;

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- accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The liaison must also make such correspondence available to the parent or guardian or unaccompanied youth; and
- maintain a record of all appeals of enrollment, school selection, and transportation determinations.

Appeal Procedures – Ohio

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 S. Front Street, Mail Stop 404, Columbus, Ohio 43215.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Foster Care Child	Curriculum & Instruction	
Date last updated: June 29, 2018		

1. PURPOSE

To promote the educational stability of students in placed in Foster Care by working with students, their designated caregivers, and local child welfare agencies, or at the state level in compliance with Every Student Succeeds Act ("ESSA").

2. PRACTICE

The school will adhere to the provisions of ESSA to ensure the educational stability of all identified children in Foster Care by working with students, their designated caregivers, and local child welfare agencies to determine the educational placement that is in the best interest of the student, and by providing transportation and other services consistent with applicable state laws and regulations.

Definitions

“Foster Care” – refers to 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

“School of Origin” - the school the child attended when permanently housed or the school in which the child was last enrolled. When the child completes the final grade level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

“Additional Cost” – refers to the difference between between what an LEA would otherwise spend to transport a child to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

4.1 The school The Liaison, in collaboration with the Child Welfare Agency (“CWA”), will serve as one of the primary contacts in between foster families, school staff, and district personnel.

4.2 The principal will designate a local Foster Care Liaison (“Liaison”).

PRACTICES & PROCEDURES

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Foster Care Child	Curriculum & Instruction	
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4.3 The Liaison will:

- Collaborate with local CWA to ensure children in Foster Care are immediately enrolled
- Document and attend the Best Interest Determination
- Facilitate the immediate transfer of records for all children in Foster Care
- Ensure that children in Foster Care have full and equal opportunities to succeed in the school;
- Ensure that children in Foster Care and their families receive eligible educational services;
- Track attendance and progress of children in Foster Care;
- Inform foster parents/ guardians and children in Foster Care of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes in accordance with state guidance and complaint procedures;
- Conduct annual training for school personnel on Title I Provisions and educational needs of children in foster care; and
- Record *myNHA* information in collaboration with office staff;

5. PROCEDURES

5.1 Identification

It is the role of the CWA to notify the school within one (1) school day of a child being placed in Foster Care. During the enrollment process, if students in Foster Care are enrolled, the Liaison will contact the appropriate CWA to ensure open communication takes place regarding the needs of the student.

5.2 School Selection

Children and youth in Foster Care have the right to remain at their School of Origin or to attend any school that houses students who live in the attendance area in which they are actually living. After a child exits Foster Care, if it is determined to be in the child's best interest, the child has the right to remain enrolled in, and continue receiving transportation to the School of Origin for the remainder of the academic year during which the child exits Foster Care.

Children and youth in Foster Care will remain at their School of Origin to the extent it aligns with the best interests of the child. Children and youth in Foster Care may remain at their School of Origin the entire time they are in Foster Care and until the end of any academic year in which they exit Foster Care. The same applies if they enter Foster Care between academic years.

PRACTICES & PROCEDURES

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Best interest of the child is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or foster parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

It is the role of the CWA to form a committee for the Best Interest Determination and initiate communication to the appropriate parties. At the conclusion of the Best Interest Determination, the Liaison, in collaboration with the CWA, must provide the parent or guardian with a written explanation of the reasons for its determination and outline the right to dispute the decision.

The written explanation should include:

- A description of the action proposed or refused by the committee;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the committee's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed; and
- Contact information for the local liaison, CWA Coordinator, and a brief description of the roles.

During the Best Interest Determination, every effort will be made by the relevant parties to reach an agreement regarding the appropriate school placement for children in foster care. However, if there is disagreement the final decision will be ceded to the CWA. This is because the CWA is able to assess both the non-educational factors and other components of the child's case plan.

Once a decision is made following a disagreement the CWA, will provide a written explanation of the resolution to all involved parties, demonstrating proof that its decision is in the child's best interest.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Foster Care Child	Curriculum & Instruction	
Date last updated: June 29, 2018		

5.3 Enrollment

The school selected for enrollment must immediately enroll any children in Foster Care. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's placement in Foster Care.

The liaison and other district personnel will coordinate the transfer of school records and contact the child's previous school to request school records within one (1) school day of receiving the requisite documents from the CWA related to the child's enrollment. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from the previous school, state registries and/or community based clinics.

The liaison and other district personnel will ensure that all school records pertaining to a student transferring out of district are sent to the receiving school within ten (10) school days of the CWA's notification that a student in Foster Care is changing schools.

5.4 Services

The school must provide Children and youth in Foster Care services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Educational services for which the student meets eligibility criteria, including special education, Title I, and related services and programs for English language learners;
- School nutrition programs;
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

Transportation and Transportation Plans

At a foster parent or CWA's request, the school will immediately arrange and provide transportation to and from the School of Origin through an appropriate, cost-effective option. The Liaison will coordinate these arrangements with the local CWA. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes and when making the *best interest of the child* determination. The length of the commute will only be considered when making the *best interest of the child* determination regarding potential harm to the child. Transportation disputes will not result in a child in Foster Care missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the local CWA and state authorities following the appropriate complaint procedures as detailed in this document.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Foster Care Child	Curriculum & Instruction	
Date last updated: June 29, 2018		

A child in foster care needing transportation will continue to receive this service for the duration of time the child is in foster care, through the end of the academic year to ensure that the child's educational stability is maintained.

The Charter District will coordinate and collaborate with the CWA to make an appropriate transportation plan that supports the student's school stability plan and is fair to the Charter District's taxpayers, consistent with the Charter District's obligations under the federal Fostering Connections Act.

The Charter District recognizes the CWA may have access to federal funds to support the student's school stability plan, including transportation costs. Therefore, when there are additional costs incurred by the Charter District to provide transportation to the school of origin the Charter District will first seek to have the CWA agree to provide that transportation through a separate contract or by reimbursing the Charter District. The Charter District will also consider sharing the additional cost with the CWA or absorbing the full of amount of the additional cost. Until such an agreement is reached and signed, the district will continue to fund and transport the child in foster care.

Title I

Children and youth in Foster Care are automatically eligible for Title I services. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the ESSA, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Children and youth in Foster Care suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
Foster Care Child	Curriculum & Instruction	
Date last updated: June 29, 2018		

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint ("Complainant"). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the Complaint Resolution Initiation Form. The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services for which the child is eligible, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison, in collaboration with the local CWA, must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison, in collaboration with the CWA must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint.
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal. The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Proposal. A proposal will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

Statement of Assurances

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

- ☒ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this proposal, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the proposal and to provide such additional information as required.
- ☒ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Grace Schools Charter Authority, LLC and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 7. Recipients will comply with all provisions of the *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 Recruiter Access to Students and Student Recruiting Information*, the *Unsafe School Choice Option*, the *Family Educational Rights and Privacy Act (FERPA)* and assessments.
- ☒ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- ☒ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

- ☒ 10. Recipients will indemnify and hold harmless GSCA, 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.
- ☒ 11. Recipients understand that GSCA may revoke the charter if GSCA 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 proposal 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 and Sign Lindsay Lux

Date 9/20/2023





NHA Service Center Department Structure and Overview

JASON PATER
INTERIM CHIEF EXECUTIVE
OFFICER

ERIC SPANGLER
CHIEF TECHNOLOGY OFFICER

CRM & ITSM

- Develops business solutions, training, and support based on Microsoft Dynamics 365 including Marketing/Enrollment CRM, Legal Contracts, IT Asset Mgmt., Partner Portal, Charter Renewals, and School Calendars
- Supports and provides continuous improvement to NHA's customer service management solutions provided by IT, People Services, and Finance employees

ENTERPRISE APPLICATIONS & SECURITY

- Delivers and supports enterprise-wide software applications in support of NHA business processes to enable efficient and effective operations including Office 365, Google, Oracle, and OnBase
- Identifies, assesses, and mitigates IT security risks across NHA's people, processes, and technologies to protect the confidentiality, integrity, and availability of NHA's schools and Service Center

IT OPERATIONS

- Delivers and maintains IT infrastructure for all schools and the Service Center including network services, network-based security solutions, server and storage infrastructure, voice services, and printing/copying services
- Manages IT assets and inventory across the schools' locations and devices including employee laptops, student Chromebooks, and classroom technology including document cameras and projectors
- Provides technical support and assistance to school staff, NHA employees, and High School Students, resolving IT issues and incidents

myNHA & SCHOOL APPS

- Develops, maintains, and supports NHA's custom Student Information System to support school operations, student data tracking, and data used for analysis and decision-making including state reporting requirements
- Manages the development and delivery priorities using a SAFE Agile approach in partnership with stakeholders to prioritize and deliver new features, functionality, and integration with other software solutions
- Manages digital curricular/edtech tools and vendors by providing integrations, rostering, and end user support

PROJECT & CHANGE MANAGEMENT

- Plans and defines project goals, objectives, scope, timelines, and budget, as well as identifying project stakeholders and their requirements
- Organizes and leads project teams, assigning tasks and responsibilities, managing project risks, issues, and changes, and monitoring and controlling project progress and performance
- Communicates with project stakeholders, providing project status updates, delivering project outcomes, and ensuring customer satisfaction and quality deliverables
- Partners with Business Owners to develop change management and training plans to best ensure the successful roll out and adoption of new processes and tools

THEA REIGLER
CHIEF PEOPLE OFFICER

COMPENSATION & BENEFITS

- Provides and administers comprehensive employee benefits
- Confidentially answers benefits questions and provides assistance to employees
- Develops and consistently applies organization-wide compensation practices
- Employee compensation including incentive plans
- Market analysis for NHA geographic regions
- Manages employee leave requests and process

EMPLOYEE ENGAGEMENT

- Manages bi-annual employee engagement survey
- Facilitates engagement activities at schools and Service Center
- Facilitates employee wellbeing and staff recognition programs

PS TECHNOLOGY

- Administers NHA HR technology (e.g., Oracle and OnBase)
- Provides access to employee data
- Manages human capital reporting and analytics

LEARNING AND PERFORMANCE

- Leads a learning and development culture by strategically designing, developing, and deploying learning initiatives throughout NHA.
- Ensures compliance with all state and federal evaluation and educator effectiveness requirements
- Drives organization-wide employee performance strategy

CREDENTIALING

- Works with Talent Acquisition to ensure new employees are properly credentialed
- Monitors state policies regarding personnel requirements
- Conducts state reporting requirements and responds to various audit requests

TALENT ACQUISITION

- Sources and screens top talent for all NHA Schools and Service Center
- Negotiates and presents offers to top candidates
- Provides excellence in customer and candidate experience

WORKFORCE PLANNING

- Coordinates and plans university and other career/job fairs
- Cultivates relationships with universities and colleges
- Coordinates and places student teachers in NHA partner schools
- Facilitates alternative certification partnerships

BUSINESS PARTNERS/SHARED SERVICES

- Main People Services contact for school leaders
- Supports school leaders to improve staff engagement and school culture
- Partners with leaders for workforce planning and placements
- Facilitate conflict resolution and primary contact for general employee concerns
- Manages employee relations performance concerns, corrective actions and terminations
- Facilitates labor relations strategies
- Provides support with the technical aspects of internal and external evaluations systems
- Ensures compliance with all state and federal evaluation and educator effectiveness requirements
- Supports school leaders to improve staff engagement and school culture
- Manages employee relations and all legal employment claims
- Process new hire and relevant benefit enrollment information
- Handles human capital employment transactions within our ERP

NICK SHELROWN
CHIEF LEARNING OFFICER

SCHOOL QUALITY

- Works to continuously improve the quality of instruction and school environment to enhance student learning
- Hires and develops high-performing school leadership teams
- Oversees implementation of NHA programs and initiatives
- Monitors the performance of each school
- Works cross functionally with NHA departments to ensure the success of each school

SCHOOL LEADERSHIP DEVELOPMENT

- Builds a leadership culture throughout the NHA school network
- Identifies and promotes successful school leadership practices and behaviors
- Prepares new principals and deans to create and lead a successful school community
- Designs and delivers professional development for experienced directors, principals and deans
- Develops and sustains a pipeline of leadership candidates to successfully lead our schools

CURRICULUM & INSTRUCTION

- Develops the vision for high-quality instruction at NHA for all content areas
- Develops or selects curricular resources aligned to our vision and state standards
- Provides professional development to teachers and leaders to improve implementation of NHA's curriculum and instructional practices
- Provides expertise, training, and support of NHA's Common Assessment Model
- Provides school support to teachers and deans to improve instructional quality

SPECIAL EDUCATION

- Provides school-based support for Special Education, Section 504, and homebound/hospitalized students
- Assists in maintaining compliance with state and IDEA federal regulations
- Supports quality specialized programs and services
- Assures special education data accuracy for internal and state reporting
- Develops and provides professional development to Special Education teachers and leaders

INFORMATION & ANALYTICS

- Serves as accountability liaison for the schools and provides accountability support to schools at the state, federal, and authorizer level
- Provides analytical support to Academics, Marketing and People Services teams
- Manages NWEA testing and state assessments
- Manages data collection, integration, and reporting
- Supports test proctoring

BUSINESS INTELLIGENCE

- Collects data from various sources and consolidates them in the NHA data warehouse
- Supports projects using NHA data
- Creates and manages websites, dashboards, and reports to share NHA data

BOB OWEN
CHIEF FINANCIAL OFFICER

SCHOOL FINANCIAL SERVICES

- Provides budget development, support, tracking, and authorizer/departments of education compliance reporting
- Tracks and reports student counts, demographics, and attendance
- Manages Free and Reduced Meal (FRL) program eligibility process
- Supports schools through the federal and state grant funding process, including writing applications, maintaining budgets, ensuring compliance requirements are met, and supporting audits
- Supports schools in the School Improvement Planning process
- Supports schools who are identified as "high priority" in turn-around planning and performance monitoring
- Supports specific special populations (students experiencing homelessness, foster, and neglected and delinquent) and provides professional development to school level staff working with these student groups
- Supports community-based partnership which provide schools with additional student services

ACCOUNTS PAYABLE

- Manages vendor payments and employee reimbursements

PAYROLL

- Processes NHA bi-weekly payroll
- Ensures proper employee-employer tax set up, calculations, and filings to federal, state, and local reporting agencies
- Provides support for payroll related questions and requests

GENERAL & CORPORATE ACCOUNTING

- Supervises NHA banking and finance
- Administers fixed asset and equipment tracking
- Supports school, state, federal, board, and authorizer reporting

FINANCIAL AUDITS

- Manages financial statements, grant compliance, and fiscal program audits for all schools
- Serves as key point of contact with external auditors and various state educational agency representatives
- Researches important upcoming accounting and legal regulations to ensure financial and operational compliance of all schools
- Performs internal audits of NHA processes to ensure efficient and effective business operation

FINANCIAL PLANNING & ANALYSIS

- Creates budgets and performs financial analysis
- Manages the new school investment process
- Provides technical support for financial systems and processes

LEGAL & COMPLIANCE

- Provides legal support to Service Center and schools
- Manages NHA contract drafting, review, and tracking
- Maintains service agreements, leases, and policy documents
- Manages the Compliance Management System and the submission of more than 12,000 compliance documents
- Manages student long-term suspension and expulsion process

PROCUREMENT

- Manages purchases for NHA schools and Service Center
- Negotiates national contracts and volume discount agreements for best service and lowest cost for all schools
- Guide schools toward the best suppliers and products

OFFICE SERVICES

- Processes all incoming and outgoing mail and package deliveries, including weekly school shipping
- Maintains inventory of Service Center supplies
- Provides FedEx training to school office staff

TARI REININK
CHIEF MARKETING OFFICER

ADMISSIONS

- Drive awareness and applications through grass roots marketing and community outreach
- Nurture all applied, accepted, and registered families (reduce registered erosion) to enroll
- Partner with school teams to on-board new families

ENROLLMENT

- Supports school staff to ensure compliance with the NHA enrollment process and state laws
- Works with school leadership and school quality to monitor and assess data to identify and evaluate enrollment challenges and opportunities
- Manages the application and registration process for select schools
- Executes enrollment lotteries for all schools
- Facilitates on-boarding and training for registrars, office administrators, and school leaders

PARENT RELATIONS

- Responds to parent concerns and questions via phone, email, and online chat
- Partners with school leadership to address parent challenges, write parent expectation letters and increase parent communication at the school level
- Manages Voice of the Parent survey
- Conducts exit surveys with withdrawn families to gather parent feedback that is used to track trends and increase parent satisfaction
- Helps families create and access NHA's Parent Portal.
- Supports schools in collecting re-enrollment decisions

COMMUNICATION

- Obtains earned media for all NHA schools
- Addresses media inquiries
- Writes parent communications
- Provides crisis communication planning
- Edits written material to obtain the NHA voice
- Publishes the NHA blog

MARKETING

- Find interested parents in order to generate applications and ultimately drive enrollment
- Plan and execute marketing and advertising campaigns across digital and traditional channels
- Evaluates markets for new schools
- Creates and maintains digital marketing resources, including websites, social media, and the Parent and Student Portal applications
- Nurtures prospects through email marketing and text messaging

CREATIVE

- Develops and produces all NHA marketing materials
- Supports creative Service Center projects

SPECIAL EVENTS

- Coordinates all aspects of event management for school and Service Center events
- Manages the school uniform program
- Manages the Service Center welcome center

JASON PATER
CHIEF OPERATIONS SUPPORT

FACILITIES & CONSTRUCTION

- Evaluates potential new school sites
- Designs and builds all new schools or renovates existing buildings
- Maintains all school facilities in a high quality condition
- Handles disaster recovery and major repairs
- Handles additions, renovations, and capital replacement at existing buildings

REAL ESTATE

- Identifies, negotiates, and acquires real estate for new schools

SAFETY & SECURITY

- Oversees aspects of emergency management, physical security and crisis response
- Provides training to school safety specialists, safety teams and teachers in areas of safety.
- Conducts site assessments at schools to support safety processes

FOOD SERVICE

- Provides support to ensure students receive the best Available breakfast and lunch options
- Ensure NHA is compliant with all aspects of the USDA, state regulations and child nutrition programs

GOVERNMENT RELATIONS

- Educate and inform policymakers about NHA and our partner schools
- Work with coalitions to advocate for charter schools
- Work with legislators to promote stable school operating environments
- Host elected officials on tours of schools in their districts

BOARD RELATIONS

- Develops and maintains strong relationships with NHA partner school Boards and charter authorizers
- Participates in every Board meeting
- Assures compliance with state and authorizer required filings
- Serves as a channel for school operation information
- Serves as a liaison for the Board, school leadership, Service Center, Board attorney, and authorizer

CHARTER RENEWALS

- Analyzes school progress toward charter accountability goals
- Monitors compliance to ensure adherence to the charter contract
- Writes and submits charter renewal applications
- Prepares schools for renewal site visits and interviews

GROWTH & CORPORATE DEVELOPMENT

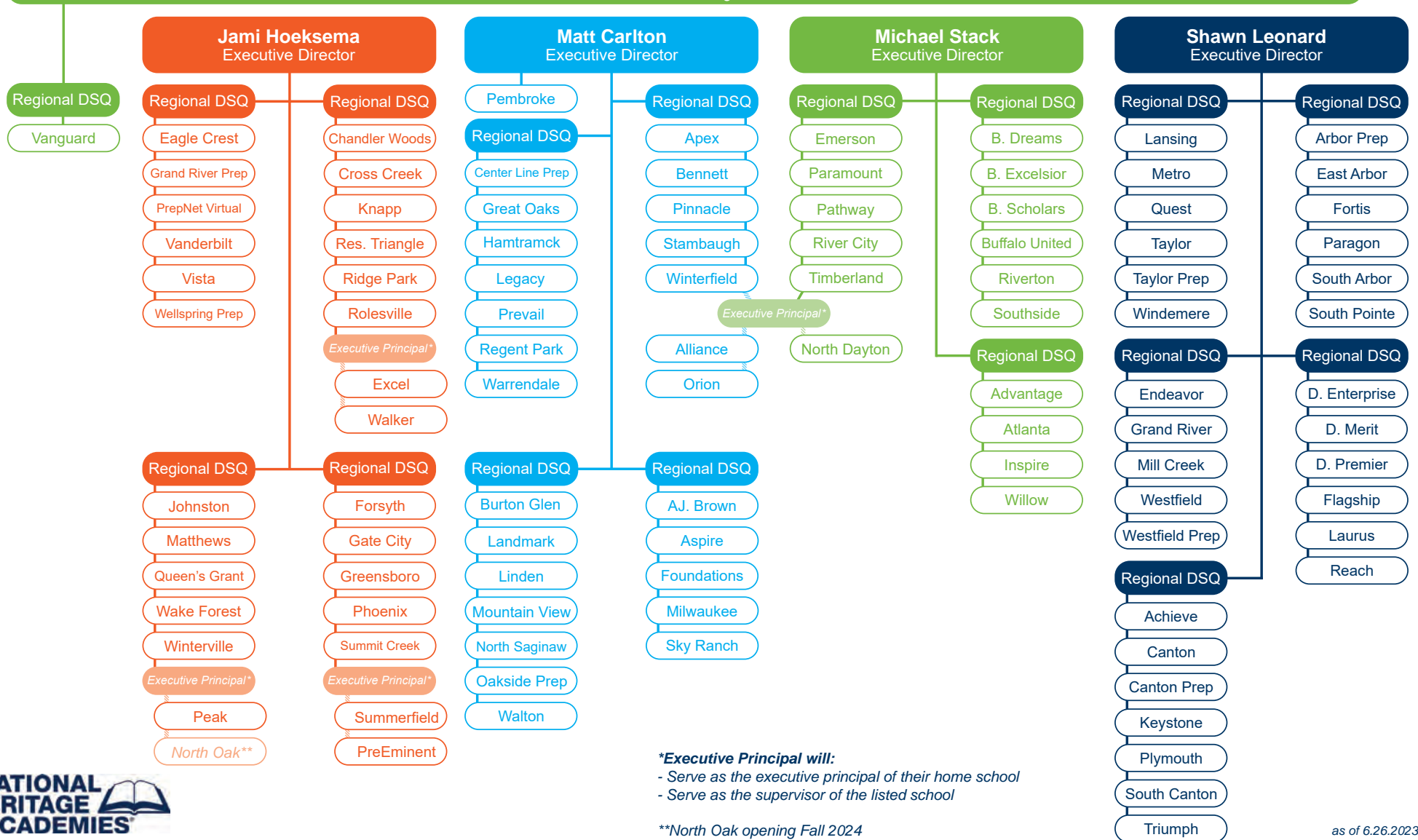
- Identifies communities in need of additional public school choice
- Partners with local nonprofit Boards to develop plans for new charter schools
- Writes and submits charter applications on behalf of nonprofit Boards
- Prepares for and participates in authorizer interviews
- Ensures requirements for charter approval are met
- Identifies and pursues existing charter schools in need of new management (M&A)
- Executes viability studies for new areas of opportunity for NHA

as of 7.14.2023

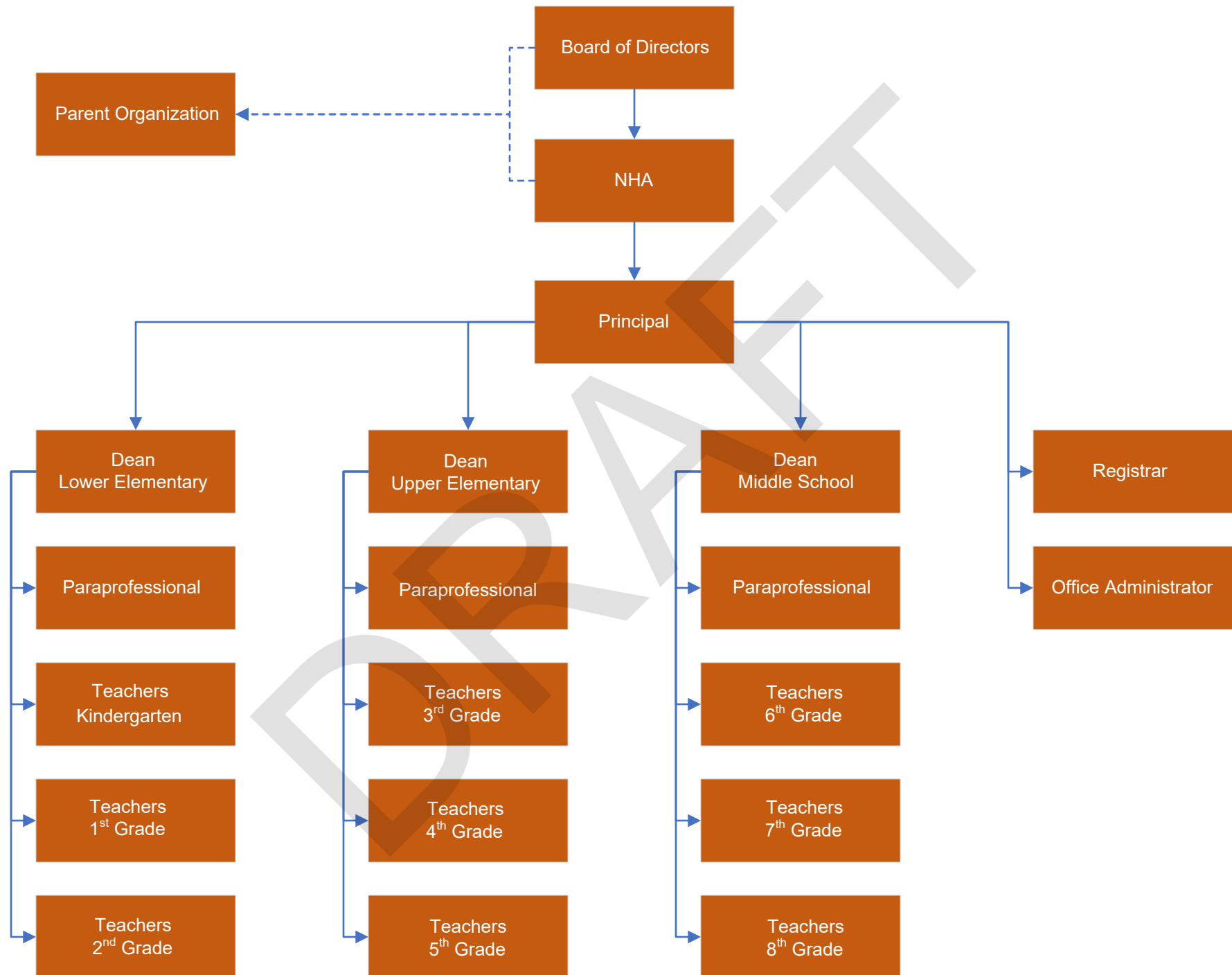
2023-24 School Quality Structure

Nick Sheltroun

Chief Learning Officer



Creek Point Organizational Chart



CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed charter school board member)

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 proposal for a new charter school, GSCA 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 proposal 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: Creek Point Academy
2. Full name: Lindsay Lux

Business Name and Address: The Heritage Group, 6320 Intech Way, Indianapolis, IN 46278

Telephone No.: 317-496-1494

E-mail address: llux@thgrp.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?
 I wish to serve on the board of Creek Point Academy to help prepare students for their future educational opportunities, including a traditional college, a certificate program, or an apprenticeship. I believe making our students good citizens and a contributing member of society is paramount.
6. What is your understanding of the appropriate role of a public charter school board member?
 Members of a public charter school board must focus on providing a high level of accountability and governance with regard to the school's academics, finances, and operations.
7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). 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 numerous other non-profit boards including the Government Affairs Society of Indiana, the American Lung Association, the Indiana Tobacco Prevention and Cessation Board, and the Young Professional Board for IndyHub. On these boards, I held leadership roles as the chair of the Young Professional Board for IndyHub and the membership chair for the Government Affairs Society of Indiana.

8. Describe the specific knowledge and experience that you would bring to the board.
I believe my previous experience serving on non-profit boards and my knowledge of governing will be an asset to Creek Point Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Creek Point Academy will prepare students with the academic skills and personal development to be successful in high school, college, and life.
2. What is your understanding of the school's proposed educational program?
Creek Point Academy will partner with National Heritage Academies (NHA) to implement their educational program. I have firsthand experience working with NHA. I have met parents, students, teachers, and administrators from other NHA-partner schools. Their success is evident throughout the country. NHA's model centers around four pillars and emphasizes moral focus.
3. What do you believe to be the characteristics of a successful school?
Characteristics of a successful school include strong enrollment, student achievement improvements, and students learning to be good citizens.
4. How will you know that the school is succeeding (or not) in its mission?
The school will be succeeding in its mission if we see positive interactions between parents, students, staff, and the principal.

Governance

1. Describe the role that the board will play in the school's operation.
Our Board will focus on governance. We will hold NHA accountable to delivering day to day operations of Creek Point Academy. NHA and our school leader will be held responsible for delivering regular reports to our Board on academics, operations, and finances.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
Success after our first year of operation will be indicated by low staff turnover and the number of returning students. If our school is steadily increasing enrollment, it will be an indication of success at the end of four years. I also hope the school is seeing its students transition easily to high school as well-prepared students.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The steps our board will take to ensure the school is successful are placing a priority on student literacy, academic rigor, parental involvement while also ensuring our board focuses on governance and financial responsibility.
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
As the board president of Creek Point Academy, I would handle the situation in accordance with our bylaws and the conflict of interest policy. I would involve the board legal counsel to assist in addressing the issue.

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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. 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

4. 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

5. 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 contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

In my former employer, National Heritage Academies was a client of the firm for lobbying and some legal services. That relationship was terminated nearly 2 years ago out of necessity when I changed jobs.

6. 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

7. 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

8. 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

9. 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, Lindsay Lux, certify to the best of my knowledge and ability that the information I am providing to Grace College as a prospective board member for Charter School is true and correct in every respect.



Signature

9/21/2023

Date

BACKGROUND CHECK AUTHORIZATION FORM

I, Lindsay Lux, submit this background check authorization as part of the proposal from Creek Point Academy for a charter pursuant to IC § 20-24-2.1 from Grace Schools Charter Authority, LLC.

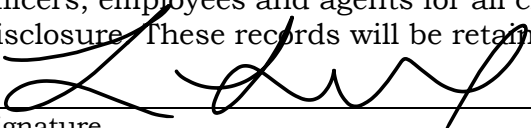
I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	Lindsay Alison Grace
Have you ever been convicted of a criminal offense?	No
If yes, please indicate date, charge and city where convicted:	
Please list all of your residences (by city, county and state) during the past ten (10) years:	Indianapolis, Marion, Indiana

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to Grace Schools Charter Authority Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of Grace Schools Charter Authority and the Indiana Department of Education as is necessary to evaluate the proposal submitted by Creek Pointe Academy (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the GSCA staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with GSCA.

 435-53-8387
Signature Social Security Number

08/04/1983 9/21/2023
Date of Birth Date

Board Member
Position with proposed school (e.g., school leader, board member, chief operating office, etc.)

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed charter school board member)

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 proposal for a new charter school, GSCA 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 proposal 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: Creek Point Academy
2. Full name: Jukobie Russell

Business Name and Address: Rhoades Elementary School, 502 S. Auburn St., Indianapolis, IN 46241 and Knowledge Based Solutions, 5172 East 65th St., Indianapolis, IN 46220.

Telephone No.: 317-446-7588

E-mail address: kbsllc1199@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

As an educator for over 20 years, I understand the importance of all students receiving a quality education that sets them up for success in the future. I have a compassion for the area, having lived there and attending Andrew J. Brown Academy. I will bring my perspective as a teacher to this board to make sure their concerns are being addressed.

6. What is your understanding of the appropriate role of a public charter school board member?

Having lived in the area and having family members near our proposed location, I understand the importance of governing Creek Point Academy to be a quality educational choice for all families. Our board will examine teacher performance and the programs the school offers to ensure we are serving our students to the highest extent possible.

- Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have a unique perspective as an educator, parent, and a Creek Point Academy board member. I also have a keen understanding of the area our school will be located. I will use my knowledge to provide insight on curriculum to equally serve all students.

- Describe the specific knowledge and experience that you would bring to the board.

I wish to be a resource to other board members to share my firsthand experience working with children in the classroom. As previously mentioned, I have a compassion for this area and want to continue educating students who choose to stay in the current school building.

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs?

Creek Point Academy will empower students to foster strong literacy skills and be self-motivated learners while implementing a rigorous, moral focus curriculum. These guiding beliefs will be a benefit to the community and growing the young minds of the students.

- What is your understanding of the school's proposed educational program?

Creek Point Academy will prepare students for high school, college, and life beyond their education. Our educational program will be aligned to state standards and include a character-building moral focus program.

- What do you believe to be the characteristics of a successful school?

Characteristics of a successful school include a rigorous curriculum, competent teachers, students reaching their full potential, and parental involvement. As an educator, I understand the importance of having effective teachers in each classroom, having school staff who are invested in the success of the school, and creating a safe environment for all students.

- How will you know that the school is succeeding (or not) in its mission?

Success will take some time to be seen. Our school is succeeding in its mission if we see happy and successful educators, parents, and students. A successful school environment is central to our mission.

Governance

- Describe the role that the board will play in the school's operation.

I understand that our board will be responsible for governance including overseeing finances, academics, and operations. We will delegate daily operations of the school to our management partner, National Heritage Academies. I do not take my responsibility as a board member lightly and look forward to having a positive influence on the school and community.

- Provide a forecast of where you see the school after its first year of operation and then again in four years.

After our first year of operations, Creek Point will be successful if our school understands our deficiencies and works to fill those gaps. After four years, I expect student performance data to indicate if the school is successful.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure our school is successful, we will solicit feedback from teachers, parents and our community. We will take this feedback into consideration at each of our board meetings.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If the situation described above were to happen, I would address the issue with the board member in question and bring the issue to the attention of the board president for further investigation.

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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. 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

4. 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

5. 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 contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☒ Yes, Former Co-worker

6. 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

7. 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

8. 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

9. 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

JAKOBIE K. RUSSELL certify to the best of my knowledge and ability that the information I am providing to Grace College as a prospective board member for Charter School is true and correct in every respect.


Signature

9-26-2023
Date

BACKGROUND CHECK AUTHORIZATION FORM

I, Jukobie W. Russell, submit this background check authorization as part of the proposal from Creek Point Academy [name of school] for a charter pursuant to IC § 20-24-2.1 from Grace Schools Charter Authority, LLC.


I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	N/a
Have you ever been convicted of a criminal offense?	Yes
If yes, please indicate date, charge and city where convicted:	1993; petty theft, Terre Haute
Please list all of your residences (by city, county and state) during the past ten (10) years:	Marion county Indianapolis, Indiana

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to Grace Schools Charter Authority Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of Grace Schools Charter Authority and the Indiana Department of Education as is necessary to evaluate the proposal submitted by Creek Point Academy (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the GSCA staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with GSCA.


 Signature _____ Social Security Number 306-82-4507
07/08/1973 09/26/2023
 Date of Birth _____ Date _____
 Board Member
 Position with proposed school (e.g., school leader, board member, chief operating office, etc.) _____

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed charter school board member)

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 proposal for a new charter school, GSCA 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 proposal 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: *Creek Point Academy*
2. Full name: Chad Reynolds

Business Name and Address: Northwestern Mutual, Truss Wealth Advisors, 9753 Crosspoint Blvd., Indianapolis, IN 46256

Telephone No.: (317) 284-5353 *(317) 752-0449 (cell)*
 E-mail address: chad.reynolds@nm.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?

I have the belief that all students should have the opportunity to attend a school that best fits their needs. Strong literacy skills are necessary for all students to reach their full potential.

6. What is your understanding of the appropriate role of a public charter school board member?

As the members of the Creek Point Academy Board, we must ensure our school is sound academically, financially, and operationally. We will work together with our management partner to accomplish this goal for our school.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my background in finance will offer our board expertise when crafting, reviewing,

and approving Creek Point's budget. My skills will assist our Board to make financial decisions that are in the best interest of families who send their students to our school.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in the financial sector for over 16 years and have an extensive background in finance. I will ensure our board governs the school to achieve sound finances, academics, and operations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Creek Point Academy will prepare students for college, career, and life by utilizing a robust K-8 educational experience built upon a foundation of rigorous student-focused curriculum, and implement the four pillars of academic excellence, student responsibility, parent partnerships, and moral focus.

2. What is your understanding of the school's proposed educational program?

Creek Point Academy will utilize National Heritage Academies' educational program. Their educational program has proven successful at 100-partner schools across the country. The program will have moral focus component that aims to grow students beyond just academic outcomes.

3. What do you believe to be the characteristics of a successful school?

A successful school will provide a well-rounded education and be fiscally and operationally stable.

4. How will you know that the school is succeeding (or not) in its mission?

Feedback from parents and staff will be indicative of our success. A dedicated analysis of school academics, finances, and operations will show our Board if we are on a path towards achieving Creek Point's mission.

Governance

1. Describe the role that the board will play in the school's operation.

Our Board will maintain appropriate oversight of the school to make sure it meets the needs of families. We will hold our management company accountable to deliver a successful comprehensive program.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

After our first year of operation, I believe data will show if our school is on track financially, operationally, and academically. After our fourth year of operation, we will be able to analyze the outcomes of our school and compare them with the goals we have set for Creek Point.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We must listen to our school community, educate students according to their needs, and instill character into the educational program.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would raise the matter to the attention of our board president in order to make sure we react appropriately. I believe we should discuss the matter with the board, and if necessary, our legal counsel, and take action accordingly.

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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. 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

4. 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

5. 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 contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. 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

7. 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

8. 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

9. 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, Chad M. Reynolds, certify to the best of my knowledge and ability that the information I am providing to Grace College as a prospective board member for Charter School is true and correct in every respect.

Chad M. Reynolds
Signature

9/26/2023
Date

BACKGROUND CHECK AUTHORIZATION FORM

I, Chad M. Reynolds, submit this background check authorization as part of the proposal from Creek Point Academy [name of school] for a charter pursuant to IC § 20-24-2.1 from Grace Schools Charter Authority, LLC.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	N/A
Have you ever been convicted of a criminal offense?	No
If yes, please indicate date, charge and city where convicted:	
Please list all of your residences (by city, county and state) during the past ten (10) years:	16355 Province Ct. Fortville, IN 46040 3029 Oberlin Ct Indpls IN 46268

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to Grace Schools Charter Authority Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of Grace Schools Charter Authority and the Indiana Department of Education as is necessary to evaluate the proposal submitted by Creek Point Academy (name of school). Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the GSCA staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with GSCA.

<u>Chad M. Reynolds</u>	<u>303-02-1587</u>
Signature	Social Security Number
<u>12/30/1977</u>	<u>9/26/2023</u>
Date of Birth	Date
<u>Board Member</u>	
Position with proposed school (e.g., school leader, board member, chief operating office, etc.)	

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed charter school board member)

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 proposal for a new charter school, GSCA 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: Creek Point Academy
2. Full name: Tory Walker

Business Name and Address:

Telephone No.: 317-480-7646

E-mail address: Troyedwin@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

As a father to young children, I have been considering what I want in a school for them. I wish to serve on this board in order to give each child the greatest tool to change their life, a quality education.

6. What is your understanding of the appropriate role of a public charter school board member?

I believe an appropriate school board member will act in a way to benefit the students, board, and the greater community we serve. The decisions I make as a board member will always reflect what is best for the students and ensuring they are successful.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not previously served on any other boards, I believe my experience as a parent of young children will be a benefit.

8. Describe the specific knowledge and experience that you would bring to the board.

My mother was also a teacher for over 35 years, and I have seen her impact on her students' lives. She showed me the importance of having effective teachers like her in each classroom. My children also attend daycare a few minutes away from our proposed location, so I am familiar with the community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Creek Point Academy strives to empower students to be successful and responsible students by implementing a rigorous curriculum with a moral focus component.

2. What is your understanding of the school's proposed educational program?

Our school will partner with National Heritage Academies. Creek Point intends to use the organization's educational program that focuses on students first and is founded upon four pillars: parent partnership, academic excellence, student responsibility, and moral focus.

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful school include teachers who strive to help their students reach their full potential, providing families with a quality educational choice, and ensuring each student has the tools they need to thrive. I have experienced the lasting impact my mom had on her students and how that can transform their lives.

4. How will you know that the school is succeeding (or not) in its mission?

Our school would be succeeding in its mission if we are preparing students with the literacy skills that are necessary to be successful in high school, college, and their life beyond academics.

Governance

1. Describe the role that the board will play in the school's operation.

Our board will ensure that our school is succeeding in its mission and vision. In addition, we will review financial statements and academic standards.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

At the end of the first year, I expect Creek Point to be making strides toward achieving our mission and vision. At the end of four years, test results and student growth data will help demonstrate the success of our school. Our charter goals will also help our board monitor our progress.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To be successful, our board will prioritize working together with NHA, the principal, families, and the community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If this situation were to arise, I would immediately bring the issues to the attention of the board president to be addressed according to our bylaws.

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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. 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

4. 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

5. 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 contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☒ Yes

Friends with an employee with the Education Service Provider. However, this relationship does not involve business interests or ties presenting a conflict of interest. As a parent of young children, I've joined the Creek Point Academy Board to advocate for strong educational choice in my community. My decisions as a board member will always prioritize the best interests of students and families, and not the school's Education Service Provider.

6. 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

7. 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

8. 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

9. 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, Tory Walker, certify to the best of my knowledge and ability that the information I am providing to Grace College as a prospective board member for Charter School is true and correct in every respect.



Signature

9/26/23

Date

BACKGROUND CHECK AUTHORIZATION FORM

I, Tory Walker, submit this background check authorization as part of the proposal from Creek Point Academy for a charter pursuant to IC § 20-24-2.1 from Grace Schools Charter Authority, LLC.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name):	N/A.
Have you ever been convicted of a criminal offense?	Yes.
If yes, please indicate date, charge and city where convicted:	Criminal Conversion (Misdemeanor): Noblesville, Indiana, 2008.
Please list all of your residences (by city, county and state) during the past ten (10) years:	Fortville, Indiana (Hancock County): 2018-Present Fishers, Indiana (Hamilton County): 2013-18

I hereby give my written consent to any and all investigation and checks into my background that the sponsor deems relevant to the consideration of the proposal, including a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to Grace Schools Charter Authority Executive Director or the Executive Director's representatives, and understand and agree that any such information may be disclosed to representatives of Grace Schools Charter Authority and the Indiana Department of Education as is necessary to evaluate the proposal submitted by Creek Point Academy. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the GSCA staff and Board members, the Indiana Department of Education, the State of Indiana, and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with GSCA.



Signature

317-08-4966

Social Security Number

10/31/83

Date of Birth

9/26/23

Date

Board Member

Position with proposed school (e.g., school leader, board member, chief operating office, etc.)

CREEK POINT ACADEMY GOVERNING BOARD

MODEL CODE OF ETHICS

The Creek Point Academy Governing Board (the Board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Board of Education in accordance with the rules and regulations of the State Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

**Term Sheet for proposed agreement with National Heritage Academies, Inc.
in the operation of Creek Point Academy**

This is an overview of the terms under which National Heritage Academies, Inc. (“NHA”) may agree with Creek Point Academy, Inc. (“CPA”) to operate Creek Point Academy (the “Academy”) as a public charter school and NHA network school, respectively. As noted below, some terms are still under discussion and negotiation, and the parties have not yet reached a final agreement to present to the school’s Board of Directors for consideration.

Accordingly, this provides a snapshot of where the parties currently are in the process.

1. Background and Duration of Contract

- NHA will operate the Academy, located at 3600 N German Church Rd, Indianapolis, IN 46235 beginning in the 2024-25 school year and continue for the length of the charter agreement.
- The Academy will be operated as a public charter school and managed as an NHA network school.

2. Roles and Responsibilities

- NHA and CPA desire to operate an enduring educational alliance, whereby the Academy and NHA will work together to promote educational excellence and innovation, based on NHA's academy design, comprehensive educational program, and management principles.
- Subject to the negotiated terms and conditions of a services agreement, and as permitted by applicable law, NHA would provide certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth in the services agreement.
- NHA will cooperate with the Academy’s Board of Directors (the “Board”) to the extent consistent with the Charter and applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under the Charter.
- NHA will operate the Academy according to its charter as well as applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, student discipline, special education, confidentiality, and access to records.
- The Board will be responsible for the fiscal and academic policies of the Academy. The Board shall provide governance level oversight of the Academy in accordance with the Charter and applicable law.
- The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance,

management, and operation of the Academy.

3. Scope of Services

- Subject to the terms and conditions of the services agreement, and as permitted by applicable law, NHA will provide for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same.
- NHA will be responsible for hiring and managing teachers and staff, and in implementing its academic model.
- NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the Academy on terms mutually agreeable to NHA and the Board.

4. Performance Evaluation

- NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each Academy student. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.
- At least quarterly, NHA will provide CPA with operations and student performance reports.

5. Compensation of NHA

- NHA will receive as compensation for its services the difference, if any between the Academy's revenues and the amount expended by NHA in operation and management of the Academy during the Academy's fiscal year.

6. Financial Controls and Oversight

- NHA shall be responsible and accountable to the Board for providing the services. During the term, NHA shall provide the services regardless of whether actual revenue meets the level projected in the budget, and NHA will assume the risk of funding shortfalls during the term.
- The Board will be responsible for establishing, approving, and amending the Budget in accordance with the Charter and applicable law.
- The Budget shall include all the Academy's projected revenues and expenses at the object level as described in the Indiana Charter School Board policies.

7. Methods of Contract Oversight and Enforcement

- Subject to the oversight of the Board, NHA shall implement and administer the Educational Program.
- Not less than annually or as reasonably requested by the Board, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program.

8. Investment Disclosure

- NHA shall make contributions to the Academy in the event Academy expenses for the services exceed revenues. The contributions, if any, shall be in amounts acceptable to the parties and, once made, shall be included in the budget. The Academy shall not be legally obligated to repay NHA for the contributions. NHA's agreement to make such contributions shall not be deemed to negate or mitigate the need for the Academy to apply for or solicit state or federal start-up funds, grants, or sub-grants which the Academy, as a public Academy, may be eligible to receive.

9. Conditions for Renewal and Termination

- The agreements could be terminated for any number of reasons, including if the school fails to meet its academic goals or is not operated in compliance with applicable legal and financial accounting standards.

SERVICES AGREEMENT

This Services Agreement (“**Agreement**”) by and between National Heritage Academies, Inc., a Michigan corporation (“**NHA**”), and Creek Point Academy, Inc., an Indiana not-for-profit corporation (the “**Academy**”) is effective _____. For purposes of this Agreement, NHA and the Academy shall be referred to collectively as the “**Parties**”.

RECITALS

The Academy is a charter Academy, organized as an Indiana public Academy under the authority of the Indiana Code Section 20-5.5 (the “**Code**”). It is anticipated that the Academy will enter into a charter school agreement (the “**Charter Agreement**”) with Grace Schools Charter Authority, LLC Board (the “**Sponsor**”); and

The Academy and NHA desire to operate an enduring educational alliance, whereby the Academy and NHA will work together to promote educational excellence and innovation, based on NHA's Academy design, comprehensive educational program, and management principles; and

To maintain an innovative educational program at the Academy, the parties desire to set forth the terms and conditions of such a relationship in this Agreement; and

NOW, THEREFORE, for good and valuable consideration, including the mutual promises and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the Academy hereby contracts with NHA for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “**Services**”).

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Agreement and the Academy's Charter Application (collectively, the “**Charter**”); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the Academy's Board of Directors (the “**Board**”). NHA agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Charter issued by the Sponsor. The provisions of the Academy's Charter shall supersede any competing or conflicting provisions contained in this Agreement.

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the Academy. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of

NHA. Consistent with the status of an independent contractor, NHA reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Board policy, applicable law, and the Charter. NHA shall be solely responsible for its acts and the acts of its agents, and employees. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. NHA, including its directors, officers, and employees are hereby designated as “Academy Officials” for purposes of the Family Educational Right and Privacy Act, and its implementing regulations, 20 U.S.C. §1232g *et seq.* (FERPA); 34 CFR § 99.31(a)(1)(i)(B).

2. NHA, its directors, officers, and employees may be designated by the Academy for other purposes by a written resolution of the Board.

ARTICLE II

TERM & TERMINATION

A. Term. This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the revocation, termination, or expiration of the Charter, inclusive of Charter renewal periods (the “**Term**”). The parties acknowledge that the Sponsor, as part of any reauthorization or renewal, may require that the Academy and NHA submit an amended or restated Agreement for review by the Sponsor. The first Academy year of this Agreement shall commence July 1, 202_ to June 30, 202_, and each Academy year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA’s failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, termination, reconstitution, revocation, or non-renewal of the Charter.

2. By the Academy. The Academy may terminate this Agreement prior to the end of the Term if NHA fails to remedy a material breach of this Agreement within (30) days after receiving notice from the Academy of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i) NHA’s failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) NHA’s failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from NHA or an independent education consultant retained by the Board regarding the Services or the Academy’s performance, provided the unsatisfactory performance cannot be

adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, termination, reconstitution, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the Academy or its non-profit status; or (vi) any action or inaction by NHA that places the Charter in jeopardy of termination, suspension, reconstitution, or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. If this Agreement is terminated prior to the end of the Term other than as provided for in Article II(B)(4) of this Agreement, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current Academy year.

C. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. Subject to any provisions contained in a lease between the Parties, the Parties shall have the right to remove from the Academy any equipment or other assets owned or leased by the respective Party;

2. The Academy shall pay or reimburse NHA through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by NHA pursuant to the Budget as of the date of such termination or expiration, provided NHA supplies the Academy with documentation of all such expenses and liabilities;

3. Subject to the Charter and Sponsor's Educational Service Provider Policies ("ESP Policies"), NHA, without charge, agrees to assist the Academy for a reasonable amount of time, not to exceed ninety (90) days with (i) the Academy's transition to another administrative, managerial, or services arrangement; (ii) the Academy in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

4. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

ARTICLE III

OBLIGATIONS OF NHA

A. Manager at Risk. NHA shall be responsible and accountable to the Board for providing the Services. During the Term, NHA shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and NHA hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, NHA shall not be required to expend funds on Services in excess of the amount set forth in the Budget.

B. Comprehensive Educational Program. The Academy has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Sponsor's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The Academy year calendar and the Academy day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. NHA places a high value on diversity, and the Academy shall welcome students of all races, ethnicity, religion, gender and economic backgrounds.

D. Services to Students with Disabilities. NHA welcomes students with disabilities at the Academy. NHA shall provide special education and related services, in conformity with the requirements of the Charter and applicable law, to students who attend the Academy.

E. Educational and Administrative Services. Subject to the oversight of the Board, NHA shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.
3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.
4. Employment of personnel working at the Academy and management of all personnel functions, as set forth herein.
5. All aspects of the Academy's business administration.

6. All aspects of the Academy's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.

7. All aspects of food services and transportation approved by the Board and NHA.

8. All aspects of facilities administration and maintenance.

9. Student behavior management and discipline.

10. Fulfilling all compliance reporting requirements under the Charter and applicable law.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, NHA may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. NHA reserves the right to subcontract any and all aspects of the Services. NHA shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time NHA may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the Educational Program.

H. Pupil Performance Standards and Evaluation. NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each Academy student. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

I. Unusual Events. NHA shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the Academy's ability to comply with the Charter, applicable law or this Agreement.

J. Academy Records. The financial and education records pertaining to the Academy (collectively, the "**Academy Records**"), are property of the Academy. Except as may be prohibited or limited by the Charter or applicable law, the Academy Records shall be available to the Board and the Sponsor for their review and are subject to inspection and copying by the public to the same extent that records of public Academy are subject to inspection and copying pursuant to applicable law and Indiana Code §5-14-3 (i.e., the Public Records Act). All Academy Records shall be physically or electronically available at the Academy's physical facility upon request made by the Board or the Sponsor. NHA agrees to comply with the terms of the Charter and applicable law to make information concerning the operation and management of the Academy available to

the Academy in order to enable the Academy to fully satisfy its obligations under its Charter and applicable law.

1. NHA agrees that it shall observe Board policies and applicable law regarding the confidentiality of Covered Data and Information. Covered Data and Information (“CDI”) includes paper and electronic student education record information and includes, without limitation, “education records” as defined under FERPA, 34 CFR § 99.1. CDI also includes any new records created and maintained by NHA under this Agreement using CDI.

2. NHA shall not use or disclose CDI received from or on behalf of the Academy except as permitted or required by this Agreement and/or applicable law.

3. Upon termination or other conclusion of this Agreement, NHA shall return all CDI to the Academy.

4. NHA shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all CDI received from, or on behalf of, the Academy or its students. These measures will be extended by contract to include subcontractors used by the NHA.

5. NHA, within two business days of discovery, shall report to the Board any use or disclosure of CDI not authorized by this Agreement. NHA’s report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what NHA has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action NHA has taken or shall take to prevent future similar unauthorized use or disclosure. NHA shall provide such other information, including a written report, as reasonably requested by the Board.

K. Facility. NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the Academy on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. The facility shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the Academy that are consistent with adopted Board policy, if any, and the Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. NHA will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the Academy. The Board hereby authorizes and directs NHA to enforce such rules, regulations and procedures consistent with Board policy, and make such rules, regulations, and procedures available to the Board upon request.

N. Assistance to the Board. NHA shall cooperate with the Board and, to the extent consistent with the Charter and applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the Academy. The Board shall exercise good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Academy Budget. The Board is responsible for establishing, approving and amending the Budget in accordance with the Budgeting and Accounting Act.

C. Governance Oversight. The Board shall provide governance level oversight of the Academy in accordance with the Charter and applicable law. The Board shall cooperate with NHA and, to the extent consistent with applicable law, timely furnish NHA all documents and information necessary for NHA to properly perform its responsibilities under this Agreement.

D. Unusual Events. The Board shall timely notify NHA of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact NHA's ability to comply with the Charter, applicable law, or this Agreement.

E. Office Space. The Board shall provide NHA with suitable office space at the Academy, provided the requested space is: (i) available and can be provided without materially prejudicing the Educational Program; and (ii) used only for activities related to the Academy. The space shall be provided at no cost to NHA.

F. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the Academy.

ARTICLE V

INTELLECTUAL PROPERTY

A. Definitions.

1. **"Educational Materials"** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the Academy or NHA.

2. **“Confidential Information”** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the Academy or NHA (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party’s or its affiliates’ plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party’s Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. **Academy Materials.** The Academy shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the Academy as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the Academy during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA (collectively, the **“Academy Materials”**). The Academy Materials shall include all intellectual property rights associated therewith.

C. **NHA Materials.** NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the Term, provided such materials do not reference Academy Materials or incorporate any Confidential Information of the Academy; and (iii) any and all Educational Materials and non-curriculum materials provided to the Academy by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the **“NHA Materials”**).

D. **Derivative Works.** The Parties acknowledge that to the extent any Educational Materials created by the Academy are derivative of the NHA Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. **No Transfer or Sale.** The Academy acknowledges and agrees that NHA is not transferring or selling, and the Academy is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the NHA Materials.

F. **Licenses.** NHA hereby grants the Academy a non-exclusive, non-transferable license (without the right to sublicense) to use the NHA Materials, and any Educational Materials created by the Academy which are derivative of the NHA Materials, solely in furtherance of the

Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The Academy represents and warrants that during the Term, and following the expiration or termination of this Agreement, the Academy will not exploit or assist any third party to exploit any of the NHA Materials for commercial purposes. Subject to applicable law, the Academy grants NHA a non-exclusive, non-transferable license (without the right to sublicense) to use the Academy Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States.

G. NHA Marks. During the Term, NHA grants the Academy a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA's trade name(s) and NHA's trademark(s) (the "**NHA Marks**") solely for the purposes of promoting and advertising the Academy. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA's prior written permission. The Academy shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the Academy shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

ARTICLE VI

SOLICITATION AND USE OF PRIVATE FUNDS

NHA shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the Academy. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

ARTICLE VII

FINANCIAL ARRANGEMENTS

A. Revenues. Except as provided herein, all monies received by the Academy shall be deposited in the Academy's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the Academy shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the Academy Board's accounts shall solely be Board members or properly designated Board employees (if any). Interest income earned on the Academy's accounts shall accrue to the Academy. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the Academy, including but not limited to:

1. Funding for public Academy students enrolled at the Academy.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the Academy.
3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the Academy.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the Academy.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the Academy with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I funding allocable to the Academy.
7. Grants and donations received by the Academy to support or carry out programs at the Academy (except to the extent NHA is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).
8. Fees charged to students as permitted by law for extra services provided by NHA as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter, and applicable law (the "**Budget**"). The Budget

shall include all of the Academy's projected revenues and expenses at the object level as described in the Indiana Charter School Board policies. For the Academy's first Academy year, the Budget shall be submitted prior to the beginning of the Academy year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next Academy year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either NHA or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each Academy year during the Term, NHA shall allocate to an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in the Budget for that respective Academy year, or (ii) \$35,000 (the "**Board Spending Account**"). All funds in the Board Spending Account are the property of the Academy and may be used by the Academy at the discretion of the Board. Funds in the Board Spending Account that are not spent by the Academy during the Academy year shall carryover annually. Items purchased by NHA for the Academy and paid for by the Academy with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the Academy. The property of the Academy excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the Academy with funds from the Board Spending Account. NHA shall maintain a listing of all assets owned by the Academy and shall provide the list to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the "**Fee**"), from which it shall pay all operating costs of the Academy as detailed in the Budget. NHA and the Board acknowledge that operating costs include an administrative fee payable to the Sponsor as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the Academy receives its Revenues. NHA shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount expended by NHA in operation and/or management of the Academy during the Academy's fiscal year. NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the Academy.

F. No Loans. NHA shall not make or extend loans to the Board.

G. Other Schools. The Academy acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the Academy and other schools assisted by NHA and shall reflect in the Academy's financial records only those expenses incurred in the operation of the Academy. If NHA incurs expenses that are for both the benefit of the Academy and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the Academy, on a prorated basis based upon the number of enrolled students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing and development costs incurred solely for the benefit of NHA (and not the Academy) be allocated to

the Academy. Costs shall be allocated to, or reimbursed by, the Academy and reported by NHA in accordance with applicable law.

H. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.
2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances and cash flow statement.
3. Quarterly, or as reasonably requested by the Board, a report on Academy operations and student performance.
4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in possession of NHA and shall retain all the aforementioned records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

J. Accounting Standards; Annual Audit.

1. The Academy shall at all times comply with generally accepted public sector accounting principles, and applicable law.
2. The Board shall select and retain an independent auditor to conduct an annual audit of the Academy's financial matters in accordance with the Charter and applicable law.
3. Subject to applicable law, all records in the possession or control of NHA that relate to the Academy, including but not limited to, financial records of the Academy, shall be made available to the Academy and the Academy's independent auditor and Sponsor upon request. The expense of the annual audit shall be included in the Budget.

K. Contributions; Repayment. NHA shall make contributions to the Academy in the event Academy expenses for the Services exceed Revenues (the "**Contributions**"). The Contributions, if any, shall be in amounts acceptable to the Parties and the Board and, once made, shall be included in the Budget. The Academy shall not be legally obligated to repay NHA for the Contributions. NHA's agreement to make such Contributions shall not be deemed to negate or

mitigate the need for the Academy to apply for or solicit state or federal start-up funds, grants, or sub-grants which the Academy, as a public Academy, may be eligible to receive.

ARTICLE VIII

PERSONNEL & TRAINING

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. Personnel working at the Academy shall be employees of NHA unless otherwise expressly agreed by NHA and the Board. NHA and the Board each shall be responsible for their respective employees. However, compensation for all employees working at the Academy shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the Academy. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person assigned by NHA under this Agreement to work in any of the Academy's facilities regularly and continuously or at program sites where the Academy delivers Services. NHA shall pay all salaries, wages, benefits, payroll, workers' compensation, unemployment compensation, and liability insurance for its employees assigned to work at the Academy. The Academy shall not be liable for the payment of any such salaries, wages, benefits, payroll or taxes thereon for or on behalf of any NHA employee, contractor or agent. NHA acknowledges and agrees that it is the sole and exclusive responsibility of NHA to make the requisite tax filings, deductions, and payments to the appropriate federal, state and local tax authorities for and on behalf of all persons employed or engaged by NHA to provide Services under this Agreement.

B. Academy Administrator. The Academy administrator (the "**Administrator**") shall be an employee of NHA and not the Board. The duties and terms of the Administrator's employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the Academy. The Administrator shall attend meetings of the Board and shall provide reports to the Board. The accountability of NHA to the Academy is an essential foundation of this Agreement. NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the Academy. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input of the Board or the Board's designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within

NHA. Notwithstanding any of the foregoing, the placement of the initial Administrator for the Academy in its first year of operation shall be made by NHA.

As the employer, NHA shall be solely responsible for the performance evaluation of the Administrator. NHA shall seek feedback from the Board prior to completing an annual Administrator performance evaluation.

C. Teachers. NHA shall, consistent with this Article, assign to perform Services at the Academy, teachers qualified to teach their assigned subjects and grade level. The curriculum taught by the teachers shall be consistent with the Educational Program. The teachers may, at the discretion of NHA, be assigned to work at the Academy on a full or part time basis. If assigned to work at the Academy on a part time basis, the teacher(s) may also be assigned to work at other schools for which NHA provides services. The cost for such teacher(s) shall be shared proportionately among the schools at which NHA has assigned the teacher(s) to work. Each teacher assigned to work at the Academy shall hold a valid teaching certificate issued by the state board of education or applicable state agency to the extent required by the Code.

D. Support Staff. NHA shall, consistent with this Article, assign to perform Services at the Academy, qualified support staff as needed for NHA to operate the Academy in an efficient manner. The support staff may, at the discretion of NHA, be assigned to work at the Academy on a full or part time basis. If assigned to work at the Academy on a part time basis, the support staff may be assigned to work at other schools for which NHA provides services. The cost for such support staff shall be shared proportionately among the schools at which NHA has assigned the support staff to work. An individual assigned to work at the Academy that is not teaching, but for which a license is required under applicable law, shall have the appropriate license.

E. Training. NHA shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as NHA determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. NHA shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the Academy, the costs of which shall be included in the Budget.

G. Terms of Employment. No member of the staff at the Academy shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with NHA for the Services.

H. Limitations on Discretion. All decisions made by NHA, and any discretion exercised by NHA, in its selection, hiring, evaluation, assignment, discipline, transfer, and termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted and included in the Educational Program, and applicable law.

ARTICLE IX

INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the “**Indemnified Party**”), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

B. Indemnification of Sponsor. The Parties acknowledge and agree that the Sponsor, its Board of Trustees, and its members, officers, employees, agents, or representatives (collectively “**College**”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, NHA hereby promises to indemnify, defend and hold harmless the College from and against all demands, claims, actions, suits causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees) of settlement and prosecution imposed upon or incurred by the College, and not caused by the sole negligence of the College, which arise out of or are in any manner connected with the College Board’s approval of the Academy’s Charter Application, the College Board’s consideration of or issuance of a Charter, NHA’s preparation for or operation of the Academy, or which are incurred as a result of the reliance by the College upon information supplied by NHA, or which arise out of NHA’s failure to comply with the Charter or applicable law. The Parties expressly acknowledge and agree that the College may commence legal action against NHA to enforce its rights as set forth in this section of the Agreement.

ARTICLE X

INSURANCE

A. Insurance Coverage. NHA and the Academy shall each maintain such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Sponsor requests any change in coverage, NHA agrees to comply with any change in the type and amount of coverage as requested by the Sponsor’s insurance carrier within thirty (30) days after notice of the insurance coverage change is provided to NHA and the Academy. Each party shall comply with any information or reporting requirements required by the other party’s insurer(s), to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE XI

REPRESENTATIONS & WARRANTIES

A. Board and Academy. The Board represents and warrants, for itself and on behalf of the Academy, that: (i) it is legally vested with all power and authority necessary to operate a charter Academy under the Code and applicable law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the Academy, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. NHA. NHA represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of Indiana; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting NHA, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist NHA in applying for such licenses and permits and in obtaining such approvals and consents.

ARTICLE XII

MISCELLANEOUS

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the Academy and NHA.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, pandemic, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law; Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of Indiana, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NHA or the Academy against the other.

D. Notices. All notices and other communications required by this Agreement shall be in writing and either 1) personally delivered to the other Party, or 2) sent to the Parties at the address set forth below by certified or registered mail, postage prepaid, return receipt requested. Notice shall be deemed to have been given on the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, “**personal delivery**” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the Academy shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid are as follows:

The Academy:

Attn: President, Board of Directors
[Current mailing address as maintained by Landlord]

WITH A COPY TO:

Telephone:
Facsimile

NHA:

National Heritage Academies, Inc.
Attn: Chief Financial Officer
3850 Broadmoor, S.E. Ste. 201
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700

WITH A COPY TO:

National Heritage Academies, Inc.
Attn: Legal & Compliance Department
3850 Broadmoor, S.E. Ste. 201
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700

E. Assignment. NHA may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Sponsor’s policies. However, this Agreement shall not be assignable without prior written notification to the Sponsor.

F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the Academy and NHA and in manner consistent with the Sponsor's policies.

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Costs and Expenses. If any Party commences an action against another Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to have and recover from the losing Party reasonable attorneys' fees and costs of suit.

I. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

I. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NHA powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

J. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

K. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement.

[Signatures on Following Page]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

NHA:

National Heritage Academies, Inc.,
a Michigan corporation

By: _____

Its: Chief Financial Officer

ACADEMY:

Creek Point Academy,

By: _____

Its: Board President

BUSINESS INFORMATION
DIEGO MORALES
INDIANA SECRETARY OF STATE
 09/25/2023 11:48 AM

Business Details

Business Name: **NATIONAL HERITAGE ACADEMIES, INC.** Business ID: **2003041600281**

Entity Type: **Foreign For-Profit Corporation** Business Status: **Active**

Creation Date: **04/14/2003** Inactive Date:

Principal Office Address: **3850 BROADMOOR AVENUE SE, SUITE 201, GRAND RAPIDS, MI, 49512, USA** Expiration Date: **Perpetual**

Jurisdiction of Formation: **Michigan** Business Entity Report Due Date: **04/30/2025**

Original Formation Date: **07/07/1995** Years Due:

Governing Person Information

Title	Name	Address
Other	J.C. Huizenga	3850 Broadmoor Avenue, S.E., Suite 201, Grand Rapids, MI, 49512, USA
Vice President	Tari Reinik	3850 Broadmoor SE, Ste. 201, Grand Rapids, MI, 49512, USA
President	Brian Britton	3850 Broadmoor Avenue, S.E., Suite 201, Grand Rapids, MI, 49512, USA
CEO	Brian Britton	3850 Broadmoor Avenue, S.E., Suite 201, Grand Rapids, MI, 49512, USA
Treasurer	Robert Owen	3850 Broadmoor SE, Ste. 201, Grand Rapids, MI, 49512, USA
Vice President	Thea Reigler	3850 Broadmoor SE, Ste. 201, Grand Rapids, MI, 49512, USA
Vice President	Nick Sheltrown	3850 BROADMOOR AVENUE, S.E., SUITE 201, Grand Rapids, MI, 49512, USA
Vice President	Adriano Allegrini	3850 BROADMOOR SE STE 201, Grand Rapids, MI, 49512, USA
Vice President	Eric Spangler	3850 BROADMOOR SE STE 201, Grand Rapids, MI, 49512, USA
Vice President	Jason Pater	3850 BROADMOOR SE STE 201, Grand Rapids, MI, 49512, USA

Registered Agent Information

Type: **Business Commercial Registered Agent**

Name: **BUSINESS FILINGS INCORPORATED**

Address: **334 North Senate Avenue, Indianapolis, IN, 46204, USA**



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Staffing Plan

Pre-Opening (2023-2024)

Employee	Position	Department	%	FTE	Salary	Stipends/Bonus	Taxes	Health	Retirement	Other	Total (Year 0)
	Principal	Administration	50%	1.0	\$ 115,400	\$ 10,000	\$ 10,400	\$ 11,200	\$ 3,000	\$ 400	\$ 75,200
	Deans	Administration	100%		-	-	-	-	-	-	-
	Registrar	Administration	50%	1.0	51,600	-	4,300	11,200	1,200	200	34,250
	Office Administrator	Administration	100%		-	-	-	-	-	-	-
	Admissions Representative	Administration	50%	1.0	45,600	-	3,800	11,200	1,100	200	30,950
	Educational Tech Coordinator	Administration			-	-	-	-	-	-	-
Administration Personnel				3.0	\$ 212,600	\$ 10,000	\$ 18,500	\$ 33,600	\$ 5,300	\$ 800	\$ 140,400
	Kindergarten Teacher	Instructional				\$ -					\$ -
	1st Grade Teacher	Instructional				-					-
	2nd Grade Teacher	Instructional				-					-
	3rd Grade Teacher	Instructional				-					-
	4th Grade Teacher	Instructional				-					-
	5th Grade Teacher	Instructional				-					-
	6th Grade Teacher	Instructional				-					-
	7th Grade Teacher	Instructional				-					-
	8th Grade Teacher	Instructional				-					-
	Art Teacher	Instructional				-					-
	Music Teacher	Instructional				-					-
	Phys Ed Teacher	Instructional				-					-
	ELL Teacher	Instructional				-					-
	ELL Paraprofessional	Instructional				-					-
	Special Education Teacher	Instructional				-					-
	Special Education Aide	Instructional				-					-
	Academic Specialist	Instructional				-					-
	Interventionists	Instructional				-					-
Instructional Personnel				-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Curriculum Specialist	Instructional Support				\$ -					\$ -
	Social Worker	Instructional Support				-					-
	Behavior Support Specialist	Instructional Support				-					-
	Library Technology Specialist	Instructional Support				-					-
	Student/Family Liaison	Instructional Support				-					-
	Lunch/Recess Aide	Instructional Support				-					-
Instructional Support Personnel				-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Personnel Expenses				3.0	\$ 212,600	\$ 10,000	\$ 18,500	\$ 33,600	\$ 5,300	\$ 800	\$ 140,400



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Staffing Plan

Year 1 (2024-2025)

Employee	Position	%	FTE	Salary	Stipends/Bonus	Taxes	Health	Retirement	Other	Total (Year 1)
	Principal	100%	1.0	\$ 118,800	\$ 35,700	\$ 12,800	\$ 11,400	\$ 3,700	\$ 1,100	\$ 183,500
	Deans	100%	4.0	311,000	22,900	27,700	45,700	8,000	6,800	422,100
	Registrar	100%	1.0	53,000	500	4,400	11,400	1,300	200	70,800
	Office Administrator	100%	1.0	29,000	-	2,400	11,400	700	100	43,600
	Admissions Representative	100%	1.0	46,900	3,700	4,200	11,400	1,200	200	67,600
	Educational Tech Coordinator	100%	0.4	13,900	-	1,200	-	300	100	15,500
Administration Personnel			8.4	\$ 572,600	\$ 62,800	\$ 52,700	\$ 91,300	\$ 15,200	\$ 8,500	\$ 803,100
	Kindergarten Teacher	100%	4.0	\$ 248,200	\$ 1,000	\$ 20,700	\$ 45,700	\$ 6,000	\$ 2,200	\$ 323,800
	1st Grade Teacher	100%	3.0	186,100	800	15,500	34,300	4,500	1,600	242,800
	2nd Grade Teacher	100%	3.0	186,100	800	15,500	34,300	4,500	1,600	242,800
	3rd Grade Teacher	100%	3.0	186,100	800	15,500	34,300	4,500	1,600	242,800
	4th Grade Teacher	100%	3.0	186,100	800	15,500	34,300	4,500	1,600	242,800
	5th Grade Teacher	100%	2.0	124,100	500	10,300	22,900	3,000	1,100	161,900
	6th Grade Teacher	100%	1.0	62,000	300	5,200	11,400	1,500	500	80,900
	7th Grade Teacher	100%	1.0	62,000	300	5,200	11,400	1,500	500	80,900
	8th Grade Teacher	100%	1.0	62,000	300	5,200	11,400	1,500	500	80,900
	Art Teacher	100%	1.0	59,400	-	4,900	11,400	1,400	200	77,300
	Music Teacher	100%	1.0	59,400	-	4,900	11,400	1,400	200	77,300
	Phys Ed Teacher	100%	1.0	59,400	-	4,900	11,400	1,400	200	77,300
	ELL Teacher	100%	5.0	283,300	-	23,500	57,200	6,800	1,000	371,800
	ELL Paraprofessional	100%	1.9	45,200	-	3,800	11,400	1,100	200	61,700
	Special Education Teacher	100%	4.0	236,300	-	19,600	45,700	5,700	2,000	309,300
	Special Education Aide	100%	4.4	111,000	-	9,200	34,300	2,700	400	157,600
	Academic Specialist	100%	2.0	124,100	-	10,300	22,900	3,000	400	160,700
	Interventionists	100%	2.0	47,100	-	3,900	11,400	1,100	200	63,700
Instructional Personnel			43.3	\$ 2,327,900	\$ 5,600	\$ 193,600	\$ 457,100	\$ 56,100	\$ 16,000	\$ 3,056,300
	Curriculum Specialist	100%	0.8	\$ 47,400	\$ -	\$ 3,900	\$ 8,600	\$ 1,100	\$ 200	\$ 61,200
	Social Worker	100%	1.0	54,000	-	4,500	11,400	1,300	200	71,400
	Behavior Support Specialist	100%	1.0	43,600	-	3,600	11,400	1,000	200	59,800
	Library Technology Specialist	100%	1.0	58,700	-	4,900	11,400	1,400	200	76,600
	Student/Family Liaison	100%	1.0	38,400	-	3,200	11,400	900	100	54,000
	Lunch/Recess Aide	100%	1.0	19,900	-	1,700	-	500	-	22,100
Instructional Support Personnel			5.8	\$ 262,000	\$ -	\$ 21,800	\$ 54,200	\$ 6,200	\$ 900	\$ 345,100
All Personnel Expenses			57.4	\$ 3,162,500	\$ 68,400	\$ 268,100	\$ 602,600	\$ 77,500	\$ 25,400	\$ 4,204,500



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Staffing Plan

Year 2 (2025-2026)

Employee	Position	%	FTE	Salary	Stipends/Bonus	Taxes	Health	Retirement	Other	Total (Year 2)
	Principal	100%	1.0	\$ 122,400	\$ 35,700	\$ 13,100	\$ 11,700	\$ 3,800	\$ 1,200	\$ 187,900
	Deans	100%	4.0	320,400	22,900	28,500	46,900	8,200	6,900	433,800
	Registrar	100%	1.0	54,600	500	4,600	11,700	1,300	200	72,900
	Office Administrator	100%	1.0	29,900	-	2,500	11,700	700	100	44,900
	Admissions Representative	100%	1.0	48,300	3,700	4,300	11,700	1,200	200	69,400
	Educational Tech Coordinator	100%	0.4	14,300	-	1,200	-	300	100	15,900
Administration Personnel			8.4	\$ 589,900	\$ 62,800	\$ 54,200	\$ 93,700	\$ 15,500	\$ 8,700	\$ 824,800
	Kindergarten Teacher	100%	4.0	\$ 255,600	\$ 1,000	\$ 21,300	\$ 46,900	\$ 6,200	\$ 2,200	\$ 333,200
	1st Grade Teacher	100%	3.0	191,700	700	16,000	35,200	4,600	1,700	249,900
	2nd Grade Teacher	100%	3.0	191,700	700	16,000	35,200	4,600	1,700	249,900
	3rd Grade Teacher	100%	3.0	191,700	700	16,000	35,200	4,600	1,700	249,900
	4th Grade Teacher	100%	3.0	191,700	700	16,000	35,200	4,600	1,700	249,900
	5th Grade Teacher	100%	3.0	191,700	700	16,000	35,200	4,600	1,700	249,900
	6th Grade Teacher	100%	2.0	127,800	500	10,600	23,400	3,100	1,100	166,500
	7th Grade Teacher	100%	1.0	63,900	200	5,300	11,700	1,500	600	83,200
	8th Grade Teacher	100%	1.0	63,900	200	5,300	11,700	1,500	600	83,200
	Art Teacher	100%	1.0	61,200	-	5,100	11,700	1,500	200	79,700
	Music Teacher	100%	1.0	61,200	-	5,100	11,700	1,500	200	79,700
	Phys Ed Teacher	100%	1.0	61,200	-	5,100	11,700	1,500	200	79,700
	ELL Teacher	100%	5.0	291,800	-	24,200	58,600	7,000	1,100	382,700
	ELL Paraprofessional	100%	1.9	46,500	-	3,900	11,700	1,100	200	63,400
	Special Education Teacher	100%	4.0	243,300	-	20,200	46,900	5,800	2,000	318,200
	Special Education Aide	100%	4.4	114,300	-	9,500	35,200	2,700	400	162,100
	Academic Specialist	100%	2.0	127,800	-	10,600	23,400	3,100	500	165,400
	Interventionists	100%	4.0	97,000	-	8,100	23,400	2,300	300	131,100
Instructional Personnel			47.3	\$ 2,574,000	\$ 5,400	\$ 214,300	\$ 504,000	\$ 61,800	\$ 18,100	\$ 3,377,600
	Curriculum Specialist	100%	0.8	\$ 48,800	\$ -	\$ 4,100	\$ 8,800	\$ 1,200	\$ 200	\$ 63,100
	Social Worker	100%	1.0	55,700	-	4,600	11,700	1,300	200	73,500
	Behavior Support Specialist	100%	1.0	44,900	-	3,700	11,700	1,100	200	61,600
	Library Technology Specialist	100%	1.0	60,500	-	5,000	11,700	1,500	200	78,900
	Student/Family Liaison	100%	1.0	39,500	-	3,300	11,700	900	100	55,500
	Lunch/Recess Aide	100%	1.0	20,600	-	1,700	-	500	-	22,800
Instructional Support Personnel			5.8	\$ 270,000	\$ -	\$ 22,400	\$ 55,600	\$ 6,500	\$ 900	\$ 355,400
All Personnel Expenses			61.4	\$ 3,433,900	\$ 68,200	\$ 290,900	\$ 653,300	\$ 83,800	\$ 27,700	\$ 4,557,800



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Staffing Plan

Year 3 (2026-2027)

Employee	Position	%	FTE	Salary	Stipends/Bonus	Taxes	Health	Retirement	Other	Total (Year 3)
	Principal	100%	1.0	\$ 126,100	\$ 35,700	\$ 13,400	\$ 12,000	\$ 3,900	\$ 1,200	\$ 192,300
	Deans	100%	4.0	330,000	22,900	29,300	48,000	8,500	7,100	445,800
	Registrar	100%	1.0	56,300	500	4,700	12,000	1,400	200	75,100
	Office Administrator	100%	1.0	30,800	-	2,600	12,000	700	100	46,200
	Admissions Representative	100%	1.0	49,700	3,700	4,400	12,000	1,300	200	71,300
	Educational Tech Coordinator	100%	0.4	14,800	-	1,200	-	400	100	16,500
Administration Personnel			8.4	\$ 607,700	\$ 62,800	\$ 55,600	\$ 96,000	\$ 16,200	\$ 8,900	\$ 847,200
	Kindergarten Teacher	100%	4.0	\$ 263,300	\$ 900	\$ 21,900	\$ 48,000	\$ 6,300	\$ 2,300	\$ 342,700
	1st Grade Teacher	100%	3.0	197,500	700	16,500	36,000	4,800	1,700	257,200
	2nd Grade Teacher	100%	3.0	197,500	700	16,500	36,000	4,800	1,700	257,200
	3rd Grade Teacher	100%	3.0	197,500	700	16,500	36,000	4,800	1,700	257,200
	4th Grade Teacher	100%	3.0	197,500	700	16,500	36,000	4,800	1,700	257,200
	5th Grade Teacher	100%	3.0	197,500	700	16,500	36,000	4,800	1,700	257,200
	6th Grade Teacher	100%	3.0	197,500	700	16,500	36,000	4,800	1,700	257,200
	7th Grade Teacher	100%	2.0	131,600	500	11,000	24,000	3,200	1,100	171,400
	8th Grade Teacher	100%	1.0	65,800	200	5,500	12,000	1,600	600	85,700
	Art Teacher	100%	1.0	63,000	-	5,200	12,000	1,500	200	81,900
	Music Teacher	100%	1.0	63,000	-	5,200	12,000	1,500	200	81,900
	Phys Ed Teacher	100%	1.0	63,000	-	5,200	12,000	1,500	200	81,900
	ELL Teacher	100%	5.0	300,600	-	24,900	60,100	7,200	1,100	393,900
	ELL Paraprofessional	100%	1.9	47,900	-	4,000	12,000	1,100	200	65,200
	Special Education Teacher	100%	4.0	250,600	-	20,800	48,000	6,000	2,100	327,500
	Special Education Aide	100%	4.4	117,700	-	9,800	36,000	2,800	400	166,700
	Academic Specialist	100%	2.0	131,600	-	10,900	24,000	3,200	500	170,200
	Interventionists	100%	5.3	131,100	-	10,900	36,000	3,100	500	181,600
Instructional Personnel			50.5	\$ 2,814,200	\$ 5,800	\$ 234,300	\$ 552,100	\$ 67,800	\$ 19,600	\$ 3,693,800
	Curriculum Specialist	100%	0.8	\$ 50,200	\$ -	\$ 4,200	\$ 9,000	\$ 1,200	\$ 200	\$ 64,800
	Social Worker	100%	1.0	57,300	-	4,800	12,000	1,400	200	75,700
	Behavior Support Specialist	100%	1.0	46,300	-	3,800	12,000	1,100	200	63,400
	Library Technology Specialist	100%	1.0	62,300	-	5,200	12,000	1,500	200	81,200
	Student/Family Liaison	100%	1.0	40,700	-	3,400	12,000	1,000	100	57,200
	Lunch/Recess Aide	100%	1.0	21,200	-	1,800	-	500	-	23,500
Instructional Support Personnel			5.8	\$ 278,000	\$ -	\$ 23,200	\$ 57,000	\$ 6,700	\$ 900	\$ 365,800
All Personnel Expenses			64.6	\$ 3,699,900	\$ 68,600	\$ 313,100	\$ 705,100	\$ 90,700	\$ 29,400	\$ 4,906,800



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Staffing Plan

Year 4 (2027-2028)

Employee	Position	%	FTE	Salary	Stipends/Bonus	Taxes	Health	Retirement	Other	Total (Year 4)
	Principal	100%	1.0	\$ 129,800	\$ 35,700	\$ 13,700	\$ 12,300	\$ 4,000	\$ 1,200	\$ 196,700
	Deans	100%	4.0	339,900	22,900	30,100	49,200	8,700	7,300	458,100
	Registrar	100%	1.0	58,000	500	4,900	12,300	1,400	200	77,300
	Office Administrator	100%	1.0	31,700	-	2,600	12,300	800	100	47,500
	Admissions Representative	100%	1.0	51,200	3,700	4,600	12,300	1,300	200	73,300
	Educational Tech Coordinator	100%	0.4	15,200	-	1,300	-	400	100	17,000
Administration Personnel			8.4	\$ 625,800	\$ 62,800	\$ 57,200	\$ 98,400	\$ 16,600	\$ 9,100	\$ 869,900
	Kindergarten Teacher	100%	4.0	\$ 271,200	\$ 900	\$ 22,600	\$ 49,200	\$ 6,500	\$ 2,300	\$ 352,700
	1st Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	2nd Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	3rd Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	4th Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	5th Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	6th Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	7th Grade Teacher	100%	3.0	203,400	700	16,900	36,900	4,900	1,700	264,500
	8th Grade Teacher	100%	2.0	135,600	400	11,300	24,600	3,300	1,200	176,400
	Art Teacher	100%	1.0	64,900	-	5,400	12,300	1,600	200	84,400
	Music Teacher	100%	1.0	64,900	-	5,400	12,300	1,600	200	84,400
	Phys Ed Teacher	100%	1.0	64,900	-	5,400	12,300	1,600	200	84,400
	ELL Teacher	100%	5.0	309,600	-	25,700	61,600	7,400	1,100	405,400
	ELL Paraprofessional	100%	1.9	49,400	-	4,100	12,300	1,200	200	67,200
	Special Education Teacher	100%	4.0	258,200	-	21,400	49,200	6,200	2,100	337,100
	Special Education Aide	100%	4.4	121,300	-	10,100	36,900	2,900	400	171,600
	Academic Specialist	100%	2.0	135,600	-	11,300	24,600	3,300	500	175,300
	Interventionists	100%	6.5	167,200	-	13,900	49,200	4,000	600	234,900
Instructional Personnel			53.8	\$ 3,066,600	\$ 6,200	\$ 254,900	\$ 602,800	\$ 73,900	\$ 20,900	\$ 4,025,300
	Curriculum Specialist	100%	0.8	\$ 51,800	\$ -	\$ 4,300	\$ 9,200	\$ 1,200	\$ 200	\$ 66,700
	Social Worker	100%	1.0	59,000	-	4,900	12,300	1,400	200	77,800
	Behavior Support Specialist	100%	1.0	47,600	-	4,000	12,300	1,100	200	65,200
	Library Technology Specialist	100%	1.0	64,200	-	5,300	12,300	1,500	200	83,500
	Student/Family Liaison	100%	1.0	42,000	-	3,500	12,300	1,000	200	59,000
	Lunch/Recess Aide	100%	1.0	21,800	-	1,800	-	500	-	24,100
Instructional Support Personnel			5.8	\$ 286,400	\$ -	\$ 23,800	\$ 58,400	\$ 6,700	\$ 1,000	\$ 376,300
All Personnel Expenses			67.9	\$ 3,978,800	\$ 69,000	\$ 335,900	\$ 759,600	\$ 97,200	\$ 31,000	\$ 5,271,500



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Staffing Plan

Year 5 (2028-2029)

Employee	Position	%	FTE	Salary	Stipends/Bonus	Taxes	Health	Retirement	Other	Total (Year 5)
	Principal	100%	1.0	\$ 133,700	\$ 35,700	\$ 14,100	\$ 12,600	\$ 4,100	\$ 1,200	\$ 201,400
	Deans	100%	4.0	350,100	22,900	31,000	50,500	9,000	7,500	471,000
	Registrar	100%	1.0	59,700	500	5,000	12,600	1,400	200	79,400
	Office Administrator	100%	1.0	32,700	-	2,700	12,600	800	100	48,900
	Admissions Representative	100%	1.0	52,700	3,700	4,700	12,600	1,400	200	75,300
	Educational Tech Coordinator	100%	0.4	15,700	-	1,300	-	400	100	17,500
Administration Personnel			8.4	\$ 644,600	\$ 62,800	\$ 58,800	\$ 100,900	\$ 17,100	\$ 9,300	\$ 893,500
	Kindergarten Teacher	100%	4.0	\$ 279,300	\$ 900	\$ 23,300	\$ 50,500	\$ 6,700	\$ 2,400	\$ 363,100
	1st Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	2nd Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	3rd Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	4th Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	5th Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	6th Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	7th Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	8th Grade Teacher	100%	3.0	209,500	700	17,400	37,900	5,000	1,800	272,300
	Art Teacher	100%	1.0	66,900	-	5,600	12,600	1,600	200	86,900
	Music Teacher	100%	1.0	66,900	-	5,600	12,600	1,600	200	86,900
	Phys Ed Teacher	100%	1.0	66,900	-	5,600	12,600	1,600	200	86,900
	ELL Teacher	100%	5.0	318,900	-	26,500	63,100	7,700	1,100	417,300
	ELL Paraprofessional	100%	1.9	50,800	-	4,200	12,600	1,200	200	69,000
	Special Education Teacher	100%	4.0	265,900	-	22,100	50,500	6,400	2,200	347,100
	Special Education Aide	100%	4.4	124,900	-	10,400	37,900	3,000	400	176,600
	Academic Specialist	100%	2.0	139,700	-	11,600	25,200	3,400	500	180,400
	Interventionists	100%	7.5	198,700	-	16,500	50,500	4,800	700	271,200
Instructional Personnel			55.8	\$ 3,254,900	\$ 6,500	\$ 270,600	\$ 631,300	\$ 78,000	\$ 22,500	\$ 4,263,800
	Curriculum Specialist	100%	0.8	\$ 53,300	\$ -	\$ 4,400	\$ 9,500	\$ 1,300	\$ 200	\$ 68,700
	Social Worker	100%	1.0	60,800	-	5,000	12,600	1,500	200	80,100
	Behavior Support Specialist	100%	1.0	49,100	-	4,100	12,600	1,200	200	67,200
	Library Technology Specialist	100%	1.0	66,100	-	5,500	12,600	1,600	200	86,000
	Student/Family Liaison	100%	1.0	43,200	-	3,600	12,600	1,000	200	60,600
	Lunch/Recess Aide	100%	1.0	22,500	-	1,900	-	500	-	24,900
Instructional Support Personnel			5.8	\$ 295,000	\$ -	\$ 24,500	\$ 59,900	\$ 7,100	\$ 1,000	\$ 387,500
All Personnel Expenses			69.9	\$ 4,194,500	\$ 69,300	\$ 353,900	\$ 792,100	\$ 102,200	\$ 32,800	\$ 5,544,800

EMPLOYEE HANDBOOK

2023-2024

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Introduction to Handbook

This Handbook contains information you may find helpful to understand your responsibilities as a National Heritage Academies, Inc. (NHA) employee. It is not meant to be a guarantee of employment or benefits for any specific period of time. Please understand that no supervisor, manager, or representative of NHA may make commitments regarding employment for any period of time, with the exception of written contracts signed by the CEO.

We encourage you to use your good judgment and common sense in everything you do. Because we cannot foresee all possible conditions and circumstances involving your employment, we may change, supplement, or terminate certain policies, guidelines, and benefits. Any disputes, questions, or inquiries into specific sections of this Handbook are left up to the discretion of NHA, except as otherwise provided by applicable law. This Handbook supersedes any former handbook. To the extent this Handbook conflicts with any school issued manual, the provisions in this Handbook apply.

This Handbook has been written with the intent to comply with applicable local, state, and federal law including, but not limited to, the Civil Rights Act of 1964 and 1991, the Employee Retirement Income Security Act, the Age Discrimination in Employment Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the Fair Labor Standards Act, and the National Labor Relations Act. This Handbook will not be construed or applied in a manner that improperly interferes with an employee's rights under applicable local, state, and federal laws including, but not limited to, the right to engage in protected concerted activity and to be free from illegal discrimination, harassment, or retaliation.

We hope you enjoy your job at NHA. Although we hope that your employment with us will be long-term, employment at NHA is at-will. This means that either you or NHA may end this relationship at any time, for any reason, with or without cause or notice. We pride ourselves on teamwork, supporting each other, and, above all, listening and reacting to your suggestions to improve NHA. We encourage you to participate as an active, thinking, proud member of the NHA team!

Welcome to National Heritage Academies

Welcome to National Heritage Academies! I am so pleased you have decided to join our team and am confident you will be happy with your decision. As an NHA employee, you are part of a committed group of individuals working together to make a powerful difference for the families and communities we serve.

Whether you are joining NHA as a teacher, support staff, administrator, or Service Center team member, we all enjoy working together toward a common purpose. We understand the significant responsibility we have (we serve more than 65,000 students and their families) to ensure that each child is learning, developing, and growing every day of the school year. We consider it a privilege to make such a meaningful impact in so many young lives, and if we do our job well, they will become the leaders of tomorrow.

Our work is based on our Purpose, Vision, and NHA's four pillars – academic excellence, moral focus, parent engagement, and student responsibility – which are important components in our model. They are more than just statements or written words; they truly serve as the foundation for everything we do.

Our Purpose: Transform Lives.

Our Vision: Leading through student achievement and moral character.

Our purpose and vision statements are brief. What can YOU personally do each and every day to live out our purpose and vision? We are a team that relies heavily on each other, so I am counting on you to be supportive and try to anticipate the needs of your fellow colleagues.

Equally important are our NHA Core Values, which represent how we live out our purpose. Take time to understand them and how they shape our teaching and learning environments. Commit daily to:

- Take ownership for the success of our students.
- Do the right things always.
- Behave with care.
- Make our schools the best choice for parents and students.
- Act with discipline to sustain our academic success and financial viability.

These are components of the Moral Focus program that is fundamental to the culture and environment of our schools. Integrity is “walking the talk” – it is the capstone of the virtue pyramid. Unless we live out the virtues we impart to our students, our efforts will be hollow at best.

You have my commitment that we will provide you with the support and resources you need to do your job well. I hope you will take every opportunity to seek out advice or guidance if you ever need it. You are not embarking on this journey alone. It is through teamwork and collaboration that we will achieve great things for our kids and families.

Welcome to the NHA team!

Sincerely,



J.C. Huizenga
Chairman

DRAFT

National Heritage Academies Overview

Our Early Years

In 1995, Educational Development Company was founded by J.C. Huizenga to create and manage a network of K-8 charter school academies. The organization was founded on four pillars — academic excellence, Moral Focus, parental partnerships, and student responsibility.

The first school, Excel Charter Academy, opened its doors in West Michigan in 1995, to more than 170 students.

Building On Common Values

In a relatively short time, Educational Development Company flourished thanks to hard work, careful business management, and a firm commitment to education reform. Seven more academies were opened in Michigan in the next two years.

In 1998, the organization's name was changed from Educational Development Company to National Heritage Academies (NHA). "National" to signify the company's drive to become a national organization, "Heritage" to signify a back to basics education, and "Academies" to signify that we are an organization of schools. Five more academies were opened in 1998.

In 1999, Excel Charter Academy graduated the first class of eighth graders. NHA continued to open new academies and began expanding outside of Michigan for the first time.

Today, NHA operates more than 100 schools serving more than 60,000 students in nine states.

Although much has changed since 1995, the NHA mission remains firm. The original educational principles shaped by J.C. Huizenga still guide us as we move into the future. In fact, these principles are the basis of the policies, high standards, and overall philosophy with which we operate today.

Inclusion, Diversity & Equity (ID&E)

At NHA, we believe in creating an inclusive and diverse workplace. A place of belonging. Our core values state that we will "do the right thing always" and "behave with care." We are committed to living these values every day. This philosophy encompasses bringing your whole self to work, and that each person in our organization has value and belongs here, regardless of age, gender, race, ethnicity, religion, sexual orientation, disability, or any other protected characteristic. We strive to continue to be educated about ID&E as an organization and as individuals because we believe that **At NHA, You Belong.**

High Expectations

We live in an era of rapid change and intense competition. Meanwhile, our students and their families are demanding ever-higher standards of quality and service. What seemed adequate yesterday is no longer acceptable. One of the biggest challenges we face at NHA is deciding what to change and what to preserve. Clearly, we must be willing to respond to changes quickly, decisively, and wisely. On the other hand, experience teaches us that we need our "core values" to succeed over the long-term.

As individual members of the NHA team, we each have a responsibility to uphold the purpose, vision, and core values that guide our journey into the future. No matter how much we grow, they will remain the true foundation of our success.

Our Purpose

NHA exists to transform the lives of students and enrich communities by delivering high-quality educational choices to families.

Our Vision

We will be recognized by communities and parents as the leader in public education based on the academic success and moral character of our students.

Our Core Values

Core Value #1: Take ownership for the success of our students

- We are **STUDENT-FOCUSED** and make every decision based on what is best for students.
- We take **PERSONAL RESPONSIBILITY** for the success of our students, and if our students aren't making progress, we must change our approach.
- We intentionally **MEASURE PROGRESS** to understand where we currently are and determine what we need to do next.
- We demonstrate a **GROWTH MINDSET** where people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Core Value #2: Do the right thing always

- We act with **INTEGRITY** by never compromising our honesty, authenticity, humility, and self-worth.
- We have the **COURAGE** to be honest about our circumstances, engage in difficult conversations, and resist short-term gains at the expense of doing what is morally right.
- We embrace **ACCOUNTABILITY** by holding ourselves and others to high standards, taking responsibility for our actions, following through on our commitments, and admitting when we are wrong.

Core Value #3: Behave with care

- We show **RESPECT** for each other by demonstrating encouragement, gratitude, compassion, grace, and forgiveness.
- We **SUPPORT** our students, our families, and each other in tangible and meaningful ways.
- We take time to intentionally **BUILD RELATIONSHIPS** by seeking first to understand, then to be understood.
- We believe **FEEDBACK** is essential to reach our fullest potential so we regularly seek and provide opportunities for feedback and growth.

Core Value #4: Make our schools the best choice for parents and students

- We embrace **COMPETITION** for NHA as it drives our personal best.
- We **SEEK TO UNDERSTAND** the needs and expectations of our families and strive to meet or exceed them.
- We ensure a physically and emotionally **SAFE ENVIRONMENT** for our students, staff, and families.
- We provide a **CULTURE** that is warm, nurturing, and inviting while maintaining high academic and behavioral expectations.

Core Value #5: Act with discipline to sustain our academic success and financial viability

- We take **PERSONAL OWNERSHIP** for the financial viability of NHA and treat company resources as if they are our own.
- We adopt an **INVESTMENT APPROACH** by asking, “How will this expense improve student learning, and what is the impact on our long-term financial sustainability?” prior to making financial decisions.
- We **ESTABLISH ACADEMIC AND FINANCIAL GOALS** and actively create and execute plans to achieve them.
- We frequently **EVALUATE ACADEMIC AND FINANCIAL OUTCOMES** to ensure we are delivering on our promise to parents and being good stewards of our resources

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Special Notice to Staff in New York Schools

All New York staff members are jointly employed by the school and NHA. This means, by way of example, that the hiring of a staff member is subject to review and approval by the school board, as is the termination of employment of a staff member or other related personnel matters. Although employed by both NHA and the school, the policies and benefits in this Handbook will apply.

It is the responsibility of all New York staff members to be aware of and abide by the New York State Human Rights Law, which, among other things, prohibits harassment in the workplace. Retaliation against individuals who file a complaint, testify, or assist in any investigation or proceeding involving harassment is unlawful and is subject to discipline, up to and including termination. The full harassment policy can be found on NHA's internal site Compass as well as the formal complaint form.

New York Supervisory Responsibility:

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior, or for any reasons suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to your People Services Business Partner.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue. Supervisors and managers will also be subject to discipline for engaging in any retaliation.

New York State Division of Human Rights (DHR):

A complaint alleging violation of the Human Rights Law may be filed either with DHR or the NYS Supreme Court. You do not need to have an attorney to file. Complaints may be filed with the DHR any time within one year of the alleged sexual harassment.

United States Equal Opportunity Commission (EEOC):

An individual can file a complaint with the EEOC anytime within 300 days from the alleged sexual harassment. You do not need an attorney to file. A complaint must be filed with the EEOC before you can file in federal court.

New York Local Protections:

Many localities enforce laws protecting individuals from sexual harassment and discrimination.

Non-Retaliation

National Heritage Academies believes that it is every employee's obligation to report

complaints or incidents of possible discrimination or harassment. Retaliation against individuals who complain of sexual harassment or who testify or assist in any investigation or proceeding involving sexual harassment is unlawful. National Heritage Academies will neither retaliate against nor tolerate retaliation against any employee who brings a complaint to NHA's attention or participates in an investigation or proceeding regarding a complaint. If an employee feels that he or she has been retaliated against in violation of this policy, the employee should follow the complaint procedure above.

Penalty

Sexual harassment and prohibited harassment of any kind are forms of employee misconduct. An act found to have violated this policy will be subject to disciplinary action, up to and including immediate discharge. In addition, individuals in a supervisory or management position who knowingly allow prohibited harassment to take place will be subject to disciplinary action, up to and including immediate discharge.

Current information on the New York State Human Rights Law can be found at www.DHR.ny.gov

For more information on Federal statutes, go to www.EEOC.gov

Special Notice to Staff in North Carolina Schools

All North Carolina teachers are jointly employed by the school and NHA. This means, by way of example, that the hiring of a teacher is subject to review and approval by the school board, as is the termination of employment of a teacher or other related personnel actions. Although employed by both NHA and the school, the policies and benefits in this Handbook will apply.

Special Notice to Staff in Georgia

All Georgia staff members are jointly employed by the school and NHA. This means, by way of example, that the hiring of a staff member is subject to review and approval by the school board, as is the termination of employment of a staff member or other related personnel matters. Although employed by both NHA and the school, the policies and benefits in this Handbook will apply.

It is the responsibility of all Georgia educators to be aware of and abide by the Georgia Code of Ethics. Furthermore, any violation of the Georgia Code of Ethics will be referred to the Georgia Professional Standards Commission Ethics Division for investigation and possible sanction.

Current information on the Georgia Code of Ethics can be found at www.gapsc.com/Ethics/Home.aspx The Code of Ethics for Educators rule is located at <https://www.gapsc.com/rules/current/ethics/505-6-.01.pdf>.

Special Notice to All Schools

NHA understands that this Handbook does not cover all school specific policies and procedures (arrival time, specific dress code, office supply policy, etc.). Accordingly, please refer to your school's specific Policies and Procedures Manual. For a copy of your school's Policies and Procedures Manual, please contact your direct supervisor or a member of People Services.

For special education staff, there are also manuals the Special Education department has provided that will help support you in your role. For copies of these manuals, please contact the Special Education department.

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Code of Conduct

NHA Employee Professional Code of Conduct with Students

At National Heritage Academies (NHA), we are committed to an employee professional code of conduct that protects our students and ensures their safety. In living our mission to transform lives, we expect all employees to exercise good judgment when interacting with students. This includes conduct standards of appropriate boundaries, ethical behavior, and respectful communication in all interactions, whether on or off school property, or at planned or unplanned activities and events. Guiding these conduct standards are the following applicable NHA Core Values:

- Take ownership for the success of our students.
- Behave with care.
- Do the right thing always.
- Make our schools the best choice for parents and students.

The guidelines that follow define appropriate and inappropriate employee conduct, and what to do if you believe inappropriate employee conduct has taken place with a student.

Appropriate employee professional conduct includes:

- Recognizing, respecting, and always upholding the dignity of students.
- Treating all students equitably regardless of gender, race, ethnicity, national origin, religion, disability, or sexual orientation, in accordance with all local, state, and federal laws.
- Respectfully acknowledging each student's culture, customs, and beliefs.
- Professionally communicating student information directly with parents/guardians, whether in-person, via phone or email, or through NHA-sponsored communications platforms.
- Communicating in writing to students regarding academics or school-related activities solely through NHA-sponsored communications platforms.

Inappropriate employee conduct includes, but is not limited to:

- Engaging in conduct that endangers or willfully harms students, including threats of physical violence, physical or sexual abuse, neglect, harassment, or discriminatory behavior.
- Failing to intervene when an act of discrimination, harassment, intimidation, abuse, or bullying against a student is suspected or observed.
- Engaging in a physical relationship with a student, or encouraging or maintaining inappropriate communication with a student, whether electronic, written, or verbal.
- Communicating in writing to students for purposes other than academics or school-related activities or communicating directly with students for any reason using non-NHA-sponsored communications platforms (e.g., social media, text messages, or phone calls) without the written consent of a parent/guardian.
- Possessing or viewing pornography or other imagery portraying children in a sexualized manner.
- Using profane, obscene, or abusive language against students or their

- parents/guardians.
- Possessing or distributing any controlled substance to anyone – student, parent, staff member, or others – whether on or off school property, or at planned or unplanned activities and events.
 - Knowingly misrepresenting facts in employment or school records or making false statements about a student.
 - Divulging confidential information about students to persons not authorized to receive it.
 - Engaging in any misconduct that would impair your ability to serve effectively as a professional.
 - Retaliating against anyone who reports any alleged misconduct.

Inappropriate conduct is not limited to the descriptions listed above. When in doubt whether a specific action is inappropriate or unprofessional, seek your leader's advice or call the People Services Business Partner team.

What should you do if you believe someone has acted inappropriately toward a student?

As a reminder, all educators are mandated reporters. Your first priority is student safety. You have a responsibility to report observed or suspected misconduct or questionable behavior with students to the applicable state agency as well as the leadership team in your school. This includes inappropriate conduct by other employees, students, parents, or other adults. If the person of concern is a school leader or you prefer speaking with someone outside of your building, call the NHA Service Center at (616) 222-1700 and ask to speak with the People Services Business Partner team. You may also call the confidential Employee Ethics Hotline at 877-376-3935. NHA reserves the right to investigate concerns of misconduct involving students even if no written complaint has been filed.

Rewards and Recognition/Total Rewards

Your paycheck is one of the most tangible rewards for your work at NHA. Yet, it is only part of the many benefits available to you. Every day, you show your commitment to impacting the lives of the students we serve. In that same way, NHA makes a commitment to provide you with a Total Rewards package that goes well beyond what you see in your paycheck. You may also enjoy a broad range of benefit programs, including group health and dental insurance, paid vacation, disability benefits, and a retirement savings plan.

This portion of the Employee Handbook contains a general description of our pay policies and the benefits to which you may be entitled. Please understand that this general explanation is not intended to provide you with all the details of these programs. Therefore, this Handbook does not change or otherwise interpret the terms of any summary plan descriptions. Your rights can be determined only by referring to the full text of the summary plan descriptions. To the extent that any of the information contained in this Handbook is inconsistent with the plan documents, the provisions of the plan documents will govern in all cases. NHA may amend, modify, or delete, in whole or in part, the provisions of the described benefit plans. We also may require or increase employee premium contributions toward any benefit at our discretion. If you need more information on a specific program, or if you have any questions regarding specific local or state laws that may apply to you, please contact the People Services department.

Compensation

Pay for Performance

NHA is committed to rewarding employees for their performance.

Performance evaluations serve as an important communication link regarding work performance. NHA uses the performance evaluation process to evaluate individual accomplishments and to identify areas for professional growth and development. The results of the evaluation directly impact the employee's total compensation package.

When determining an employee's compensation, NHA takes into account the credentials, qualifications, performance, and experience of the employee who holds the position.

A fundamental part of the culture at NHA is paying for performance. NHA's success is directly linked to our ability to pay wages and benefits. NHA believes that every employee can contribute to the company's long-term success, which is why wages are directly linked to an employee's performance on the job.

Compensation is reviewed on an annual basis in the spring of each year. Increases are effective at the start of the following school year based on the board approved school calendars (this does not include principals). Increases for Service Center

employees and principals are effective at the start of the payroll for the first pay date in July.

If the school calendar changes the school start date year over year, the effective date of the annual increase will still be the return date approved by the board for that year. This may add to or reduce the weeks of summer break during those change years. NHA believes our teachers are year-round employees who receive a summer vacation as determined by the calendar set for the school. Compensation is based on salaries that may fluctuate as determined by our designated calendars.

Paycheck

Payroll is calculated on a bi-weekly basis and paid two weeks in arrears on Friday. The pay period starts on a Sunday and ends on a Saturday. For example, hours worked 6/18/23-7/1/23 will be paid two weeks later on Friday, 7/14/23. Paychecks are comprised of your gross wages earned less all legally required deductions (taxes, garnishments, etc.) and individually authorized deductions (insurance, flex, etc.).

The preferred and fastest way to receive your paycheck is to elect direct deposit. If an employee chooses to not elect direct deposit, their paycheck will be mailed to the address NHA has on file and delivery will be dependent upon the U.S. Postal Service.

Employees with Oracle access may view/print a copy of their payslips from Employee Self-Service.

Direct Deposit

NHA offers and encourages direct deposit of paychecks (automatic payroll deposit). It is the most efficient way for you to receive your monies on payday. Employees may enroll or make changes at any time on or after your hire date. Direct deposit funds rejected by the bank due to incorrect account information or closed accounts will be refunded to the employee on a subsequent, scheduled check after funds are returned to NHA.

Time Entry

Time entry in Oracle must be completed by the following groups of employees/positions:

- Hourly employees, including substitutes
- Hourly positions held by salaried staff
- Salaried employees working in a grant-funded position(s)

Salaried, exempt employees who are required to complete a timecard are not considered hourly (non-exempt) employees.

Daily time entry is highly encouraged. Time entry must be accurate and must include the number of hours worked each day for all timecard required positions. Employees

working in more than one timecard required position must enter hours separately for each position. Hours must be entered on the day the employee worked the hours.

Be sure to accurately enter your actual hours worked and any leave time before the close of the pay period. Do not enter time on days that you are absent or that the school is closed. Absences must be submitted and approved under Time and Absences in Oracle. If you are on a Leave of Absence, speak with your Leaves contact to determine if you should continue to fill out a timecard while on leave.

Time entry must be completed and submitted by 10 p.m. on Saturday, the last day of the pay period, and approved by your manager by noon the following Tuesday. Changes to timecard submission and approval deadlines will be communicated to staff via email.

Hours not entered and approved by the appropriate time will be included on a future paycheck, resulting in a payment delay.

Falsification of a timesheet may result in disciplinary action, up to and including termination of employment.

Information on entering and submitting timecards is available through NHA Help.

Overtime

Overtime applies to all non-exempt employees. Overtime pay is based on actual hours worked in a given week, or as otherwise required by applicable state law. Time off for vacation leave, holiday leave, or any leave of absence will not be considered hours worked in the calculation of overtime.

Overtime hours worked must be pre-approved by the principal/manager and documented in the comments on your timecard. Overtime is paid at one and a half times your regular hourly base rate for hours worked over 40 within a work week, or as otherwise required by applicable state law.

Deductions from Wages of Exempt Employee

Exempt employees will generally be paid a guaranteed salary for each week if they perform any work in the week, regardless of the number of hours worked. NHA will only make deductions from an exempt employee's pay as permitted under the Fair Labor Standards Act and its regulations.

If an exempt employee believes that NHA has made an impermissible deduction from his or her pay, the employee should immediately report the matter to the Payroll department. NHA will investigate the matter and, if the deduction was improper, NHA will reimburse the employee and will take steps to ensure that improper deductions are not made in the future.

Bonuses

NHA may pay bonuses to certain job classifications of employees on a periodic basis in recognition of their achievements and as an incentive for future performance. NHA

reserves the right to determine if bonuses will be awarded based on organizational performance, individual performance, and economic/market conditions. Bonuses, when given, are paid only to eligible employees who are actively employed or on an approved leave, unless otherwise specified in the bonus plan, and are in good-standing in their employment. NHA follows the IRS rules for Supplemental Wages when calculating federal withholding.

Master's Degree Salary Increase

1. PURPOSE

1.1 National Heritage Academies (NHA) offers pay increases to teachers upon the completion of a master's degree. This one-time, \$3,500 salary increase is awarded to currently employed teachers upon successful acquisition of a master's degree. Teachers who hold a master's degree prior to beginning employment are hired at a higher rate of pay. There is no additional pay increase for a certification, a second master's degree, a PhD, or other terminal degrees. This policy outlines when and how the master's degree increase is awarded.

2. POLICY

Eligibility

2.1 All new or existing NHA teachers (including classroom, Art, PE, Music, Language, At Risk, Elective, LTS, Special Education, ELL, and Academic Specialists) are eligible for this increase upon completion of their initial master's degree.

2.2 This benefit is not available for Service Center employees.

2.3 This benefit is not available to school employees if they are not listed in 2.1 above. Social Workers, Guidance Counselors, Deans, At-Risk Coordinators, Student Family Liaison, and Achievement and Behavior Support Specialists are not eligible for this benefit.

Course Requirements

2.4 Master's degrees must have been acquired from an accredited college or university in order to qualify for the master's degree increase.

Reimbursement Amount

2.5 Those who have received master's degrees are placed on a "Master's" wage schedule that has been increased by \$3,500.

Reimbursement Procedure

2.6 A teacher who has received a master's degree will provide their manager a copy of their transcripts (official or unofficial) that states the school's name, the date the master's degree was awarded, and the degree title. This should be entered into Oracle.

2.6 B In order to process the pay increase, the manager must find the employee under "My Team" in Oracle. Select "change salary" in the drop down and enter the

effective date and \$3,500 increase.

2.7 The request will be routed to the Business Partner team then assigned to Compensation. Compensation will review the transcripts and eligibility of the employee.

2.8 Compensation will approve or decline the Oracle request based on eligibility criteria. This increase will not be retroactive to the date of the degree of completion. A failure to submit necessary paperwork timely may result in a delay of your increase being processed.

2.9 All master's increases must be submitted by April 30 for the current school year in order to be effective within one to two pay periods.

2.10 If the April 30 deadline is not met, the master's increase will go into effect the following school year.

3. APPLICABILITY

3.1 This policy applies to teachers in all schools.

4. RESPONSIBILITY

4.1 People Services Compensation is responsible for implementing and managing the master's degree pay process and the Master's Degree Increase Policy.

4.2 People Services Compensation is responsible for verifying the master's degree.

4.3 People Services Shared Services is responsible for entering the education level in Oracle.

4.4 Participating teachers are responsible for submitting necessary paperwork timely and understanding the requirements, procedures, and limits of the program.

Time Off

Vacation

Vacation time is provided to encourage employees to balance their work and personal lives. If you are eligible for vacation pay, your vacation pay will consist of your regular rate of pay and is paid with the normal payroll. An annual school employment calendar is published each year to detail the employment, holiday, and vacation day expectations for all school employees. Please see your school office, MyNHA, or the People Services department for a copy of the vacation policy applicable to your position or for your school's Annual School Calendar.

Vacation time is not accrued. Vacation time is for those who are actively employed at the time of the designated vacation (i.e., time at the end of the calendar year, mid-winter break, spring break, and the summer weeks between school years). Vacation pay will be based on your active position at the time of the vacation and is not accrued based on the length of time you are employed during a school year. If you are not an active employee on the last day of school or scheduled work day (or on an approved leave of absence) prior to the designated vacation period, you will not be eligible for vacation pay. If a teacher works or is on an approved leave of absence through the last day of the school year (the last day of instruction as indicated by the board approved school calendar), the teacher will be eligible for his/her summer vacation and will continue to receive pay and benefits over the summer until the designated end date.

School Leadership (Principals and Transitional Principals):

Principals and transitional principals receive vacation time during the school year for break periods specifically designated in the school's annual school calendar. In addition to these vacation times, principals, executive principals, and transitional principals also are eligible to take vacation during the summer months as long as enrollment, hiring, and other essential job duties are still being fulfilled. A full policy can be found on <https://benefits.mynha.com/>.

School Leadership (Deans):

Deans receive vacation time during the school year for break periods specifically designated in the school's annual school calendar. In addition to these vacation times, deans also are eligible to take four weeks of vacation time, which is intended primarily for the summer break. With principal approval, the four weeks can be taken any time during the school year; however, vacation times do not accrue until the end of the school year. Deans must schedule vacation time around professional development and training during the summer (e.g., Leadership Summit) and are expected to work regularly scheduled days unless otherwise approved by the principal. The four weeks of vacation time will be pro-rated for individuals hired after the beginning of the fiscal year (vacation year runs July 1 through June 30). Any vacation time not used by June 30 will be lost, as it is not carried over to the next year, unless contrary to applicable law. Vacation requests need to be submitted in Oracle and approved by the principals.

If a dean resigns from NHA following the end of their school year, he/she may be paid out any accrued and unused vacation days for the previous year. Vacation days will not be paid out for deans who do not complete the school year, unless contrary to applicable state law. Deans can also consult <https://benefits.mynha.com/> for the full dean vacation policy.

Registrars:

Registrars receive vacation time during the school year for break periods specifically designated in the school's Annual School Calendar. In addition to these vacation times, Registrars also are eligible to take two weeks of PTO time during the year. These two weeks must be approved by their supervisor and should not be taken during the two weeks preceding the start of the upcoming school year, unless approved by their supervisor. These two weeks of vacation will be pro-rated for part-time registrars and for registrars hired mid-year. Any vacation time not used by June 30 will be lost, as it is not carried over to the next year, unless contrary to applicable law. Vacation requests need to be requested in Oracle and approved by their manager. Registrars can also consult <https://benefits.mynha.com/> for the full vacation policy.

Teachers, Paraprofessionals, and Other School Employees:

Teachers and other exempt, salaried school employees receive vacation time during the school year for break periods specifically designated in the school's Annual School Calendar. These weeks specifically include designated time at the end of the calendar year, a mid-winter break, a spring break, and the summer weeks between the school years. Employees may be required to attend occasional meetings and/or professional development during the summer weeks. A teacher must be employed through the end of the school year (the last day of instruction as indicated by the

board approved school calendar) to be eligible for summer vacation. If a teacher resigns during the school year, pay and elected benefits end the last day worked. If a teacher resigns on or after the last day of instruction, they will continue to receive pay and benefits over the summer vacation period until the designated end date.

Vacation pay for paraprofessionals is based on a vacation pay accrual system. Paraprofessional pay consists of an hourly pay rate (75%) and a vacation pay accrual (25%). Paraprofessionals will receive vacation pay accrual in each paycheck, but this portion of a paraprofessional's total pay is payment for the vacation weeks listed in the Annual School Calendar. Paraprofessionals may be ineligible for unemployment compensation during this time. These weeks specifically include designated time at the end of the calendar year, a mid-winter break, a spring break, and the summer weeks between the school years when you are not working.

Office administrators and other non-exempt, hourly school employees are not eligible for vacation pay unless they work all year round in the school.

Substitute teachers do not receive vacation pay during the school year for break periods listed in the Annual School Calendar as they are considered per diem employees who are only paid for days worked. Paraprofessionals and substitute teachers have reasonable assurance to return in the same or equivalent position after all school breaks listed in the Annual School Calendar unless notified differently by their manager. As a result, individuals in these positions may be ineligible for unemployment compensation during this time.

School Hourly Employees:

Hourly employees working 20 hours or more are eligible for paid time off. Hourly employees should refer to the Paid Time Off Policy for information about their paid time off benefits. Please contact your supervisor, the People Services department or consult <https://benefits.mynha.com/> for a copy.

Admission Representatives:

Admission Representatives are Service Center employees and should refer to the Vacation Benefits-Service Center Employees Policy for information about their vacation benefits. Please contact your supervisor, the People Services department or consult <https://benefits.mynha.com/> for a copy.

Service Center Employees:

Service Center employees should refer to the Vacation Benefits-Service Center Employees Policy for information about their vacation benefits. Please contact your supervisor, the People Services department, or consult <https://benefits.mynha.com/> for a copy.

Holidays

Eligible employees include all salaried employees and all hourly employees that are full time (greater than 35 hours -.875 FTE per week). Employees are responsible for entering holiday time on the timecard. Eligible hourly employees must enter the *Holiday Hours* time type and eligible salary employees must enter the *Regular Hours* time type on the timecard. If you do not know what your FTE is, please ask

your manager. Holiday hours not entered on an approved timecard when Payroll begins processing will be paid on a future scheduled paycheck once the hours are submitted and approved on the timecard.

Holiday pay is based on the employee's budgeted FTE per eligible position, not on the employee's work schedule for that day. Holiday hours are calculated based on a position's FTE and an 8-hour day (Budgeted FTE x 8 hours = number of holiday hours). For example, 1.0 FTE receives 8 hours of pay and .875 FTE receives 7 hours of pay. If you have multiple positions, be sure to enter time for each eligible position.

School Employees:

The following holidays are designated as paid for eligible school employees:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day (designated for school office staff personnel only)
- Labor Day
- Thanksgiving Day (two days)
- Christmas
- Three days when Christmas falls on Friday, Saturday, Sunday, or Monday.
Four days when Christmas falls on Tuesday, Wednesday, or Thursday.

Full time Employees (greater than 35 hours -.875 FTE a week). You will need to record your holiday hours in Oracle timecard.

For hourly employees, holiday pay is based on the employee's budgeted FTE. This is equated as follows: Budgeted FTE x 8 hours = prorated number of holiday hours. (i.e., 1.0 FTE receives 8 hours of pay and .875 FTE receives 7 hours of pay). Holiday pay is not based on the employee's work schedule for that day.

Service Center Employees: Service Center employees should refer to the Holiday Schedule-Service Center for information about their holidays. Please contact the People Services department or <https://benefits.mynha.com/> for a copy.

Benefits

Benefit Election

Participation in NHA's health, dental, vision, voluntary life insurance, and flexible spending plans is voluntary. New hires who are eligible for benefits have 30 days from their hire date to complete enrollment for themselves or their eligible dependents. Employees also are eligible to elect or make changes to their coverage within 30 days of a qualifying life event or status change during the year. Open enrollment is mandatory for eligible employees and held annually for all health and welfare plans. If enrolled by election or default, coverage for eligible employees is effective on the first day of the month following their hire date or the first day of the

next plan year following enrollment through open enrollment. All health and welfare benefits end on the last day of the month of separation of employment, although you may be eligible to continue your group coverage under COBRA as discussed below. A People Services representative can assist you in making the necessary arrangements for enrollment. Please see the Summary Plan Description at <https://benefits.mynha.com/> for requirements and further details.

Group Health and Dental Insurance

NHA offers regular full-time and part-time (regularly scheduled 20 or more hours per week) employees comprehensive group health and dental insurance plans for those who subscribe to the plan, subject to the terms and conditions of the plan. Our group health and dental plans are self-insured, joint contribution plans that require you to make partial premium payments through payroll deduction. The amount of your partial premium payment may vary, depending on your status, the plans elected, and the persons covered. Current plan offerings, coverage detail, and cost information is available at <https://benefits.mynha.com/>. The health and prescription plans currently provide coverage for a variety of medical, surgical, hospital, and prescription expenses. There are two dental plans that cover preventive care. One plan provides basic preventative care. The other provides basic, major, and orthodontic services. Deductibles and other annual limits are based on the plan year.

Group Vision

NHA offers regular full-time part-time (regularly scheduled 20 or more hours per week) employees a vision insurance plan for those who subscribe to the plan, subject to the terms and conditions of the plan. Our group vision plan is a contribution plan that requires the employee to make premium payments through payroll deduction.

The plan provides coverage for a variety of expenses and services related to eye exams and the purchase of prescription lenses or contacts. Coverage cannot be voluntarily terminated by the employee during the plan year. Annual limits and restrictions are based on the plan year.

Flexible Spending Accounts

Health Flexible Spending Account

All employees may make an annual election of pretax dollars to be set aside from their biweekly paychecks to use toward eligible health care expenses through a Health Care Flexible Spending Account (HCFSA), subject to the terms and conditions of the plan. Once elected, the amount is generally fixed for the plan year. However, if you undergo a change in family status (as defined in the Summary Plan Description), you may change your elections, provided you do so within 30 days from the date of the change. Employees may be ineligible to contribute to the HCFSA if they are enrolled in a High Deductible Health Plan and eligible to contribute to a Health Savings Account.

Dependent Care Flexible Spending Account

NHA offers regular full-time and part-time (regularly scheduled 20 or more hours per week) employees the opportunity to make an annual election of pretax dollars to be set aside from their pay throughout the year to use toward dependent care expenses

through a Dependent Care Flexible Spending Account (DCFSA), subject to the terms and conditions of the plan. Once the DCFSA is elected, the amount is generally fixed for the remainder of the plan year. However, if you undergo a change in family status or dependent care costs (as defined in the Summary Plan Description), you may change your elections provided you do so within 30 days from the date of the change.

Transportation Flexible Spending Account

NHA also offers a transportation and parking flexible spending account to regular full-time and part-time (regularly scheduled 20 or more hours per week) employees, subject to the terms and conditions of the plan. You can enroll in, make changes to, or stop contributions to this plan at any time during the year. Your monthly elections may not exceed the monthly limits set forth by federal guidelines.

Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985 gives you and your qualified beneficiaries the opportunity to continue health, dental, vision insurance, and/or the medical flexible spending plan coverage under NHA's plans when a "qualifying event" would normally result in the loss of eligibility. Some qualifying events are resignation, termination of employment, death of an employee, a reduction in an employee's hours (including some types of leaves of absence), an employee's divorce or legal separation, a dependent child no longer meeting eligibility requirements, and an employee's eligibility for Medicare entitlement.

Under COBRA, you or your beneficiary pays for such coverage, as provided by applicable law, at NHA's group rates plus an administration fee.

Life Insurance

NHA offers regular full-time employees term Life Insurance and Accidental Death and Dismemberment (AD&D) Insurance coverage, subject to the terms and conditions of the plan. Each policy offers a benefit of 1X base pay with a minimum benefit of \$25,000, up to a maximum benefit of \$600,000. Regular full-time employees also have the option of purchasing voluntary life insurance benefits for themselves and their eligible dependents based on their family's insurance needs, subject to the terms and conditions of the plan.

In the event of the employee's death, life insurance benefits will be paid to the employee's beneficiaries. If the employee's death was caused by an accident, the beneficiaries of the employee also will receive an additional benefit through the AD&D Insurance. AD&D Insurance also provides monetary benefits in the event of a serious injury. Please see the Summary Plan Description for eligibility requirements and further details posted at <https://benefits.mynha.com/>

Short-Term Disability

NHA provides a short-term disability (STD) plan to regular full-time employees after they have completed one year of active regular full-time service in the year preceding the date the leave of absence begins, subject to the terms and conditions of the plan. The STD plan provides qualifying employees with partial pay during weeks that

employees do not work due to a non-work related illness, injury, or medical disability, subject to the terms and conditions of the plan. The application process and claim approvals are administered through a MetLife. This benefit is self-funded and paid through the NHA payroll after claims have been approved by the administrator. Please see the disability policy posted at <https://benefits.mynha.com/> for specific details of the short-term disability benefits provided by NHA.

Long-Term Disability

NHA offers regular full-time employees the option to purchase voluntary long-term disability (LTD) benefits, subject to the terms and conditions of the plan. The LTD benefit provides partial pay for time an employee is unable to work after a long-term length of time due to an illness, injury, or medical disability, subject to the terms and conditions of the plan. Please see the disability policy posted at <https://benefits.mynha.com/> for specific details of the long-term disability benefits provided by NHA.

401 (k) Savings Plan

NHA offers a 401(k) retirement savings plan to help eligible employees accumulate the assets they will need for retirement on a pre- and post-tax basis. Employees are eligible to participate in the 401(k) plan immediately upon date of hire or transition into an eligible position, subject to the terms and conditions of the plan. NHA automatically enrolls eligible employees in the 401(k) plan after completing 45 days of employment at NHA, unless the employee declines participation, subject to the terms and conditions of the plan.

With the convenience of regular payroll deductions, you may contribute from 1-80% of your compensation per pay period, subject to the maximum annual limit. Once eligible, you can increase, decrease, start, and stop your contributions to the plan at any time by contacting John Hancock at 1-800-294-3575 or by visiting <https://myplan.johnhancock.com/login>. For investment advice at no cost to you, you can contact Pearl Street Investment Management at 1-844-854-5846.

Each year, NHA may, at its discretion, elect to match a portion of an employee's contributions. Currently, the match is .50 cents for each \$1 employees contribute up to 6% of pay (the maximum NHA contribution is 3% of pay). Please see the Summary Plan Description for eligibility requirements and further details.

All regular employees are eligible to participate in the 401(k), outside of employees who are required to participate in their state retirement systems. In Georgia and Ohio, employees in certain positions or with certain prior employment history are not eligible to participate in this benefit and are required to participate in the Ohio State Retirement Systems, or the Teachers Retirement System of Georgia.

Ohio SERS/STRS

NHA employees who work in Ohio may be required to participate in either the School Employees Retirement System of Ohio (SERS) or the State Teachers Retirement System of Ohio (STRS). Generally, licensed employees hired prior to Feb. 1, 2016, working in the state of Ohio are required to participate in STRS. Licensed employees

hired after Feb. 1, 2016, may also be required to participate in STRS if their last year of employment was with a participating community school. Generally, non-licensed employees hired prior to July 1, 2016, working in the state of Ohio are required to participate in SERS. Non-licensed employees rehired prior to June 30, 2017, may also be required if they were previously employed with NHA in the year prior to July 1, 2016. Because Ohio requires employees to participate in these State Retirement Systems, these employees are not eligible to participate in NHA's 401(k) plan.

Ohio employees can find more information regarding SERS and STRS at <https://benefits.mynha.com/>. For additional information about SERS contact 1-866-280-7377 or <https://www.ohsers.org> and for additional information about STRS contact 1-888-227-7877 or <https://www.ohsers.org/>.

Life Assistance Services

NHA provides an Employee Assistance Program (EAP) through MetLife, which provides employees and their family members free services and support through a 24/7 hotline and an online portal of resources. These services include immediate consultation or counseling, as well as referrals and recommendations, and are available to assist employees with a broad scope of personal or professional needs. Services include legal questions, coping with stress or depression, financial planning, work/life balance, referrals for quality service providers for daycare, mental health, legal needs, and more. The EAP hotline can be contacted via phone at 1-888-319-7819 or online at Login page - Page to login into LifeWorks App - LifeWorks - MetLife EAP

[Login page - Page to login into LifeWorks App - LifeWorks - MetLife EAP](#)

Tuition Reimbursement

NHA recognizes that the skills and knowledge of its employees are critical to the success of the organization. NHA encourages employees to continue their education in subjects and fields related to their current and future NHA job responsibilities. NHA offers tuition reimbursement to encourage employees to maintain and improve job-related skills, achieve their professional development plans, achieve recertification, and enhance their ability to compete for reasonably attainable jobs within NHA.

NHA will reimburse classes at an accredited college or university that go toward a teaching certification or a higher teaching degree. NHA also will reimburse employees who are gaining expertise in other subject areas related to teaching (e.g., science, math, language arts, etc.). NHA may, in its discretion, approve a non-educational related degree for front office staff and administrators. Service Center employees will be reimbursed for classes at an accredited college or university that go toward a job-related degree, as approved by NHA. In addition, NHA partners with a number of colleges and universities to provide additional tuition relief. Refer to <https://benefits.mynha.com/> for a full list.

All full-time employees who are regularly scheduled to work 35 or more hours per week are eligible. NHA reimburses deans up to 100% of the tuition costs and up to \$6,000 per calendar year. Reimbursement is taxable for anything over \$5,250 per calendar year. As of Jan 1, 2020, all other eligible employees are reimbursed up to

\$1,000 per calendar year.

Please refer to the Tuition Reimbursement Policy found at <https://benefits.mynha.com/> for further details and eligibility requirements as well as for the Tuition Reimbursement Form.

Adoption Assistance

NHA believes strongly in the value of family; whether it is the family at work, at home, or at school. To support that belief, we offer up to a \$3,000 reimbursement to any eligible employee to help with the financial burden of the adoption process. This benefit is available to active regular full-time employees after one year of active regular full-time service in the year preceding the adoption. All necessary documents must be sent to the People Services department for approval and processing. This benefit does not apply to legal fees for adoption of stepchildren. The necessary forms can be found at <https://benefits.mynha.com/>

If an employee is adopting multiple children, the employee is eligible for \$3,000 per adopted child. When both adopting parents are employed by NHA, they will both be eligible for \$3,000 per child as long as both employees individually meet the eligibility requirements for adoption assistance.

Recognition

High Five Program

High Five is NHA's online recognition program where employees and managers alike can recognize one another for living out NHA's values, creating a more engaging workplace, and helping the organization achieve success.

As a member of High Five, you can accumulate points to redeem for exciting merchandise, gift cards, experiences, tickets, and so much more! You can find thousands of meaningful items that are all available in the online reward catalog at nha.achievers.com/catalog.

Please note that substitutes, temporary employees, and contractors are not eligible for High Five.

Service Recognition

NHA appreciates the loyalty and service of its employees. Our service award program recognizes this service and the value of the skill, knowledge, and judgment developed through years of experience. Service is recognized annually in High Five. In addition, points are awarded in High Five to employees whose years of service have reached the following milestones:

Years of Service	High Five Point Amount	High Five Dollar Amount
5 years	5,000	\$50

10 years	10,000	\$100
15 years	25,000	\$250
20 years	35,000	\$350
25 years	50,000	\$500
30 years	75,000	\$750

Qualifying service is based on your adjusted hire date as a regular employee.

NHA Excellence Awards

The NHA Excellence Awards program was created to recognize accomplishments of individual employees across NHA. There are three NHA Excellence Awards: Excellence in Teaching (which includes 12 separate categories)

1. **Dean of Excellence**
2. **Administrative Excellence**

Winners and finalists for each award are recognized the following school year once academic and performance data are available.

Staff Recognition Holidays

NHA recognizes the importance of the contributions made by our staff who are committed to ensuring that all children receive the education they need to lead lives of purpose and success. To show our appreciation for our employees, NHA celebrates three special appreciation weeks throughout the year: Teacher and Staff Appreciation Week, School Leader Appreciation Week, and Office Staff Appreciation Week. We celebrate these weeks by providing applicable staff members with \$25 in High Five points.

Refer & Earn

The NHA Employee Referral Program, Refer & Earn, is designed to award employees for referring friends and family to NHA for employment opportunities. The goal of the program is to incentivize employees to make connections and help NHA find candidates who share the same passion for NHA as us! Together we can work together to impact the lives of many NHA students.

Individuals who refer friends and family will receive payment for that referral if that referral is hired. Specific payment amounts, positions eligible for referral, and other information on NHA's Refer & Earn Program can be found on the Refer & Earn Portal on myNHA. Also, you can email refer@nhaschools.com with questions.

Leaves of Absence

During your employment with NHA, there may come a time when it is necessary for you to take a leave of absence. Your manager and the People Services department must approve all leaves of absence. All leaves provided by NHA are outlined in the leave policy, which can be found at <https://benefits.mynha.com/>. Please also the short-term and long-term disability sections of this Handbook (located on page

9).

Bereavement Leave

All regular NHA employees, regardless of full-time or part-time status, are eligible for paid bereavement leave for the death of an immediate family member. Bereavement days are based on the family relationship to the employee. Please see the full policy posted at <https://benefits.mynha.com/> for more details. Your manager and the leaves department must approve all bereavement leaves.

Family and Medical Leave (FMLA)

What is FMLA?

The Family Medical Leave Act of 1993 (FMLA) provides for federally mandated unpaid leave and job protection for eligible employees (described below).

The FMLA entitles eligible employees to take unpaid, job-protected leave for certain family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.

Eligibility: An employee must:

- Have worked for NHA for a total of 12 months*;
- Have worked at least 1,250** hours over the previous 12 months; and
- Work at a location in the United States or in any territory or possession of the United States where at least 50 employees are employed by the employer within 75 miles.

In the event an employee has not met the above eligibility requirements preceding the leave, the employee may still be eligible for short- and long-term disability benefits but will not be eligible for an FMLA leave. Employees also may have benefits options through state disability programs, please contact your local state administrator/disability office for eligibility information.

*The 12 months worked does not have to be consecutive. Generally, employment periods prior to a break in service of more than seven years will not be counted.

FMLA Leave Reasons and Duration

- FMLA entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave in a rolling 12-month period measured backward from the date the employee uses any FMLA leave, for the following reasons:
- To care for the employee's child after birth (baby bonding), or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter, or parent who has a serious health condition;
- For incapacity due to pregnancy, prenatal medical care, or post-partum recovery;
- For a serious health condition* that makes the employee unable to perform his or her job;
- To address certain qualifying exigencies** arising out of the fact that an employee's spouse, son, daughter, or parent is on active duty or on call to

active duty or has been notified of an impending call or order in the National Guard, the Reserves or Retired Armed Forces or Reserves to a foreign country in support of a contingency operation.

- A “serious health condition” involves:
- Inpatient care or follow up directly related to inpatient care;
- A period of incapacity of more than three consecutive full calendar days and two or more treatments from a health care provider;
- A period of incapacity of more than three consecutive full calendar days and at least one treatment by a health care provider resulting in a regimen of prescribed treatment;
- Incapacity due to pregnancy, childbirth, or for prenatal care;
- Incapacity due to a chronic serious health condition that requires periodic visits for treatment over an extended period of time (e.g., asthma, epilepsy, etc.);
- A period of incapacity that is permanent/long-term due to a condition that may or may not be treatable (e.g., Alzheimer’s, terminal stages of a disease, a severe stroke, etc.);
- Absences to receive multiple treatments for either (1) restorative surgery after an accident or injury, or (2) a condition that would likely result in incapacity for more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation), severe arthritis (physical therapy), or kidney disease (dialysis).

Please note that a “serious health condition” does not include cosmetic surgery, the common cold, flu, earache, upset stomach, ulcers, headaches (other than migraines), orthodontia problems, periodontal disease, dental treatments, etc., unless they require inpatient care or if complications arise.

Qualifying exigencies include such things as attending to legal and financial matters; providing urgent child care, or making alternative schooling or child care arrangements; providing urgent parental care or making alternative parental care arrangements, attending or participating in certain non- medical counseling sessions; attending military events; attending post-deployment and reintegration briefings; spending time with a military member who is on short-term rest and recuperation leave during deployment; and addressing issues that arise due to short-notice call or order to active duty. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave, except that the person does not have to be a minor.) This type of leave would be counted toward the employee’s 12-week maximum of FMLA leave in a 12-month period. Employees requesting this type of FMLA leave must provide proof of the qualifying family member’s call-up or active military service before leave is granted.

The FMLA requires covered employers to provide a special leave entitlement of up to 26 weeks of unpaid, job-protected leave for an employee to care for a spouse, son, daughter, parent, or next-of-kin who is a covered service member with a serious injury or illness during a single, 12-month period. A covered service member is a current member of the Armed Forces (including Guard and Reserves), who has a serious injury or illness incurred or aggravated in the line of active duty that may render the service member medically unfit to perform his/her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list; or a veteran of the

Armed Forces, the National Guard, or the Reserves, and who is receiving treatment, recuperation, or therapy for a qualifying serious injury or illness incurred or aggravated in the line of duty on active duty provided the Covered Service Member's discharge from military service was within five years of the commencement of the leave.

FMLA Leave Types and Use:

- Continuous Leave: FMLA-eligible absences for more than three consecutive calendar days. Baby bonding time must be taken continuously.
- Intermittent Leave: An employee takes time off in separate blocks due to an FMLA eligible reason. Intermittent leave can be in hourly, daily, or weekly increments.
- Reduced Schedule FMLA Leave: An employee needs to reduce the number of hours he/she works per day or per week for an FMLA eligible reason.

FMLA taken for the birth, baby bonding, adoption, or foster care placement of a child must be concluded within one year of the birth, adoption, or placement. FMLA leave taken for the employee's own serious health condition, or for the serious health condition of the employee's spouse, parent, or child, may be taken intermittently or on a reduced schedule when medically necessary. If leave is taken intermittently or on a reduced schedule for planned medical treatment, NHA retains the discretion to transfer the employee temporarily to an alternative position with equivalent pay and benefits that better accommodates the employee's leave schedule. For school employees, the determination of how an employee is to be restored to "an equivalent position" upon return from FMLA leave will be made on the basis of established written policies.

Reinstatement to the same or an equivalent position may not be possible if the position or benefits would have been changed or eliminated if you had not been on leave.

Notice and Certification of Need for Leave:

When possible, employees are required to give NHA at least 30 days' notice of the need for leave. When the need for leave becomes known less than 30 days in advance, you are required to notify MetLife promptly when the need for leave becomes known. When the need for leave is unforeseeable, you or someone on your behalf must notify MetLife as soon as possible. Subject to the above, you must generally comply with NHA's normal absence notification procedures.

Please provide as much information as possible about the reasons for leave so that we can properly and timely determine whether your leave qualifies under this policy. Calling in "sick" is not sufficient. If your leave has already been approved and you subsequently need time off for that same reason, you must specifically inform us that you are taking leave for that reason or tell us that you are taking "FMLA leave." Failure to provide timely or sufficient notice may result in your leave being delayed or denied, or your absence may be counted against NHA's attendance expectations. If the leave is denied, an employee should work directly with Cigna through the appeal process and recertification may be required.

Requirements: This leave requires that the employee contacts MetLife (1-(800) 638-5433). In addition, the employee must notify his/her direct manager so that coverage for the absence may be coordinated.

Restrictions: Eligible employees may take 12 weeks of FMLA in a rolling 12-month period that looks back 12 months from the date any leave is taken. Military caregiver leave is determined on a 12-month looking forward calculation. The next 12-month period begins when leave is next taken after the initial 12 month leave year ends.

Holidays and FMLA:

If you work any portion of the workweek during a week that an observed holiday falls and take the remaining week under FMLA, the holiday will not be counted towards your 12 weeks of FMLA. However, if while on FMLA a holiday is observed and the remaining time is taken under FMLA, the holiday will be counted toward the 12 weeks of FMLA.

School Break Periods and FMLA:

During school closings for five or more days, the days are not counted towards your FMLA leave entitlement.

Vacation Days and FMLA:

Remaining vacation may be used to supplement unpaid leave time based on the vacation plan under which the employee qualifies. Vacation days must be used continuously and for full day increments. Vacation time does not extend the 12 weeks of FMLA.

Required Documentation:

When leave is taken to care for a family member, MetLife may require the employee to provide documentation or statement of family relationship (e.g., birth certificate or court document).

An employee may be required to submit medical certification from a health care provider to support a request for FMLA leave for the employee's or a family member's serious health condition. Medical certification forms are available from MetLife.

If NHA has questions about or reason to doubt the employee's initial certification, NHA may require the employee to obtain a second opinion by an independent NHA-designated provider at NHA's expense. If the initial and second certifications differ, NHA may, at its expense, require the employee to obtain a third, final and binding certification from a jointly selected health care provider. In addition, NHA may, with the permission of the employee and after giving the employee the opportunity to cure any deficiency, have a designated MetLife health care provider contact the employee's health care provider in an effort to clarify or authenticate the initial certification.

During FMLA leave, MetLife may request that the employee provide recertification of a serious health condition at intervals in accordance with the FMLA. In addition, during FMLA leave, the employee must provide MetLife with periodic reports regarding the employee's status and intent to return to work. If the employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide MetLife with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date.

Before the employee returns to work from FMLA leave for the employee's own serious health condition, the employee may be required to submit a fitness for duty certification from the employee's health care provider, with respect to the condition for which the leave was taken, stating that the employee is able to resume work.

FMLA leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to denial of leave approval.

Coordination with Other Forms of Leave:

All time off work that meets the definitions under FMLA will be charged against the FMLA allowances. For example, whenever a workers' compensation leave, disability leave, or any other leave is due to a serious medical condition, all time off will be charged against your FMLA allowance. This provision applies even when you make no reference to FMLA at the time you request or take time off.

Limitations for Spouses/Partners:

Spouses who are eligible for FMLA leave and are both employed by the NHA are limited to a combined total of 12 workweeks of leave during any 12-month period if the leave is taken:

- To care for the employee's parent with a serious health condition;
- For the birth of a son or daughter or to care for the child after the birth; or
- For placement of a son or daughter with the employee for adoption or foster care or to care for the child after placement.

Spouses who both work for NHA may be limited to a combined total of 26 workweeks of leave during a single 12-month period if leave is taken to care for a covered service member with a serious injury or illness.

If both spouses use a portion of the total 12 workweek FMLA leave entitlement for the birth of a child, placement of a child for adoption or foster care, or to care for a parent, the employees would each be entitled to the difference between the amount he or she has taken individually and the total 12 workweeks for FMLA leave. For example, if each spouse took one workweek of leave to care for a parent, each could then use an additional 10 workweeks due to his or her own serious health condition or to care for a child with a serious health condition.

Benefit Continuation and Return from Leave

To the extent they were in effect when the leave began, group health plan benefits are continued during FMLA leave on the same basis as for active employees. Employees who were on unpaid leave for 31 days or more have 60 days from returning from leave to make up missed premiums. To the extent permitted by law, missed premiums will be deducted from employee's pay via payroll, in addition to regular premiums for the pay period. If you fail to make the required contributions, health care coverage may be terminated, and you will be allowed to continue coverage under COBRA. Employees who fail to return from an FMLA leave or who terminate within 30 days of returning may be required to reimburse NHA for any insurance premiums paid on their behalf during a leave. Non-health benefits (e.g., life, disability, etc.) will be continued during an FMLA leave. You will not lose any benefit that was earned prior to your leave. Employees who were on unpaid leave for 30 days or fewer must make up missed premiums within 30 days of returning from

leave.

Designation of Leave:

If you return from any period of absence that has not been designated as FMLA leave and you wish to have the leave counted as FMLA leave, you must notify MetLife within two business days of returning to work that the leave was for FMLA reasons. Failure to provide the necessary notice will prevent any later FMLA protection for that absence. For additional information, contact the People Services department.

Key Employees:

Certain employees may not be reinstated to the same or an equivalent job after an FMLA leave if reinstatement would cause NHA substantial and grievous economic injury. A "key employee" is a salaried employee who is among the highest paid 10% of employees employed by NHA within 75 miles of the employee's work site. If you are a "key employee" under this definition and you request FMLA leave, NHA will notify you in writing concerning your reinstatement.

Instructional Employees:

Instructional employees requesting FMLA leaves may be granted leaves in accordance with special rules applicable to such employees.

Job Protection:

Employees who exhaust all FMLA leave time and are unable to return to work may have their employment terminated at that time. If an employee is unable to return to work after the exhaustion of FMLA, an extension may be granted if the condition constitutes a disability under the Americans with Disabilities Act (ADA) or in certain workers' compensation cases.

Termination of Leave:

Your FMLA leave and accompanying benefits will end under any of the following circumstances:

- Your employment would have ended if you had not taken FMLA leave.
- You inform NHA of your intent not to return from leave.
- You fraudulently obtain FMLA leave.
- You fail to return from leave or continue leave after exhausting your FMLA leave entitlement unless permission to do so has been granted in writing by the People Services benefits team.
- You falsify any information or document in connection with the leave request.
- You work elsewhere while on leave without prior approval of NHA.

This is merely a brief description of the Family and Medical Leave Act.

Employees in Wisconsin may be eligible for leaves under the Wisconsin Family and Medical Leave Laws. Employees in Wisconsin should consult <https://benefits.mynha.com> to review a copy of the Wisconsin Family and Medical Leave Act policy.

Employees in Louisiana may be eligible for leave on account of pregnancy/childbirth in accordance with Louisiana law. Employees in Louisiana should consult <https://benefits.mynha.com> to review a copy of the Louisiana Pregnancy/Childbirth Leave policy.

Employees in Colorado may be eligible for leave for a person with a serious health condition in accordance with Colorado law. Employees in Colorado should consult <https://benefits.mynha.com> to review a copy of the Colorado Family Care Act policy.

Employees in New York may be eligible for state disability or paid family leave in accordance with New York law. Employees in New York should consult <https://benefits.mynha.com>

Certain employees in Michigan may be eligible for leave under the Michigan Paid Medical Leave Act. Employees in Michigan should consult <https://benefits.mynha.com>.

Americans with Disabilities Act (ADA)

NHA is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA). NHA does not discriminate against individuals with a disability and will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, provided such accommodation does not constitute an undue hardship to NHA.

NHA encourages individuals with disabilities to come forward and request reasonable accommodation. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Benefits department at benefits@nhaschools.com

Procedure for Requesting an Accommodation

On receipt of an accommodation request, NHA will determine the feasibility of the requested accommodation considering various factors including, but not limited to, the nature and cost of the accommodation, NHA's overall financial resources and organization, and the accommodation's impact on the operation of the company, including its impact on the ability of other employees to perform their duties and on NHA's ability to conduct business.

NHA will inform the employee of the decision on the accommodation request or on how to make the accommodation. If the accommodation request is denied, employees will be advised of their right to appeal the decision by submitting a written statement explaining the reasons for the request. If the request on appeal is denied, that decision is final. The ADA does not require NHA to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Benefits department.

Unpaid Personal Leave (not covered by FMLA)

You may request an unpaid leave of absence for personal needs due to extreme situations over which you have no control, such as a medical or family emergency not covered by FMLA. The leave must be taken continuously and only one unpaid

personal leave may be granted every three years from the date the previous leave began. A personal leave of absence is defined as authorized time off from work without pay for a specified period of time not to exceed six weeks. Please see the leave policy posted at <https://benefits.mynha.com/> for the specific details of the requirements, duration, etc. Requests for unpaid personal leave must be signed by your supervisor and approved by the Benefits department.

Reinstatement cannot be guaranteed to employees returning from personal leave. However, NHA will attempt to give you the same position or similar position, subject to budgetary restrictions, our need to fill vacancies, and our ability to find qualified replacements.

NHA will consider additional leave for an employee's own medical condition as a reasonable accommodation under the Americans with Disabilities Act or applicable state law.

Military Leave

NHA will grant a leave of absence for military duty in accordance with applicable state and federal laws. NHA offers five days of paid military leave to support your military obligations. Absences beyond five days would be supported in accordance with applicable state and federal laws in an unpaid status. Leaves of absence without pay for Military or Reserve duty and Military Family are granted to regularly scheduled full-time and part-time employees in accordance with state and federal laws. If you are a Reservist or member of the National Guard, you are also granted a leave of absence to attend required training.

After returning from military service, you will have rights to reinstatement, vacation, compensation, and length of service as required by law. For leaves of more than 180 days, employees must apply for re-employment within 90 days of discharge from the military. For leaves of 31 to 180 days, employees must report to work within 14 days of discharge. For leaves fewer than 31 days, employees must apply for re-employment the next full workday, taking into account safe travel home plus an eight-hour rest period. Employees who fail to report for work or make an application for re-employment within the prescribed time after completion of military service will be considered to have voluntarily terminated their employment.

Jury and Witness Duty

If you are a regular non-exempt full-time employee who is summoned to jury duty, NHA continues your base wage rate during your active period of jury duty up to a maximum of 15 days per calendar year, unless otherwise provided by applicable law. To continue to receive your base wage rate, you must sign over the check you receive from the court for your service time to NHA. If you are not a regular full-time employee, you are given time off without pay while serving jury duty, except as otherwise provided by applicable state law. Employees out on any leave are ineligible for jury duty pay.

You must show your jury duty summons to your manager as soon as possible so that arrangements can be made to accommodate your absence. You are expected to report to work whenever the court schedule permits. All employees are allowed

unpaid time off if subpoenaed to appear in court as a witness. Volunteer service on a jury, appearances as a voluntary witness, or as a plaintiff or defendant is not covered by this policy. Should this policy differ from state law in the state where you work, state law will apply.

Educational Requirement Leave

All regular NHA employees, regardless of full-time or part-time status, are eligible for an unpaid leave of absence for up to one semester during their employment with NHA for student teaching, classroom observation, or to attend college classes that cannot be scheduled outside of normal working hours.

Please see the leave policy posted at <https://benefits.mynha.com/> for the specific details of the requirements, duration, etc. The Benefits department and the employee's manager must approve all requests for an educational requirement leave.

Policies and Procedures

Hiring-

Pre-Employment Personnel Paperwork

You must accurately complete the new hire paperwork provided with the offer letter/onboarding process and submit the required pre-employment documentation to the People Services department prior to your start date.

Pre-employment documentation may include official education transcripts, original versions of credentials (e.g., teacher certificate, license, permit, ASHA), and/or test results.

Employees should be prepared to provide proof of identity and eligibility to work in the United States, and to complete and certify accuracy of the Employment Eligibility and Verification Form (Federal Form I-9) on the first day of work. An employee who fails to present acceptable document(s) by the third business day after employment begins may be ineligible to continue to work and subject to termination.

Reference and Background Checks

The employment verification process includes criminal background checks in addition to reference checks. Employees are required to submit to a background check in accordance with applicable local and state law prior to the first day of work. All offers of employment are contingent upon satisfactory results of these employment screening processes. NHA reserves the right to periodically update the background check records for employees in accordance with applicable law. Failure to complete an acceptable background check in accordance with applicable local and state law or receipt of an unsatisfactory finding may result in NHA rescinding an offer of employment or could result in termination.

Hiring of Relatives

Relatives of persons currently employed by NHA may be hired or transferred only if they will not be working directly for or supervising a relative. For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is of a romantic nature or is similar to that of persons who are related by blood or marriage.

This policy applies to any relative, higher or lower in the organization, who has the authority to review employment decisions. If the relative relationship is established after employment, the individuals concerned must immediately report the relationship to the People Services department. The individuals involved will be allowed to decide who is to be transferred or separated from employment. In the event that no other position is available with NHA, the employee may be asked to separate employment. If that decision is not made within 30 calendar days, leadership may take action. We also will avoid situations where the nature of an employee's job could place that employee in an awkward position if relatives were employed in an area or function over which the employee has influence.

In other cases where a personal conflict, conflict of interest, or the potential for any conflict arises, even if there is no supervisory relationship involved, the parties may be reassigned, not hired, or terminated from employment.

Internal Transfer Policy

NHA promotes a culture of career growth for internal employees who seek new opportunities within NHA. Accordingly, if an employee wishes to transfer, the following must occur:

- The employee interested in transferring must apply for the open position.
- Once Talent Acquisition has identified the employee as having the necessary qualifications for the open position, the employee must inform his/her current manager. If the employee has concerns about talking with his/her manager, please contact Talent Acquisition.
- If the employee is offered and accepts the new position, he/she should expect there to be a transition time so that a replacement can be identified for his/her current role. This transition time will not exceed four weeks.

Throughout this transition, it is important for the employee to remember to communicate with his/her current manager, Talent Acquisition contact, and others to ensure a seamless transition.

Compensation at the new location will be determined based on the new market, as well as the credentials and years of experience of the employee. A new offer will be generated with the new pay details.

For any questions related to an internal transfer, please email mycareer@nhaschools.com.

Equal Employment Opportunity

NHA selects, develops, and promotes employees based on the individual's ability and job performance. NHA provides Equal Employment Opportunity to all people in all aspects of the employer/employee relationship without regard to race, color, religion, sex/gender (including pregnancy), sexual orientation/gender identity, national origin, age, non-disqualifying disability, protected veteran status, protected genetic information, or any other protected classification under applicable local, state, or federal law. Other protected categories include, but are not limited to, the following for employees employed in the applicable state or city:

Location of Operation	Additional Protected Classes
Colorado	<i>Ancestry, Creed, Marriage to a Co-Worker</i>
Georgia	<i>N/A</i>
Louisiana	<i>Sickle Cell Trait</i>
Indiana	<i>Ancestry, Off Duty Tobacco Use, Sealed or Expunged Arrest or Conviction</i>
Michigan	<i>Marital Status, Height, Weight</i>
Grand Rapids	<i>Creed, Gender Expression, Genotype, Marital Status, Height, Weight, Source of Lawful Income</i>
New York State	<i>Marital Status, Creed, Predisposing Genetic Characteristics, Gender Expression, Familial Status, Domestic Violence Victim Status, Criminal or Arrest Record, Reproductive Health Decisions</i>
New York City	<i>Creed, Marital Status, Partnership Status, Unemployment Status, Gender Expression, Alienage or Citizenship Status, Arrest or Conviction Record, Status as a Victim of Domestic Violence, Stalking or Sex Violence, Lactation Accommodations, Caregiver Status, Credit History, Salary History, Status as a Veteran or Active Military Service, Sexual and Reproductive Health Decisions</i>
North Carolina	<i>Sickle Cell Trait or Hemoglobin C Trait, AIDS/HIV, Lawful Use of Lawful Products During Non-Working Hours, Military Service</i>
Ohio	<i>Ancestry</i>
Cincinnati	<i>Natural Hair Texture, Marital Status</i>
Toledo	<i>Ancestry</i>
Cleveland	<i>Gender Expression, Ancestry, Familial Status</i>
Dayton	<i>Ancestry, Place of Birth, Marital Status, Familial Status,</i>
Wisconsin	<i>Creed, Marital Status, Ancestry, Arrest or Conviction Record, Genetic Testing, Honesty Testing, Conviction Record, Military Service, Declining to Attend Meetings or Participate in Communications about Religious or Political Matters, or the Use or Non-use of Lawful Products off the Employer's Premises During Non-Working Hours.</i>

This policy applies to all decisions including, but not limited to, your compensation, benefits, terms and conditions of employment, opportunities for promotion, training and development, transfer, and other privileges of employment. NHA also complies with all applicable local, state, and federal statutes concerning Equal Employment

Opportunity.

General Policies

Licenses and Certifications

Employees are required to obtain and maintain proper credentials such as licensure or certification, education, endorsements, professional development, and/or professional test(s) for their positions. Employees should begin renewal of credentials early. Failure to obtain the appropriate credentials in a timely manner may result in unpaid administrative leave and/or termination of employment. Employees may contact People Services for questions or may refer to the department of education for their state's specific renewal requirements.

NWEA MAP Growth Testing

The Northwest Evaluation Association (NWEA) provides NHA with Measures of Academic Progress (MAP) Growth norm-referenced assessments that students take on a computer. They are computer adaptive assessments whereby the questions adjust to the responses of the students: If a question is answered incorrectly, the next question offered is easier. If a question is answered correctly, the next question offered is more difficult. Over the course of answering all questions, a student's specific achievement level can be identified with greater accuracy.

A school staff member is assigned the role of MAP coordinator and is the person responsible for coordinating the administration of the MAP tests at his/her school. The school MAP coordinator works with their school staff, and the Service Center MAP coordinator, to ensure the testing is a successful experience for students.

If you have any questions regarding NWEA MAP Testing, please contact the Information and Analytics department.

State Standardized Test Administration

School employees involved with the administration of state standardized tests (paper-based and/or computer-based) must conduct test preparation, test administration, and the return of all secure test materials in strict accordance with all applicable local and state guidelines. Annual training by school building-authorized person(s) is required for all personnel involved in state standardized testing. In addition, all school employees must sign an annual agreement to acknowledge training and to honor all testing rules and regulations in accordance with applicable local and state guidelines. For more information on state standardized test guidelines, please visit your state education department website.

Religious Accommodation Policy

NHA is not affiliated with any particular religion or religious group. NHA recognizes the right of its employees to hold and practice or to not hold and/or practice religious beliefs. Religious freedom is a founding principle of our nation. It requires a careful balancing of interests and can only be accomplished through mutual respect and

trust. NHA does not make it a condition of employment for an employee to honor or practice any particular religious belief but will accommodate an employee's bona-fide and sincerely held religious beliefs to the extent such accommodation does not constitute an undue hardship on the organization based on the needs of our students.

If you need to request a religious accommodation, you should contact your supervisor and the People Services department. If you are requesting time off from work for religious observance, you must submit your request as far in advance as possible so as to limit the inconvenience and hardship on the organization. If the need for time off or any other religious accommodation is not readily apparent, NHA may require additional information to substantiate that the need is based on a bona-fide and sincerely held religious belief. NHA does not need to accept an employee's preferred accommodation if there is an alternative accommodation that resolves the conflict and is less burdensome to the organization. Time off for religious observance will normally be without pay, although employees may utilize vacation time (if available) if they wish to be paid for their time off.

Employees may not harass others regarding religious beliefs or use the work environment to proselytize. When acting in their official capacities as representatives of NHA, employees are prohibited from encouraging religious practices and from actively participating in such activities with students.

NHA also respects the religious beliefs and practices of all students and parents. As NHA makes reasonable accommodations for our employees in regard to religious practices, employees should do the same for students and parents. As long as the accommodation is not an undue hardship on the education and learning of the student, employees should respect and make accommodations for students' religious beliefs and practices.

If you have any questions regarding this policy, you should contact the People Services Department.

Title IX

Our schools intend to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...." As such, our schools do not discriminate on the basis of sex in its education program or activities and are required by Title IX and its regulations not to discriminate in such a manner. This requirement to not discriminate in the education program or activity extends to admission and employment.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

If more information on Title IX is required, please communicate with your school's Title IX Coordinator. Title IX Coordinator contact information can be found on the school's website.

Nursing Mothers

NHA is committed to supporting nursing mothers by accommodating the mother who wishes to express breast milk during her workday when separated from her newborn child. Employees who are nursing will be provided with reasonable breaks to express breast milk as frequently as needed for up to three years after the birth of a child. NHA will provide a place for the break, other than a bathroom, that is shielded from view and free from intrusion.

Employees in New York City may refer to their school handbooks for further information regarding New York Cities policy.

Conflicts of Interest

We are committed to maintaining high standards of ethical business practices. An actual or potential conflict of interest exists when an employee is in a position to influence or appears to influence a decision that may result in personal gain to the employee or a family member of the employee or may affect or appear to affect an employee's judgement in dealings on behalf of NHA. For example, you must not accept payments or other favors that might be regarded as placing yourself under some obligation to a vendor or customer who deals or wants to deal with NHA.

Likewise, you must not accept payment or other favors from a parent or student that might be regarded as placing yourself under some obligation to a student or parent.

Also, outside activities such as a second job or self-employment must be kept totally separate from your employment with NHA. An actual or potential conflict of interest also may interfere with the performance of your job. Therefore, you must not have a position with, or financial interest in, another entity that provides similar services as NHA, or interferes with your duties or responsibilities with NHA. You must disclose to your manager any financial interest in, or position with any competitor of NHA (including work as a consultant or advisor); or any position with or financial interest in, another entity that provides similar services as NHA. No outside activity (such as volunteer work) should involve NHA's name or its employees or be performed during working hours without the authorization of your manager and a member of the People Services department. If you have any questions regarding whether a conflict of interest exists, please contact the People Services department.

Solicitation

To maintain a productive work environment and to prevent inconvenience to others, persons not employed by NHA may not solicit or distribute literature on NHA's premises at any time for any purpose.

NHA recognizes that employees may have interests in events and companies outside the workplace. However, to operate efficiently, solicitation within NHA's

facilities or on NHA's grounds is restricted. You may not solicit or distribute printed or electronic material concerning these activities during work time. (Work time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.) Employees may not solicit in work areas at any time. (Work areas include classrooms, offices, halls, aisles, or other areas where work is performed. They do not generally include staff lunchrooms or break areas.)

In addition, bulletin boards maintained by NHA are to be used only for posting or distributing material directly concerning NHA business. All employees are expected to check these bulletin boards periodically for new and/or updated information. Employees are not to remove material from the bulletin boards. All postings must be approved by your principal or the People Services department.

Personal Property

NHA provides all essential items required to perform your duties. Any personal property which is brought onto NHA's premises, including briefcases, personal calculators and computers, personal radios, etc., is solely at your own risk. Therefore, you should take necessary precautions to protect your personal effects from theft, loss, or damage while at work or traveling on NHA business.

Travel Expense Reimbursement

NHA seeks to provide its employees with clear guidelines related to business travel. Details for reserving and conducting business travel and reimbursing for related expenses (airfare, hotel, meals, mileage, etc.) and compensation related to travel time can be found within the Travel Policy located on the NHA Travel Website. NHA provides reimbursement for actual reasonable expenses incurred and does not provide any per diem allowances or monetary advances for business travel. Expense reports should be submitted in a timely manner (generally within two weeks of incurring the expenses) and must include itemized receipts.

Confidentiality and Privacy

Confidentiality Policy

During your employment with NHA, you may be given access to confidential or proprietary information of NHA including, but not limited to: ideas; inventions; improvements; know-how; marketing plans and methods; advertiser information; non-public financial information; computer data and software; teaching materials; instructional practices; operating techniques; plans and schedules; development plans; work in process; research and development; administrative and managerial procedures; vendor information; technological developments and student/parent information. Except as required to perform your job duties, you are not to use or disclose to others any confidential or proprietary information of NHA either during or after your employment.

Notwithstanding the foregoing, an employee shall not be held criminally or civilly liable under any federal or state trade secret law for the disclosure of a trade secret that (i) is made in confidence to a federal, state or local government official, either

directly or indirectly, or to an attorney and solely for the purpose of reporting or investigating a suspected violation of law; or (ii) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal. Any individual who files a lawsuit for retaliation by an employer for reporting a suspected violation of law may disclose the trade secret to his or her attorney and use the trade secret information in the court proceeding; provided the individual files any document containing the trade secret under seal and does not disclose the trade secret except pursuant to court order.

Violations of this policy may result in discipline, up to and including termination of your employment.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) contains provisions that allow employees/dependents who declined NHA health insurance coverage because they had other coverage to enroll in NHA's health insurance plans if the other coverage ends under certain conditions. HIPAA also permits employees to enroll newly acquired dependents in NHA's health insurance plans within certain timeframes. Please see the health insurance plan documents for more information about these special enrollment rights.

HIPAA also establishes certain privacy rights regarding employees' personal health information. Detailed information is contained in the HIPAA Notice of Privacy Practices, located on NHA's internal site, Compass. The HIPAA Notice of Privacy Practices and related regulations and policies are also available from the People Services department or at <https://benefits.mynha.com>.

Genetic Information Non-Discrimination Act

The Genetic Information Non-Discrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to any request for medical information. Genetic information as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Personnel Records

Upon appropriate notice, you may review your personnel records at reasonable intervals during regular business hours. All requests to inspect your records must be made in writing to the People Services department. The written request must include your name, date of request, and your signature. A member of the People Services department will contact you within a reasonable time frame after the request has been received. If you request information from your file to be copied, the People Services department will do so as soon as possible.

If you dispute information in your personnel file, you should bring your concerns to the attention of a People Services representative for review. If the information is not removed or corrected by mutual agreement, you may submit a written statement explaining your position.

Your personnel file may be subject to requests for information under various state laws (i.e., Freedom of Information Act). NHA, at the request of the school board, may provide requested information. You will be notified prior to NHA complying with any request for information as required by applicable law.

Personal Data Changes

You are responsible to promptly notify NHA's People Services department of any changes in personal information. You can access and update personal information by logging in to Oracle Personal Information. Personal mailing addresses, telephone numbers, change in marital status, number and names of dependents, individuals to be contacted in the event of an emergency, and other such personal information should be accurate and current at all times. You are also responsible for keeping your file up to date on educational accomplishments and licensure by faxing or mailing materials to the People Services department.

Policy Regarding Use of Social Security

NHA obtains and uses a variety of confidential information in the conduct of its business. This includes documents and other records containing Social Security numbers. Any and all documents and records containing Social Security numbers must be obtained, used, and disclosed only for legitimate business reasons. Such documents and records must also be treated as confidential, which means they must be retained in secured areas or files, password protected when stored on computers, disclosed only to authorized persons, and destroyed at an appropriate time and in an appropriate manner consistent with NHA's policies and procedures and other legal requirements. Employees who obtain, use, or disclose Social Security numbers for improper, unauthorized, or illegal reasons are subject to discipline or termination of employment, as well as potential criminal or civil prosecution. For additional information, please see your manager or contact the People Services department.

Copyright Compliance

NHA recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio visual or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is allowed for such purposes as criticism, comment, news reporting, teaching, scholarship, or research as long as four standards are met:

- The use must be for such purposes as teaching and must be nonprofit.
- You may make single copies of the following for use in research, instruction, or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams,

- drawings, cartoons or pictures from books, periodicals, or newspapers.
- In most circumstances, copying the whole of a work is not considered fair use; copying a small portion may be if these guidelines are followed.
- If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While NHA encourages its staff to enrich learning programs by making proper use of supplementary materials, it is your responsibility to abide by NHA's copying procedures and obey the requirements of the law. In no circumstances will it be necessary for staff to violate copyright requirements to perform their duties properly.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with NHA's procedures or is permissible under the law should contact their school's library/technology specialist, principal, or manager. Assistance in obtaining proper authorization to copy or use protected material when such authorization is required can be provided.

Educational Records Access Policy

NHA may, in its discretion, disclose company and/or student data to principals for research purposes in support of the principal's proposed dissertation. These records will only be disclosed to those principals who are currently working toward his/her doctoral degree, have received approval and sponsorship by a DSQ or higher, and have signed an "Educational Record Disclosure Agreement" that has been approved by the Chief People Officer. For additional requirements and details of this policy, please contact People Services to obtain a full copy of the "Educational Records Access Policy."

Confidentiality Policy on Student Information

Student records and information are confidential and must not be discussed away from the premises or within hearing distance of any uninvolved third party. Information about students, their problems, or their personal lives must be kept completely confidential.

Certain financial and other school information relating to students is also confidential. Confidential information must be properly shredded when discarded.

Discussions with parents: When talking with a parent about a student matter, employees are to do so in such a way that others will not overhear the conversation.

Student Records-FERPA:

To protect the privacy of students, employees will comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), which is a federal law that protects the privacy of student education records.

FERPA applies to schools that receive federal education funds and non-compliance can result in the loss of those funds.

Confidential education records include student registration forms, graded papers,

student information displayed on a computer screen, and Social Security numbers linked to names. Employees who work around education records must keep this information secure and protect the rights of students. Confidential information about students must be kept where others will not see it. Information contained in a student's records should only be revealed to that student or his/her parents.

The essence of this act is that:

- Students upon reaching age 18 or students attending postsecondary institutions, regardless of age, must be permitted to inspect and review their own education records (any records from which the student can be individually identified), to the exclusion of third parties. There are no rights guaranteed under FERPA for parents of students attending a postsecondary institution.
- Institutions may not disclose information about students, nor permit inspection of their records, without the student's written permission unless such action is covered by certain exceptions as stipulated in the Act.

If you have questions about the requirements of FERPA, you should contact the Legal & Compliance department.

Work Place Behavior

Employee Ethics Hotline

NHA values your input and feedback on any issues or concerns regarding your employment. Feedback may be shared directly with school leadership or through the Employee Ethics Hotline. You may contact the Employee Ethics Hotline at 1-877-376-3935 or by logging a concern via the website at www.nha.alertline.com.

Employee Engagement

NHA believes that employee engagement is a key component that can impact student achievement and other factors in the workplace. During an employee's time at NHA, there are three formal methods by which we gain feedback: an onboarding survey (when an employee begins working at NHA), the employee engagement survey (twice annually), and an exit survey (when an employee leaves NHA). In addition, employees are encouraged to keep lines of communication open with their leader by sharing feedback and ideas that will help foster a great workplace.

Problem Solving

NHA encourages open, honest communications to ensure trust between you and your manager. Occasionally, problems, concerns, or questions may arise during normal operations. In most cases, your manager will be able to promptly answer questions and assist you in resolving problems or concerns. However, if you believe that your manager has not addressed a problem or concern properly or promptly, or that you have been treated unfairly, you should make use of the following procedure:

Step 1: You should first have a frank discussion with your manager. The manager has a responsibility to answer questions, solve problems, and address concerns as they arise. However, without this initial contact, managers may not even be aware

that a problem or concern exists.

Step 2: If the problem cannot be resolved with your manager, or if the problem involves the manager and you feel uncomfortable raising the issue with him/her, then you should contact your Director of School Quality, department head, or People Services representative to seek help in resolving the issue.

Step 3: If the problem remains unresolved or you feel uncomfortable raising the issue with the level of management in Step 2, you may contact management at any level in the organization. While you are encouraged to start with your local managers, you may take a concern as far up the reporting structure as you need to, including the CEO or Chairman of the Board.

Personal Appearance

NHA prides itself in being a team of professionals dedicated to serving our students, parents, school staffs, and guests. Therefore, you are expected to maintain a personal appearance that is appropriate to the work being performed and consistent with the professional image of NHA. Each school/location may have specific guidelines for attire. Consult your manager if you have questions as to what constitutes appropriate attire.

Attendance and Punctuality

NHA expects employees to be reliable and punctual in reporting for scheduled work. Those instances when you cannot avoid being late to work or are unable to work as scheduled, you must notify your principal/manager as soon as possible in advance of the anticipated tardiness or absence.

Absenteeism or tardiness that is unexcused or excessive in the judgment of NHA will lead to counseling with the goal that attendance will improve. If your attendance does not sufficiently improve, corrective action will be taken, up to and including termination of employment.

Failure to call-off or report to work for three consecutive days will be considered a voluntary resignation of employment.

Workplace Bullying Policy

NHA prohibits bullying. Bullying includes a gesture or written, verbal, graphic or physical act (including electronically transmitted acts e.g., internet, cell phone, or wireless hand-held device) that is reasonably perceived, under the circumstances, to have the effect of harming another individual or damaging another individual's property, or that has the effect of threatening or intimidating another individual or a group of individuals. Bullying does not include activities that may be protected by law. Acts of bullying that occur off NHA property, but are likely to cause a disruption within the organization, are subject to discipline under this policy, up to and including termination. This policy protects NHA employees, students, families and other third parties who have a relationship with NHA. Employees also are expected to know and comply with the bullying provisions in the Parent/Student Handbook. Anyone engaging in bullying will be subject to disciplinary action, up to and including

termination of employment.

The following behaviors are examples of bullying:

- Verbal Bullying: Defaming, ridiculing, or maligning a person or his/her family; persistent name calling that is hurtful, insulting, or humiliating; using a person as the butt of jokes; abusive and offensive remarks
- Physical Bullying: Pushing; shoving; kicking; poking; tripping; assault, or threat of physical assault; damage to a person's work area or property
- Gesture Bullying: Non-verbal threatening gestures, which convey threatening messages
- Exclusion: Socially or physically excluding or disregarding a person in work-related activities

If you believe you are being bullied, you should immediately notify your manager. It is the responsibility of the manager to contact the People Services Business Partner, which will take prompt and necessary steps to investigate the matter. If the bullying situation involves your manager or you are uncomfortable notifying your manager, please contact a member of the People Services Business Partner Team at 1-616-222-1700 or the Employee Ethics Hotline at 1-877-376-3935 or by logging in a concern via the web at www.nha.alertline.com. Appropriate action will be taken based on the results of the investigation. In situations where the employee is dissatisfied with the action taken, successive levels of management should be notified of the problem.

NHA prohibits any form of retaliation against an employee for filing a bona fide complaint under this policy or for assisting in an investigation. However, if after investigating any complaint of bullying, we determine that an employee has provided false information, disciplinary action, up to and including termination of employment, may be taken against that person.

Inappropriate Behavior

NHA expects high standards of conduct and performance from all employees. Behavior or performance that is below these standards may result in disciplinary action, up to and including termination of employment, as appropriate. In addition to the policies contained in other sections of this Handbook, the standards listed below represent examples of situations that may occur. NHA may take disciplinary action, up to and including termination of employment, as deemed appropriate in NHA's sole discretion, if circumstances arise which are not specifically covered by this Handbook.

Violations of the following policies are so serious that, following a thorough investigation, they could result in disciplinary action, up to and including termination of employment for the first offense:

- *Violence or Threat of Violence* – including deliberate property damage, threatening conduct, or fighting.
- *Dangerous Behavior* – carrying weapons; using, possessing, or distributing intoxicants or illegal drugs; reporting to work under the influence of intoxicants or illegal drugs; refusing to take a drug or alcohol screen when requested; failing to report a work-related injury.
- *Dishonesty/Unethical Behavior*– theft or concealment of stolen property;

falsifying NHA records or any employment-related information; originating or spreading deliberately false statements concerning employees or NHA; unauthorized disclosure of confidential information as set forth in the Confidentiality Policy on Student Information and the Confidentiality Policy.

- *Inappropriate Business Behavior* – gambling; abusive, profane, or threatening language; insubordination; violation of discrimination or harassment policies; misuse of confidential information; fraudulent use of federal, state, and local funds; conducting personal business during work time; excessive absenteeism or tardiness; showing disrespect for co-workers in the school environment; improper use of NHA technology, or other NHA resources.

Sexual and Other Unlawful Harassment

NHA is committed to providing a work environment that is free from discrimination and unlawful harassment.

Prohibited harassment is verbal or physical conduct that insults or shows hostility or aversion toward an individual because of his/her race, color, religion, sex/gender (including pregnancy), sexual orientation/gender identity, national origin, age, protected veteran status, protected genetic information, disability, or any other legally protected characteristic, as set forth in the Equal Employment Opportunity Policy, or that of his/her relatives, friends, or associates that:

- Has the purpose or effect of unreasonably interfering with an individual's work performance.
- Otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to, the following:

- Epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to a protected characteristic.
- Written or graphic material in the workplace that insults or shows hostility or aversion toward an individual or group because of a protected characteristic.

In addition to the above types of harassment, sexual harassment is a particularly offensive type of conduct that will not be tolerated in the workplace. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made a condition of an individual's employment.
- Submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual.
- Such conduct unreasonably interferes with work performance or creates an intimidating, hostile, or offensive work environment.

Harassment in general, and sexual harassment in particular, of an employee within the definitions outlined above is viewed by NHA as a serious offense and will be dealt with accordingly.

Managers and supervisors who witness prohibited conduct are expected to take steps to address the conduct and to immediately report the situation to the People Services Team.

NHA will use its best efforts to deal with harassment of our employees by non-employees such as parents, service persons, delivery persons, and sales persons. Likewise, complaints that NHA employees, while on NHA business, are harassing or sexually harassing the employees of our customers, vendors, etc., will be taken seriously and dealt with in the same manner as if all parties are NHA employees.

In order for employees to grow and develop in their role, and to correct employee performance issues, managers at times may be required to give feedback and direction to employees. At times, this feedback may be direct, constructive, and difficult in order to correct performance deficiencies. It will, however, be given professionally and respectfully toward the employee. This form of constructive and direct feedback is not considered harassment or retaliation.

If you believe you are being subjected to harassment or sexual harassment, you should immediately notify your manager. It is the responsibility of the manager to immediately contact the People Services Business Partner team, which will take prompt and necessary steps to investigate the matter. If the harassment situation involves your manager or you are uncomfortable notifying your manager, you should contact a member of the People Services Business Partner team at 1-616-222-1700. Appropriate action will be taken based on the results of the investigation. In situations where the employee is dissatisfied with the action taken, successive levels of management should be notified of the problem, up to and including the CEO of NHA. To the extent possible, NHA will maintain the confidentiality of the persons involved in such complaints, recognizing the need to investigate the matter.

Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Retaliation

NHA understands that employees may not report concerns if they feel they will be subjected to retaliation or retribution of any kind. Therefore, NHA prohibits any form of retaliation against an employee for filing a bona fide complaint, reporting a violation of law or organizational policy, asking for accommodation, taking an approved leave, or assisting in an investigation. Retaliation against a student, parent, other employee, or anyone who does business with NHA will result in disciplinary action, up to and including termination of employment. Any form of retaliation should be reported immediately to your manager or a People Services representative.

Tobacco Free Environment

In keeping with NHA's intent to provide a safe and healthy work environment, smoking and the use of tobacco or tobacco related products is prohibited throughout our buildings, on NHA's grounds, or in vehicles provided by NHA for business purposes. This includes, but is not limited to, cigarettes, chewing tobacco, e-cigarettes, pipes, and cigars.

Drug-free Environment

NHA maintains a drug-free workplace. Employees who use illegal drugs or misuse alcohol or legal drugs present a potential safety risk to themselves, students, fellow workers, and the public. Moreover, the effects of drug and alcohol abuse impairs our ability to provide quality education for students and to provide role models of good citizenship.

This policy prohibits the following:

- Possession, transfer, and sale of drugs, or use of drugs while on NHA premises or NHA time.
- Being under the influence of a prohibited substance on NHA premises. "Under the influence" of an illegal drug or controlled substance without a valid prescription means any detectable level of the prohibited substance in an employee's system.
- Storing any prohibited substance in a desk, vehicle, or other place on NHA property (drugs).
- A conviction under any criminal law involving alcohol for a violation that happened on NHA time or NHA premises, or a conviction under any criminal drug law.
- Transfer or sale of illegal drugs or controlled substances, regardless of whether on NHA time or NHA premises.

A "prohibited substance" is illegal drugs, (under either applicable federal or applicable state laws), prescription drugs not validly prescribed, or any substance that affects your ability to safely or competently perform your job.

To the extent permitted by law, NHA may require a drug and alcohol screen under the following conditions:

- If your conduct causes NHA to have a reasonable belief that you are under the influence of alcohol and/or drugs; or
- When you are involved in a workplace accident or are injured on the job and the circumstances raise a belief that impairment contributed to or caused the accident/injury; or
- NHA has a reasonable belief that you are in violation of this policy; or
- As part of a random drug testing program (but only after written notice of such program has been provided to affected employees).

Drug testing may involve hair, urine, saliva, or any other recognized testing method.

If you refuse to sign a test consent form, delay, or obstruct the testing process, or refuse to be tested, you will be considered insubordinate and will be terminated from employment. Attempts to alter or substitute a test sample also will result in termination of employment.

Also, you and your vehicle, lunches, personal effects, desks, or similar areas may be searched while on NHA premises, in accordance with applicable law.

"Reasonable belief" is a belief based on observed, specific, objective facts (i.e., disposition, appearance, behavior, speech, odor) where the inference to be drawn under the circumstances is that the person is under the influence of drugs or alcohol. It also means receiving information from an employee, law enforcement, security personnel, or other source believed to be reliable.

Violation of this policy will result in disciplinary action, up to and including termination

of employment, and may result in criminal prosecution. Any illegal drugs found will be turned over to the appropriate law enforcement agency.

Under the Drug-Free Workplace Act, an employee who performs work under a government contract or grant must notify NHA of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

Criminal Convictions

If you have been charged, convicted, pled guilty or nolo contendere (no contest) to any crime during employment, you must report this information, in writing, to your principal and NHA's People Services department no later than within the next scheduled three business days. Failure to timely disclose this information may result in discipline, up to termination of employment.

Michigan Criminal Convictions

For all Michigan Department of Education credential applications, conviction history must be disclosed on every application.

Fraud, Waste & Abuse Policy

NHA maintains a zero tolerance for the commission or concealment of acts of fraud, waste, or abuse. It is the responsibility of each NHA employee to report suspected instances of fraud, waste, or abuse. To facilitate reporting of suspected fraud, waste, or abuse, an employee may utilize the Ethics Hotline at 1-877-376-3935 or may log in a concern via the web at www.nha.alertline.com. To obtain a full copy of the Fraud, Waste and Abuse policy, please contact the Financial Services - Audit department or it can be found on Compass.

Investigations

Like all companies, our success is threatened by drug use, theft, vandalism, or other wrongful activities. It is our obligation to resolve such problems as quickly and as accurately as possible. To do this, NHA may find it necessary to conduct an investigation. Investigations protect both you and NHA.

NHA investigates in a reasonable manner to determine whether any employee has engaged in conduct warranting disciplinary action, up to and including termination of employment. Every employee (as a condition of employment) is expected to fully cooperate in any investigation, which may include questioning, a search of your person, or search of personal property brought on to NHA property in accordance with applicable law. Personal property may include, but is not limited to, purses, lockers, packages, lunches, or any other container brought on NHA's grounds. NHA also maintains the right to search any vehicle brought onto NHA premises. Employees do not have any reasonable expectation of privacy to the contents of these items while on NHA property. Please do not bring personal items to work that you are unwilling to have your manager see. An employee's failure to fully cooperate in an investigation may result in termination from NHA.

NHA's Discipline Model

NHA strives to partner with employees to provide feedback to help them grow as professionals. When expectations are not being met, employees are not conducting themselves appropriately at work, or employees are not following NHA expectations, school-based policies and procedures, or NHA's Core Values, discipline may be necessary. The intent of discipline is to help employees correct their behavior and become more successful and to ensure the needs of the students we serve. Managers should contact and work with their People Services Business Partner when determining the level of discipline, if any, that may be required. Discipline is defined as a method that attempts to address and correct an employee's work performance or inappropriate workplace conduct by providing clear and constructive feedback. Discipline may take on of the following levels:

	Impact and Timeline
Discipline Level 1	Discipline Level 1 will have the following implications for three months after being issued. <ul style="list-style-type: none"> No implications unless additional discipline occurs.
Discipline Level 2	Discipline Level 2 will have the following implications for six months after being issued. <ul style="list-style-type: none"> Employment may be in jeopardy if improvements are not made. With an active Discipline Level 2 employee will be unable to laterally transfer to a different position or be promoted.
Discipline Level 3	Discipline Level 3 will have the following implications for 12 months after being issued. <ul style="list-style-type: none"> Employment is in jeopardy and another incident of any nature may result in termination of employment. Employee will be ineligible for any bonus or pay increase; pay increases and bonuses will not be paid retroactively after the 12-month period.

The employee will be provided with a copy of the Discipline given to the employee. If an employee does not receive a copy of a Discipline, the employee should immediately contact the school assigned Business Partner.

NHA has no obligation to use any one or more of these forms of discipline prior to discharging an employee. Any or all of these disciplinary actions may be omitted as NHA deems appropriate, in its sole discretion. Nothing in this policy changes or modifies the at-will employment status of employees.

Communication

Cell Phone and Acceptable Use Policy

NHA requires the use of a hands-free headset or mode for all cell phone voice

communications while driving. For the purpose of this policy, “hands-free headset” or “hands-free mode” refers to a built-in function or extension of the cell phone either connected to the handset via cord or wirelessly that allows the user to engage in voice communication without holding onto the cell phone itself. The use of a hands-free device while driving is permissible only if:

- Use of the device does not cause distraction.
- Any dialing or handling of the handset takes place while the vehicle is stopped.
- Conversations do not interfere with the driver’s ability to drive safely.
- Road conditions are generally good and do not threaten safety.
- Local law permits the use of a hands-free device.

If all of the above conditions cannot be met, cell phone conversations should take place only when the vehicle is parked in a safe location. The use of any non-voice functions of the cell phone – including, but not limited to, text messaging/SMS, email, internet, and camera – are strictly prohibited while driving at all times. In addition, the use of any other electronic device is prohibited while operating a motor vehicle. In this policy, “electronic device” refers to any portable apparatus that involves user interaction. This includes, but is not limited to, laptops, MP3 players, cameras, pagers, iPads or tablets, and personal digital assistants (PDAs). GPS systems may be used only if all programming of the device is done while the vehicle is stopped, and only if the GPS uses voice commands and does not obstruct the driver’s view in any way.

Note that cell phone driving laws vary greatly by state, and it is the employee’s responsibility to be familiar with and abide by such laws. Any ticket issued is the employee’s responsibility, even if the ticket is issued while conducting business for NHA. An employee may incur personal liability for any accident or injury that occurs due to distracted driving, whether or not the employee was on NHA business at the time of the accident.

If you have any uncertainty or questions regarding the content of this policy, please consult your supervisor.

Social Media Policy

Social networking (meaning the use of social media websites such as Facebook, Myspace, YouTube, Twitter, and other websites, blogs, chatrooms, or computer-based forums that allow users to post comments and share information) is a way for you to share knowledge and express your creativity. However, it is important to remember that because NHA manages schools, there are limitations on what you may share. Employees must protect the privacy rights of students and follow all FERPA requirements.

Social Media for Educational Purposes

NHA permits the use of certain social media websites as an educational tool. Only those sites preapproved by NHA may be used in the classroom or for educational purposes. If you choose to use the authorized social media websites for educational purposes, you should remember that all online communications may be stored and monitored.

Social Media for Personal Purposes

It is inappropriate to use social media for personal purposes during working time. NHA has the capability and reserves the right to monitor, access, review, and copy any information stored on or transmitted using NHA hardware, software, or other computer systems. Therefore, you should not expect that the information stored in or sent through NHA systems to be private. In addition, NHA may monitor or review any information posted on publicly available social media sites. NHA reserves the right to disclose any computer storage media, messages, or documents produced, sent or received by you on NHA time or using NHA equipment to law enforcement or regulatory agencies without any prior notice.

If you choose to engage in social media, on your own time, and not using NHA equipment, you should keep certain guidelines in mind to protect your personal reputation and meet your obligations under FERPA. Those guidelines are explained in more detail in the NHA Social Media Policy.

Responsibility

Failure to comply with NHA's Social Media Policy may result in loss of technology privileges and/or disciplinary action, up to and including termination of employment. In addition, any conduct and/or actions that prove to be unlawful or illegal may result in personal liability.

This is merely a brief description of the Social Media Policy. To obtain a full copy of the policy, please contact the People Services department or visit Compass.

Electronic Monitoring Policy

NHA may conduct electronic monitoring to promote the safety and security of students and staff, to protect school property, to prevent unlawful activities, and to enforce school policies. In addition, NHA may use electronic monitoring of teachers and other school staff for educational and instructional purposes. All electronic monitoring will comply with applicable federal and state laws.

Because of student privacy concerns, school employees are prohibited from using electronic monitoring devices without prior written approval of the People Services department.

This is merely a brief description of the Electronic Monitoring Policy. To obtain a full copy of the policy, please contact the People Services department.

Information Technology Policy

NHA makes available a variety of technological resources to support learning and enhance our business. The technology hardware and systems are provided to employees to carry out NHA's business. These systems are to be used for legitimate business-related purposes. This technology is not to be used for personal purposes, except on the employee's personal time with use limited to appropriate recreation, education, and training. It is inappropriate to use these resources for non-business related activity such as: transmission of chain letters (regardless of intent), unauthorized games, operating a business, soliciting money,

using the Internet for personal gain, disseminating confidential NHA information, gambling, or engaging in any other activity in violation of any law or NHA policy. Also, offensive messages such as racial or sexual slurs, are strictly prohibited.

To properly manage NHA and school technology, NHA has the capability to and reserves the right to access, review, copy, modify, and delete any stored or transmitted information. Therefore, employees should not expect that the information stored in or sent through these systems is private. NHA reserves the right to disclose any computer storage media, messages, or documents produced, sent, or received by employees to law enforcement officials or other regulatory agencies.

To protect the security of NHA technology systems and confidential student and employee data and records, employees are not to disclose their passwords to others and are not to use an unauthorized password or other means to gain access to the computing resources, email, or voicemail of others.

NHA respects all computer software copyrights and adheres to the terms of its software licenses. Therefore, employees may not duplicate software or give software to anyone (including contractors, customers, and other third parties) without prior approval of the Information Technology Services department. Employees should not accept copies of any software programs from other employees without the approval of the Information Technology Services department. For laptop and tablet users, all data files integral to the operations of NHA are to be stored on network drives.

We all have the responsibility to ensure NHA assets are used in an appropriate and productive manner. Violations of our information technology policies may result in loss of technology privileges, disciplinary action and/or prosecution.

This is merely a brief description of the Technology – Employee Acceptable Use Policy. To obtain a full copy of the policy, please contact the Information Technology Services department.

Email Signatures and Standards

NHA permits the use of the Arial font for emails and email signatures. Additionally, all emails should have a white background. There are approved email signature templates available for download on the “NHA Brand Standards” tile on myNHA.

Outside Request for Information

Any outside requests for information about NHA from research firms, other companies, the news media, consultants, etc., should be directed to the Communications department before any information is given. This helps us maintain consistency on important communications, ensures that accurate information is given for those matters appropriate for public knowledge, and minimizes the risk of releasing proprietary or confidential information.

Health and Safety

Employee Injuries

NHA attempts to ensure a safe and healthy workplace for its employees. If you are injured during or as a result of your work at NHA, you should report the incident immediately to your manager, unless you are unable to do so due to no fault of your own. Providing immediate notice to the appropriate individual is your responsibility.

You will complete an Employee Injury Report and submit it to the People Services department within 24 hours. Failure to report a work-related injury or illness within 24 hours after becoming aware of a work-related injury or illness may result in the denial of workers' compensation benefits unless you were unable to do so due to no fault of your own. The Employee Injury Report can be found on <https://benefits.mynha.com>. NHA will not discharge or in any manner discriminate against an employee for reporting a work-related injury or illness.

Time off for a work-related accident or illness may be covered by FMLA or other Unpaid Personal Leave policies. An employee may not collect wages from NHA and NHA's workers' compensation insurance agency for time missed, at the same time, due to an injury or illness. If for any reason the employee does collect wages simultaneously, the employee may be required to reimburse NHA for these wages.

Neither NHA nor the workers' compensation insurance carrier will be liable for the payment of workers' compensation benefits for injuries that are social or recreational or not considered to be work-related. Injuries that occur during these activities and need medical attention should be handled through your health insurance.

Please see the policy posted at <https://benefits.mynha.com> for the specific benefits provided by NHA.

Employee Duties for Work Illness or Injury

Immediately report all accidents, injuries, or illness to your supervisor, whether or not you require medical attention.

If medical attention is necessary, your supervisor will provide you with a referral to a physician. Your attending physician must complete a return to work form, describing return to work recommendations, after each appointment.

Provide your supervisor with a completed copy of the return to work form after each appointment with your doctor. If you are unable to drop off the form, please have your doctor's office fax or mail the form to your supervisor.

Once your physician releases you to return to work, you are expected to be present during the next scheduled shift day. If modified duty restrictions are given, contact your supervisor to coordinate your return to work.

Remote Work

Remote work is a benefit that is available for certain positions at NHA. Employees who are allowed to engage in remote work must comply with certain expectations, including but not limited to the following:

- You must establish a suitable workspace that is functional for the requirements of the job. This should be a regular workspace (desktop/chair) that is equipped with basic office equipment and is free from distractions.
- You must maintain the work area in a safe manner, including free from clutter and hazards.
- All telephone, electronic and other cords will be properly secured and not be a trip hazard.
- Smoke detectors and other alarms should be operating properly.
- Keyboards, monitors, other devices, and furniture should be positioned so as not to pose an ergonomic hazard.
- Personal tasks are not to be performed during work hours.
- Any safety questions or concerns that you have should be directed to safetyandhealth@nhaschools.com.

If you incur any work-related injury or illness while engaged in work-related activities at home, you must immediately report an employee injury report on myNHA.com. In addition, you must complete an Employee Injury Report and submit it to the People Services department within 24 hours.

Blood Borne Pathogens

While it is unlikely that you will ever be exposed to blood while at work, it is important to know that blood and other body fluids can transmit serious infectious diseases. NHA has a Blood Borne Pathogens Control Program that provides training to individuals. These trained persons know how to safely clean up blood or other body fluids. If you should ever encounter blood or other body fluids at work, please stay clear and advise your principal/manager, nurse, or other appropriate leader. If at any time you come into direct contact with blood or other body fluids, immediately wash the area with soap and water, and contact the People Services department for further information.

Workplace Violence

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are required to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Weapons (guns, knives, etc.), explosives, and other dangerous or hazardous devices or substances are prohibited on NHA's property.

Conduct that threatens, intimidates, or coerces another employee, student, or member of the public at any time, including off-duty periods, will not be tolerated. Any threatening statement or gesture will be interpreted as intent to carry it out. It will not be a defense that you were only joking, fooling around, or engaging in horseplay. Similarly, veiled threats will not be tolerated. Corporal punishment of students in our

schools is strictly prohibited. Our schools have a Student Code of Conduct and disciplinary procedures that must be followed at all times.

All threats of (or actual) violence, both direct and indirect, should be reported immediately to your manager or a member of the school safety and security team. This includes threats by employees, as well as threats by students, parents, vendors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible. All suspicious individuals or activities also should be reported immediately to your manager, or a member of the school safety and security team.

NHA encourages you to bring your disputes or differences with other employees to the attention of your manager before the situation escalates into potential violence.

Weather Emergencies

NHA cancels normal operations only in the most severe weather conditions. It is important that you schedule enough time to arrive at work safely and on time. If a decision is made to close down operations, an announcement will be aired over local radio/television stations or other methods such as School Reach calls.

Visitors Policy

NHA understands that occasionally you may have outside guests come to meet with you at work. The reason for these visits may be regularly scheduled events that NHA is hosting (holiday party, family fun nights, etc.), visits from friends and family, or visits of a business nature. Regardless of the nature of these visits, they should not interrupt or distract others or you from your work. We ask that you keep non-work-related visits to a minimum, and when they do occur, you should limit them to your break or lunch periods, if at all possible. We also ask that you gain approval from your manager or supervisor in advance of having a non-work-related visitor on site.

To ensure the safety and security of our employees, students, and our guests, visitors must come to the front lobby and/or office sign in using the visitor management system prior to entering the building. Visitors should not be allowed through back and/or side doors. Also, visitors should be escorted throughout the building at all times.

If your visitors become disruptive or distract you or others from your or their work, they may be asked to leave. Also, given schedules, events, and other occurrences at the school, visits may not be allowed on certain days. Accordingly, it is important that you check with your manager or supervisor prior to the visit.

Teacher Performance Evaluation Rubric

TEACHER EVALUATION RUBRIC

Classroom Culture Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations.				
Indicators	Ineffective	Developing	Effective	Exemplary
Building Positive Relationships: Teacher builds relationships with and among students based on mutual respect, trust, and appreciation to create a safe environment for all.	A) Teacher does not attempt to build relationships or attempts at building relationships are not successful at relationally engaging students.	B) Teacher develops and teaches expectations for respectful interactions among students. C) Teacher demonstrates care and respect in interactions with all students.	D) Teacher and student interactions are intentionally planned and are focused on creating personal connections. E) Students demonstrate care and respect for the teacher and one another.	F) Students collaborate and engage in positive, supportive relationships with one another.
Physical Environment: Teacher optimizes the physical space of the classroom for student learning by maintaining a clutter free and print-rich environment, providing access to materials, as well as arranging space for movement and collaboration.	A) Teacher does not maintain physical space in a way that optimizes student learning.	B) Teacher maintains a clutter free environment. C) Teacher purposefully arranges the learning space. D) Teacher arranges materials for students to access.	E) Teacher arranges the learning space in a way that optimizes movement, collaboration (student-student, teacher-student) and presentation. F) Teacher creates a print-rich environment that comprises a majority of authentic student or teacher created materials along with real life materials (maps, newspaper, etc.).	G) Students utilize materials and furniture arrangement to further their learning. H) Students self-manage and contribute to maintaining the cleanliness and order of the classroom.
Routines and Procedures: Teacher establishes, models, and practices effective classroom routines and procedures that allow students to move seamlessly throughout the day without disruption of learning.	A) Teacher has not effectively taught classroom routines and procedures.	B) Teacher has established basic classroom routines and procedures.	C) Teacher maximizes instructional time by effectively upholding classroom routines and procedures.	D) Students are motivated to meet expectations and follow routines and procedures without prompting.
Student Behavior and Moral Focus: Teacher establishes, models, and practices high behavioral expectations for all students including implicit and explicit teaching of Moral Focus virtues in order to create a self-managed classroom.	A) Teacher does not clearly establish behavioral expectations.	B) Teacher establishes, models, and practices behavioral expectations. C) Teachers explicitly teaches Moral Focus virtues through lessons and activities.	D) Teacher effectively anticipates and responds to student behavior. When appropriate, teacher references Moral Focus virtues. E) Teacher uses positive and proactive strategies to increase student motivation, engagement, and positive behavior. F) Students are able to identify and define the monthly Moral Focus virtues, including examples of behaviors that exemplify them.	G) Students are respectful of one another and self-correct off-task or disruptive behavior. H) Students exemplifies Moral Focus virtues in their behavior.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Planning		Teacher plans for instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs.		
Indicators	Ineffective	Developing	Effective	Exemplary
Identify and Analyze the Complexity of Standards: Prior to instruction, teacher identifies standards to be assessed and analyzes their complexity to understand the appropriate level of rigor.	A) Teacher does not identify the standards to be taught and assessed. B) Teacher does not analyze standards to determine meaning, level of rigor, and connection to curricular resources.	C) Teacher identifies the standards to be taught and assessed. D) Teacher analyzes existing assessments and understands how each assessment item measures key vocabulary, skills, and/or performance of the standards.	E) Teacher understands and can articulate the scope and sequence of standards to be taught throughout the year. F) Teacher understands the complexity of standards and the various levels of rigor within each standard.	G) Teacher indicates misconceptions students may have related to each standard. H) Teacher understands and intentionally applies their knowledge of the vertical alignment of standards from grade to grade.
Instructional Alignment: Teacher identifies weekly student learning objectives and aligns curricular resources, engagement strategies, key questions, activities, and assessments to maximize student learning.	A) Teacher's instructional planning lacks clarity of alignment between lesson purpose, activities, instructional organization, and assessment.	B) Teacher bases instructional planning on existing curricular resources without thoroughly processing their alignment to learning objectives.	C) Teacher's instructional planning demonstrates an intentional alignment of standards, weekly learning goals, curricular resources, activities, and assessments.	D) Teacher is adept at responding to the pacing needs of students and demonstrates flexibility in decision making regarding learning objectives, while maintaining instructional alignment.
Pacing: Teacher adheres to a year-long plan and assures all content standards are taught by effectively pacing units and weekly lessons.	A) Teacher's instructional planning does not reflect understanding and knowledge of the grade level content standards or consideration of the instructional time needed for each standard throughout the year.	B) Teacher relies on scope and sequence provided in curricular resources to plan delivery of content standards.	C) Teacher effectively plans unit and weekly lessons based on knowledge and understanding of grade level content standards and the time available to ensure students' progress towards mastery.	D) Teacher flexibly paces instruction based on monitoring of individual student progress towards mastery of the grade level content standards.
Differentiated Planning: Teacher intentionally aligns and adjusts instruction based on lesson objectives and assessment results to individual, small group, and whole group learning needs.	A) Teacher's instructional planning does not demonstrate accommodation of differentiated student learning needs.	B) Teacher accesses and uses curricular resources to provide correctives, practice, and extensions based on assessed individual, small group, or whole class learning needs.	C) Teacher effectively plans scaffolded building blocks to lead students from their current assessed level of learning to the achievement of individual learning goals.	D) Teacher tracks student learning, provides organized and flexible student grouping, and continuously revises individual learning goals.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Teaching		Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction.		
Indicators	Ineffective	Developing	Effective	Exemplary
Instructional Rigor: Teacher communicates measurable learning goals and delivers content that is challenging to each student and gives them opportunities to engage in higher order thinking processes, so that they may interact with the content in a deep and meaningful way.	A) Teacher does not communicate the lesson objective for the students. B) Teacher questioning and assignments reflect a lack of rigor (i.e., basic recall of knowledge, single word responses, etc.).	C) Teacher incorporates the use of academic vocabulary. D) Teacher clearly communicates (verbally or in writing) lesson objectives for students. E) Teacher questioning and assignments reflect an attempt at rigor; however, opportunities for students to engage with content using higher order thinking processes are missed.	F) Students are able to articulate the learning objective and how activities align. G) Teacher identifies for students critical information in the lesson and links it to previously learned content. H) Teacher scaffolds content in the right amount and complexity for student processing.	I) Teacher requires students to engage in elaborated communication (written or verbal) and/or to process new information and draw inferences from the new content. J) Students connect lessons, content, and content application with other disciplines, real-world experiences and/or abstract concepts.
Cognitive Engagement: Teacher uses effective instructional strategies to cognitively engage students; creating student ownership for their learning.	A) Teacher does not effectively use instructional strategies to cognitively engage students.	B) Teacher provides complex, cognitive learning opportunities in an attempt to engage all students.	C) Teacher assures students give continuous, engaged attention to complex, cognitive learning opportunities.	D) Students self-regulate their learning and remain engaged and focused on the learning tasks.
Use of Time: Teacher demonstrates urgency for learning by pacing lesson delivery and activities in a way that maximizes the use of time and creates a balance between instruction and opportunities for student processing.	A) Teacher does not pace activities or lessons in a way that maximizes learning.	B) Teacher uses time adequately to deliver lesson content, however, students lack the appropriate amount of time to process their learning and do not remain engaged.	C) Teacher intentionally uses all time for learning through an effective balance of content delivery and activities such that students are able to process their learning through opportunities to think, speak, and write for the entire lesson.	D) Students demonstrate an urgency and sustained energy for learning throughout the lesson.
Personalized Instruction: Teacher uses preplanned corrections and extensions in a whole group, small group and individualized setting, to address deficit, grade level or advanced learning needs.	A) Teacher does not preplan or provide opportunities for corrections and extensions.	B) Teacher provides supporting activities to accommodate student needs for corrections and extensions.	C) Teacher assures that all preplanned extensions or correction opportunities include explicit instruction, the appropriate level of challenge, active engagement, and feedback.	D) Teacher provides for each student's needs as instruction flows between whole group, small group, and individual support. E) Teacher makes adjustments to instruction during the lesson to meet the needs of students.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Assessing Teacher implements assessment strategy to understand student learning needs, provide actionable feedback and guide instructional decisions				
Indicators	Ineffective	Developing	Effective	Exemplary
Implementing Assessment Strategy: Teacher implements an intentional assessment strategy, administering common assessments (when applicable) and determining appropriate formative and summative assessments for other instructional content to gauge student mastery.	A) Teacher lacks understanding of the role of diagnostic, formative, and summative assessments. B) Teacher inconsistently administers common assessments. C) Teacher created assessments do not target key content standards.	D) Teacher uses a variety of formal and informal assessments to collect evidence of students' knowledge and skill. E) Teacher administers common assessments when applicable.	F) Teacher indicates when and how they will formatively assess each standard prior to the end of instruction assessment. G) Teacher uses or designs purposeful and rigorous formative and summative assessments.	H) Teacher works with other teachers to develop assessments and analyze assessment results. I) Teacher distinguishes assessment opportunities to match the full range of student needs and abilities.
Analyze Data: Teacher analyzes assessment data in order to understand the effectiveness of instruction and to respond to student needs from a classroom, small group, and individual perspective.	A) Teacher does not effectively analyze assessment data to determine the effectiveness of instruction and make adjustments when necessary.	B) Teacher examines assessment data to understand students' progress towards mastery of standards.	C) Teacher understands where to make adjustments to instruction in order to meet the needs of each student.	D) Teacher analyzes assessment data results to identify common misconceptions and learning deficits and to establish flexible student groups.
Actionable Feedback: Teacher provides specific, actionable feedback to students on a regular basis in order for students to monitor and adjust their learning.	A) Teacher may provide feedback to students, but it lacks details about what students did well and where they need to improve. B) Teacher provides feedback inconsistently or in an untimely manner.	C) Teacher provides ongoing and timely feedback, telling students what they did well and where they need to improve.	D) Teacher provides feedback that is specific to each student and provides action steps for students to take to accomplish learning goals. E) Teacher provides resources and support to students to track their own learning progress.	F) Students develop their own self-improvement plans based on feedback and the tracking of their own learning progress.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Positive Impact on Student Learning				
Indicators	Ineffective	Developing	Effective	Exemplary
Positive Impact on Student Learning Has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.	A) Teacher does not achieve expected results on student academic growth measures. B) Does not make satisfactory progress toward student growth goals. C) Teacher does not know or understand state test expectations or requirements.	D) Teacher achieves inconsistent expected performance on student academic growth measures. E) Teacher is making progress toward student growth. F) Teacher is working towards having a solid understanding of student growth expectations/requirements.	G) Teacher achieves expected performance on student academic growth measures. H) Teacher makes satisfactory progress toward student growth goals. I) Teacher has a solid understanding of student growth expectations/requirements.	J) Teacher exceeds expected performance on student academic growth measures . K) Teacher exceeds student growth goals. L) Has a solid understanding of student growth expectations/requirements and uses data to make informed instructional decisions.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

TEACHER EVALUATION RUBRIC

Professional Accountabilities		Teacher embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.		
Indicators	Ineffective	Developing	Effective	Exemplary
Dependability: Teacher can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"> Teacher has an unacceptable attendance record. Teacher cannot be counted on by stakeholders or teammates to deliver on job requirements. Teacher does not exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Teacher has an inconsistent attendance record. Teacher inconsistently follows through on job requirements. Teacher does not consistently exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Teacher has a consistent attendance record. Teacher fulfills all aspects of their job requirements with limited supervision. Teacher consistently exhibits a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Teacher takes initiative by demonstrating a "sees a need, fills a need" behavior. Teacher positively influences others to exceed their job responsibilities. Teacher delivers quality work within tight timelines or constraints.
Core Values: Teacher demonstrates a commitment to NHA's core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	<ul style="list-style-type: none"> Teacher does not make decisions that were founded in NHA's core values. Teacher's behavior and/or words do not align to NHA's core values. 	<ul style="list-style-type: none"> Teacher's behavior is at times at odds with NHA's core values. Teacher speaks to core values, but actions do not always align to NHA's core value expectations. 	<ul style="list-style-type: none"> Teacher consistently makes decisions found in NHA's core values. Teacher's communications and actions reflect a clear understanding and belief of NHA's core values at all times. 	<ul style="list-style-type: none"> Teacher serves as a model for how NHA's core values should be lived out. Teacher acts as a cheerleader for others to embrace NHA's core values.
Communication: Teacher communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	<ul style="list-style-type: none"> Teacher's communication does not employ the appropriate medium, message, tone, or timing. Teacher does not communicate information that will impact staff, parents, and leaders. Teacher does not listen to the point of view of others. 	<ul style="list-style-type: none"> Teacher's attempts at communication do not always employ the appropriate medium, message, tone, or timing. Teacher does not always communicate information that will impact staff, parents and leaders. At times, teacher does not listen well or allow others to share ideas or viewpoints. 	<ul style="list-style-type: none"> Teacher communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. Teacher communicates information to staff, parents, and leaders that impacts them. 	<ul style="list-style-type: none"> Teacher strategically communicates to ensure clarity and consistency of messaging. Teacher seeks to develop strong team performance through communication. Teacher proactively engages all stakeholders.
Teamwork: Teacher works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"> Teacher exhibits a negative influence in the workplace as reported by stakeholders. Teacher undermines the effectiveness of others. Teacher seeks to work in isolation. Teacher does not positively contribute to the success of the team or school. 	<ul style="list-style-type: none"> Teacher occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. Teacher seeks the input from others in the spirit of growth. Teacher does not consistently create a positive impact in the workplace. 	<ul style="list-style-type: none"> Teacher holds teammates accountable for team decisions. Teacher acts in best interest of the team's overall objectives. Teacher actively seeks input in the spirit of growth. 	<ul style="list-style-type: none"> Teacher collaborates with co-workers and leaders to support school-wide improvement. Teacher provides informal leadership through words, actions, and work product.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

Dean Performance Evaluation Rubric

DEAN EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
Lead Instructional Excellence Key Practice 1 Deans personally master and model all aspects of the Classroom Framework of Instructional Practice.	Master and Model	The Dean demonstrates mastery of and is able to guide staff through effective modeling of the practices of the Classroom Framework of Instructional Practice.	<ul style="list-style-type: none"> Is unable to articulate the four competencies and the key indicators of the Classroom Framework. Does not model the practices of the Classroom Framework. Demonstrates an understanding or models practices of the Classroom Framework rubric at an Ineffective level. 	<ul style="list-style-type: none"> Articulates the four competencies and the key indicators of the Classroom Framework. Demonstrates an understanding and models the Classroom Framework competencies at a developing level. 	<ul style="list-style-type: none"> Consistently demonstrates an understanding and models the Classroom Framework competencies at an effective level. 	<ul style="list-style-type: none"> Supports and contributes to the understanding and effective implementation of the Classroom Framework in others throughout the building. Develops the capacity of others across the NHA network to implement the Classroom Framework competencies.
	Team Culture	The Dean establishes and maintains a culture of high care balanced with high expectations.	<ul style="list-style-type: none"> Social norms are vague and/or not clearly communicated and/or are disconnected from Moral Focus virtues. Team goals remain undefined and/or are unaligned to identified team needs. Takes a "hands off" approach to leadership. 	<ul style="list-style-type: none"> Establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams. Develops high expectations based on Moral Focus virtues. Identifies team goals to promote growth of the group. 	<ul style="list-style-type: none"> Fosters positive interpersonal relationships among staff by maintaining open and effective lines of communication. Establishes and maintains a culture of high moral expectations. Develops team goals to promote positive growth of the team amongst all members. 	<ul style="list-style-type: none"> Empowers staff in problem solving, conflict resolution, and consensus building. Empowers staff to monitor and adjust practice to successfully meet team goals. Empowers staff to monitor and adjust practice to meet high moral expectations.
	Staff Leadership	The Dean advances leadership capacity by effectively identifying and developing staff.	<ul style="list-style-type: none"> Potential leaders are unidentified. Qualities of leaders are undeveloped. 	<ul style="list-style-type: none"> Identifies strengths and interests of potential leaders. 	<ul style="list-style-type: none"> Builds on staff's skills and interests to advance leadership capacity. Shares leadership responsibilities with staff. 	<ul style="list-style-type: none"> Matches staff to leadership responsibilities and coaches staff to develop and hone leadership skills.
	Relational Leader	The Dean builds relationships with and among staff that promotes a positive and proactive environment built on trust.	<ul style="list-style-type: none"> Inconsistently responds to situations and others. Shows favoritism. Demonstrates a "command and control" leadership style. Neglects to appreciate or recognize others. 	<ul style="list-style-type: none"> Fosters relationships through the sharing of appropriate personal information. Builds trust through consistency. Proactively builds culture. Appreciates, recognizes, and rewards staff. 	<ul style="list-style-type: none"> Develops, fosters, and consistently models an emotional connection by building knowledge of, and responding to personal aspects of individual staff members' lives. Facilitates and calendarizes school-wide appreciation and recognition. Resolves issues appropriately. 	<ul style="list-style-type: none"> Invests individually in each staff member's success. Connects all members of the team by facilitating staff in building knowledge of and responding to personal aspects of one another's lives. Proactively responds to potential obstacles that could negatively impact culture.
	Culture of Feedback	The Dean seeks, values, and acts upon feedback from various stakeholders (including parents, students, and fellow staff members).	<ul style="list-style-type: none"> Feedback is not solicited. Struggles to receive feedback as a growth opportunity. Does not personally exhibit a growth mindset or foster a growth mindset in others. 	<ul style="list-style-type: none"> Solicits anonymous feedback. Solicits feedback during each O3. Models a growth mindset. 	<ul style="list-style-type: none"> Solicits feedback from various stakeholders, including staff, parents, students, and fellow administrative team members. Receives planned and intentional feedback from staff when solicited. Reflects on feedback and adjusts practice. 	<ul style="list-style-type: none"> Fosters open and transparent feedback with all stakeholders, including amongst all members of the staff (teachers-dean, dean-teacher, teacher-teacher).

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

DEAN EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
Lead Instructional Excellence Key Practice 3 Deans coach teachers toward instructional mastery.	Coaching Environment	The Dean establishes a positive environment that supports effective coaching.	<ul style="list-style-type: none"> Fails to prioritize and make coaching purposeful and intentional. Frequently dominates the content of the coaching conversation. 	<ul style="list-style-type: none"> Establishes clear purpose and expectations for coaching. Listens to teachers and collects information. 	<ul style="list-style-type: none"> Utilizes O3s to build a strong relationship with direct reports, in order to have open discussions about performance. Differentiates the amount, frequency, and purpose of observations. Paraphrases, reiterates, and summarizes the information offered by direct reports. Collects and analyzes a variety of evidence to inform coaching. 	<ul style="list-style-type: none"> Asks probing, open-ended questions during coaching conversations to understand accurately, and listens intently to gain full understanding. Intentionally collaborates with colleagues to hone coaching skills. Serves as a model in effective teacher development practices across the NHA network.
	Coaching Approach	The Dean applies differentiated coaching methods to ensure staff growth.	<ul style="list-style-type: none"> Unable to articulate coaching approaches and/or the coaching models. Coaching practices do not drive on-going staff development. 	<ul style="list-style-type: none"> Plans coaching conversations in advance. Asks instructional practice-focused questions. Provides directive suggestions when appropriate. Understands the differences between reflective and directive coaching approaches. Understands reflective and directive coaching models (i.e., GROW model, 5-step cycle). 	<ul style="list-style-type: none"> Asks planned questions that prompt meaningful conversation and learning. Identifies and applies situationally appropriate coaching approach (reflective, directive). Fluently coaches utilizing reflective and directive coaching models selected (i.e., GROW model, 5-step cycle). Holds direct reports accountable to growth goals. 	<ul style="list-style-type: none"> Internalizes the coaching process and appropriately adapts and differentiates to staff members' needs. Differentiates coaching based on direct report's needs. Seamlessly alternates between directive and reflective coaching during a coaching conversation. Feedback is seamlessly embedded within coaching.
	Feedback	The Dean provides timely and ongoing feedback to drive positive change in staff practice.	<ul style="list-style-type: none"> Neglects to or ineffectively plans, crafts, or provides feedback. 	<ul style="list-style-type: none"> Provides timely affirming and adjusting feedback. Planned and concisely delivered feedback identifies the action and the direct outcome. 	<ul style="list-style-type: none"> Gives frequent feedback aligned to goals, expectations, and data and addresses performance issues. Leverages (monitors, holds accountable, follows up) feedback to drive a change in practice. 	<ul style="list-style-type: none"> Challenges teachers to utilize the performance expectations as a tool to self-assess their own learning and professional development. Consistently adjusts personal practice based on teacher performance against expectations.
	Reflection and Goal Setting	The Dean facilitates staff reflection and goal setting, and coaches teachers toward instructional mastery.	<ul style="list-style-type: none"> Neglects goal-setting portion of coaching, or goals do not drive ongoing staff development. 	<ul style="list-style-type: none"> Develops measurable and time-based growth goals with each direct report. Identifies each direct reports' individual needs (i.e., state of mind, personality, learning style). Uses a targeted goal to plan conversations. 	<ul style="list-style-type: none"> Facilitates staff's reflection and examination of instruction to improve personal practice. Empowers staff to actively seek support in personal needs, and drives discussion before and after coaching. Regularly discusses direct reports' progress toward fulfilling growth goals and revises based on a calendarized process. Breaks a goal into achievable, scaffolded, learning targets. 	<ul style="list-style-type: none"> Uses a variety of data to facilitate staff's reflection and examination of instruction to improve personal practice and measures progress towards goals. Partners with direct reports to individually adapt goals as each direct report grows and develops based on evidence.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

DEAN EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
Lead Instructional Excellence Key Practice 4 Deans manage and hold teachers accountable to college readiness through teacher development (e.g., observations, full lesson observations, evaluations, goal setting, O3s, and coaching).	School Improvement Process	The Dean supports and maintains school wide improvement through ongoing coaching and staff development.	<ul style="list-style-type: none"> Performance expectations are not clearly developed and/ or communicated. Systems and/or procedures are not clearly defined. 	<ul style="list-style-type: none"> Collaborates with the administrative team in establishing school-wide goals founded in a consistent vision. Establishes consistent expectations for instructional practice and college readiness goals that lead to student achievement. 	<ul style="list-style-type: none"> Facilitates and monitors a team-based instructional improvement process aimed at achieving identified goals. Connects performance expectations to school goals/vision by referencing them often. Anticipates staff needs and works proactively to ensure systems are adjusted and resources are obtained to meet those needs. Established systems function interdependently. 	<ul style="list-style-type: none"> Holds each direct report accountable to the expectations for individual contribution toward the attainment of school-wide goals.
	Teacher Development	The Dean manages and holds staff accountable to college readiness.	<ul style="list-style-type: none"> Inconsistently implements the common NHA practices of teacher development. Miscommunicates or fails to communicate expectations. Neglects to document evidence in a timely manner. 	<ul style="list-style-type: none"> Procedurally implements all common NHA practices of teacher development within specified time frames. Documents specific behaviors and actions, based on evidence. 	<ul style="list-style-type: none"> Analyzes all data collected to support teacher growth. Utilizes data collected to drive professional development decisions and provide targeted support. 	<ul style="list-style-type: none"> Supports administrative team with communication, organization and planning, and works to develop the team further. Supports and contributes to the development of peers across NHA.
Lead Instructional Excellence Key Practice 5 Deans routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure all student needs are met.	Drive Instruction and Student Growth	The Dean routinely analyzes student, class, and wing data to drive instruction and student growth to ensure that all student needs are met.	<ul style="list-style-type: none"> Misinterprets data. Identifies goals not supported by the data. Provides inconsistent monitoring and/or support of staff data analysis. Communication regarding student progress is minimal and/or ineffective. 	<ul style="list-style-type: none"> Inconsistently analyzes data. Identifies goal areas that promote high levels of achievement. Facilitates staff's use of assessment data to design and adapt instruction. Monitors and supports staff adjustments to practice based on subsets of student needs. Communicates student progress to stakeholders. 	<ul style="list-style-type: none"> Demonstrates ongoing data analysis. Monitors progress toward established goals. Supports staff in a structured, ongoing cycle of data collection and analysis of progress toward established goals. Leads staff's use of assessment data to continually design and adapt instruction. Monitors, supports and holds staff accountable to adjustments in practice based on all student needs. 	<ul style="list-style-type: none"> Designs a systematic approach to collect and analyze multiple points of data on student progress toward attaining established goals. Ensures staff synthesizes multiple sources of data to make informed decisions.
	Professional Development	The Dean ensures that staff professional development is ongoing and is based on relevant data.	<ul style="list-style-type: none"> Neglects to plan, deliver and/or monitor staff development. Makes professional development decisions independent of data. 	<ul style="list-style-type: none"> Gathers and analyzes data to inform professional development aligned with the school improvement process. 	<ul style="list-style-type: none"> Provides ongoing learning opportunities that facilitate staff learning in how to collect, analyze, interpret, and use data to impact student achievement. Develops a cohesive year-long professional development plan driven by staff and student data (academic and behavioral). 	<ul style="list-style-type: none"> Monitors the effectiveness of the professional development plan using data to determine if professional development activities meet the intended objectives. Differentiates and adjusts professional development offerings based on staff and student data (academic and behavioral).
Lead Instructional Excellence Key Practice 6 Deans promote, model, and reinforce all NHA and school procedures (e.g., SBS, BWC, Moral Focus, and Attendance).	NHA and School Systems and Procedures	The Dean understands, supports, and sustains the implementation of systems and procedures.	<ul style="list-style-type: none"> Unable to articulate essential NHA and/or school systems. Disregards NHA and/or school systems. Undermines NHA and/or school procedures through decisions, words, and/or actions. 	<ul style="list-style-type: none"> Identifies and articulates NHA and school system and procedure expectations. Positively promotes and advocates for implementation of NHA and school systems and procedures to stakeholders. Collaborates with the administrative team to develop school systems and procedures, as supported by research, data, and best practices. 	<ul style="list-style-type: none"> Models NHA and school systems and procedures. Ensures effective implementation of NHA and school systems and procedures by stakeholders. Provides feedback to reinforce positive implementation and holds each team member accountable to NHA and school systems and procedures. 	<ul style="list-style-type: none"> Analyzes and reflects on the implementation of NHA and school systems and procedures for effectiveness. Differentiates implementation of NHA systems and procedures (within the parameters of intent) based on research, data, and best practice. Facilitates a positive implementation of NHA and school systems and procedures across the organization.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

DEAN EVALUATION RUBRIC

Positive Impact on Student Learning				
Description	Ineffective	Developing	Effective	Exemplary
POSITIVE IMPACT ON STUDENT LEARNING: Has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.	<ul style="list-style-type: none"> • Does not achieve expected results on student academic growth measures. • Does not achieve expected progress toward student growth goals. • Does not know or understand assessment expectations or requirements and fails to analyze and link decision-making with data. 	<ul style="list-style-type: none"> • Makes progress toward expected performance on student academic growth measures. • Makes progress toward student growth goals. • Shares student assessment results with stakeholders. 	<ul style="list-style-type: none"> • Achieves expected performance on student academic growth measures. • Makes satisfactory progress toward student growth goals • Understands and communicates assessment expectations to stakeholders. • Collaboratively analyzes data with staff and links decision-making with data. • Develops plans with instructional staff to share student assessment results with all stakeholders to improve student learning results. 	<ul style="list-style-type: none"> • Exceeds expected performance on student academic growth measures. • Exceeds expected progress toward student growth goals. • Incorporates multiple sources of student assessment data in collaborative analysis amongst staff that results in increased school improvement. • Shares student assessment results consistently with all stakeholders to improve student learning results.

Professional Accountabilities: Dean embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.				
Description	Ineffective	Developing	Effective	Exemplary
DEPENDABILITY Leader can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"> • Has an unacceptable attendance record. • Cannot be counted on by stakeholders or teammates to deliver on job requirements. • Does not exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> • Has an inconsistent attendance record. • Inconsistently follows through on job requirements. • Does not consistently exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> • Fulfills all aspects of current position with limited supervision. • Can be counted on by teammates and stakeholders to deliver on responsibilities that meets expectations in a timely manner. 	<ul style="list-style-type: none"> • Takes initiative by demonstrating a "sees a need, fills a need" behavior. • Positively influences others to exceed their job responsibilities. • Delivers quality work within tight timelines or constraints.
CORE VALUES: Leader demonstrates a commitment to NHA's core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	<ul style="list-style-type: none"> • Does not make decisions that were founded in NHA's core values. • Behavior and/or words do not align to NHA's core values. 	<ul style="list-style-type: none"> • Behavior is at times at odds with NHA's core values. • Speaks to core values, but actions do not always align to NHA's core value expectations. 	<ul style="list-style-type: none"> • Consistently makes decisions found in NHA's core values. • Communications and actions reflect a clear understanding and belief of NHA's core values at all times. 	<ul style="list-style-type: none"> • Serves as a model for how NHA's core values should be lived out. • Acts as a cheerleader for others to embrace NHA's core values.
COMMUNICATION Leader communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	<ul style="list-style-type: none"> • Communication does not employ the appropriate medium, message, tone, or timing. • Does not communicate information that will impact staff, parents, and leaders. • Does not listen to the point of view of others. 	<ul style="list-style-type: none"> • Attempts at communication do not always employ the appropriate medium, message, tone, or timing. • Does not always communicate information that will impact staff, parents and leaders. • At times, does not listen well or allow others to share ideas or viewpoints. 	<ul style="list-style-type: none"> • Communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. • Communicates information to staff, parents, and leaders that impacts them. 	<ul style="list-style-type: none"> • Strategically communicates to ensure clarity and consistency of messaging. • Seeks to develop strong team performance through communication. • Proactively engages all stakeholders.
TEAMWORK Leader works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"> • Exhibits a negative influence in the workplace as reported by stakeholders. • Undermines the effectiveness of others. • Seeks to work in isolation. • Does not positively contribute to the success of the team or school. 	<ul style="list-style-type: none"> • Occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. • Seeks the input from others in the spirit of growth. • Does not consistently create a positive impact in the workplace. 	<ul style="list-style-type: none"> • Establishes and monitors team standards. • Acts in best interest of the team's mission and goals. • Provides informal leadership through words, actions, and work product. • Utilizes support of the Service Center and reinforces this support as a collaborative team effort. 	<ul style="list-style-type: none"> • Collaborates with co-workers and leaders to support school-wide improvement. • Provides informal leadership through words, actions, and work product.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

Principal Performance Evaluation Rubric

PRINCIPAL EVALUATION RUBRIC

PRINCIPAL SUCCESS FACTORS

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
SCHOOL CULTURE Understands the principal's role as the key driver of cultural change, establishing a foundation of an authentic relational community of staff, students, and parents, collaboratively adopting a cultural identity based on a clear vision and mission of high achievement and college readiness for all students, while messaging the mindset, values, and commitments of excellence. Focus is maintained by seeking to continually grow the inclusivity and reach of the school culture and the norms of behavior which govern it.	Build Trust	The principal leads a school community that is an emotionally safe place where members assume the best about each other; quickly acknowledge when their own words or actions may have been harmful; openly acknowledge personal weaknesses and mistakes; and freely request, accept, and give meaningful feedback.	<ul style="list-style-type: none"> The school community conceals weaknesses and mistakes; they talk negatively about others in private; they quickly jump to negative conclusions about others; they hold grudges and bring up past wrongs; and they avoid spending time together. 	<ul style="list-style-type: none"> Some members of the school community practice openness; minor differences are able to be resolved quickly; most individuals mind their own business; meetings are civil; and feedback is accepted by some but rarely offered. 	<ul style="list-style-type: none"> School community members routinely do what they say they will do; school leaders acknowledge and own failures when they occur; important issues are addressed; and feedback is accepted and at times requested. 	<ul style="list-style-type: none"> The school community is an emotionally safe place where members assume the best about each other; they quickly acknowledge when their own words or actions may have been harmful; they openly acknowledge personal weaknesses and mistakes; and feedback is freely requested, accepted, and given.
	Manage Conflict	The principal leads a school community where members engage in discussions that are genuine and unguarded, quickly surface and promptly address difficult issues, and freely express divergent opinions to create a superior outcome.	<ul style="list-style-type: none"> School leaders ignore difficult topics; meetings are boring; teams within the school community do not appreciate or tap into the expertise of others; and personal agendas are allowed to thrive and prevent productive collaboration. 	<ul style="list-style-type: none"> School community members prioritize personal protection over collaborative success; conflicting ideas are acknowledged and owned but remain unresolved; and opinions of others are occasionally solicited. 	<ul style="list-style-type: none"> School community members address conflict when necessary; solutions are reached by adopting one of the competing views; and divergent opinions are acknowledged. 	<ul style="list-style-type: none"> The school community engages in discussions that are genuine and unguarded; difficult issues are surfaced quickly and addressed promptly; and divergent opinions are freely expressed and are used to create a superior outcome.
	Gain Commitment	The principal leads a school community where teams know how they and their colleagues contribute to the mission of the school, take personal ownership for achieving school goals, eagerly support school-wide initiatives irrespective of initial disagreement, and make sure all decisions are grounded in the desire to increase success for all students.	<ul style="list-style-type: none"> The school community debates topics without arriving at viable solutions; community members doubt that all students can achieve at high levels; direction and goals are ambiguous; and confidence is low. 	<ul style="list-style-type: none"> School leadership advocates for the success of all students despite some doubt of achievability; individuals and teams commit to their own goals; teams have goals that don't align with those of other teams; and school-wide initiatives are rarely supported. 	<ul style="list-style-type: none"> The school community has short-term and long-term goals that are clear and actionable; individual and team goals connect with overall school goals; school-wide initiatives are supported after an explanation is provided; and all student subgroups show learning gains. 	<ul style="list-style-type: none"> Each team within the school community knows how they and their colleagues contribute to the mission of the school; each team takes personal ownership for achieving school goals; school-wide initiatives are eagerly supported irrespective of initial disagreement; and all decisions are grounded in the desire to increase success for all students.
	Embrace Accountability	The principal leads a school community where members do not want to let each other down; unproductive behaviors and actions are called out; Moral Focus virtues guide actions; silos and individualistic priorities are absent; and all members seek feedback and invite critique of their plans, approaches, and outcomes.	<ul style="list-style-type: none"> The school community blames others for poor performance; Moral Focus virtues are unknown; behavior standards are variable and enforced inconsistently; deadlines are rarely met; and accountability is seen as solely the principal's responsibility. 	<ul style="list-style-type: none"> Some teams within the school community own their performance; Moral Focus virtues are displayed throughout the school but not consistently followed; some behavior standards are consistently enforced; deadlines are sometimes met; and accountability is shared among the leadership team. 	<ul style="list-style-type: none"> The whole school community owns the performance of the school; deadlines are regularly met; most members of the school community exhibit a growth mindset; and Moral Focus virtues are consistently enforced, modeled, and communicated to students and staff. 	<ul style="list-style-type: none"> School community members do not want to let each other down; unproductive behaviors and actions are called out; Moral Focus virtues guide actions; silos and individualistic priorities are absent; and all members seek feedback and invite critique of their plans, approaches, and outcomes.
	Focus on Results	The principal leads a school community where teams willingly make sacrifices of time, money, and personnel to contribute to better results; morale is affected negatively when results are not achieved; and team members are slow to seek personal credit but quick to praise others.	<ul style="list-style-type: none"> The school community rarely develops goals; teams are protective of turf and resources; acceptance of non-performance is common; and individual achievement is gained at the expense of others. 	<ul style="list-style-type: none"> Teams within the school community establish goals and priorities without regard to common needs; and results-driven team members are rarely retained. 	<ul style="list-style-type: none"> Teams within the school community collaborate to align goals and priorities; results-driven team members are recruited and retained; and celebration of accomplishments is common and motivating. 	<ul style="list-style-type: none"> Teams within the school community willingly make sacrifices of time, money, and personnel to contribute to better results; morale is affected negatively when results are not achieved; and team members are slow to seek personal credit but quick to praise others.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

PRINCIPAL EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
TEACHING AND LEARNING Ensures implementation of rigorous curricula and assessments tied to both state and college-readiness standards. Ensures implementation of high-quality, effective instructional planning, classroom instructional strategies, and administration and use of assessments of student learning to drive increases in student achievement. Monitors multiple forms of student level data to assess and improve the quality and impact of the school-wide intervention program.	Monitor & Support Effective Instructional Planning	<p>The principal builds the capacity of the staff to implement exemplary level planning practice in analyzing standards, integrating effective instructional components, and planning differentiated instructional learning opportunities for all students.</p>	<ul style="list-style-type: none"> Directly or indirectly allows staff to practice poor instructional planning, a majority of teachers planning does not reflect an understanding of learning standards, alignment of instructional components, effective pacing or differentiation of instructional plans based on student's needs. 	<ul style="list-style-type: none"> Is fluent in the instructional planning standards of the classroom framework of instructional practice. Supports teacher implementation of analyzing standards, aligning key instructional activities, carrying out effective pacing and differentiating instruction. 	<ul style="list-style-type: none"> Leads staff improvement in professional understanding of instructional planning quality and effectiveness. Regularly monitors and responds to the learning needs of teachers to improve planning and provides necessary supports. A large majority of teachers demonstrate a clear understanding of the role and components of effective planning. 	<ul style="list-style-type: none"> Builds the capacity of the staff to implement exemplary level planning practice in analyzing standards, integrating effective instructional components and planning differentiated instructional learning opportunities for all students.
	Monitor & Support Effective Teaching Practice	<p>The principal builds the capacity of the entire staff to effectively implement a variety of rigorous strategies and pedagogical methods that reliably meet student needs and drive college ready learning for all students.</p>	<ul style="list-style-type: none"> Rarely monitors quality of instructional practice in the classroom. Does not demonstrate fluency in quality instructional teaching practices of rigor, engagement, use of time and personalized instruction. 	<ul style="list-style-type: none"> Is fluent in the instructional teaching standards of the classroom framework of instructional practice. Provides staff limited leadership in the improved implementation of the key instructional teaching practice standards. Provides staff limited support in the use of the key instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation. 	<ul style="list-style-type: none"> Regularly monitors and supports staff in effectively implementing the rigorous strategies and pedagogical methods of the classroom framework of instructional practice to meet individual student needs and drive student learning; adapts instruction and assessments to ensure that all students master content. 	<ul style="list-style-type: none"> Builds the capacity of the entire staff to effectively implement a variety of rigorous strategies and pedagogical methods that reliably meet student needs and drive college ready learning for all students.
	Monitor & Support Effective Assessment of Student Learning	<p>The principal leads a culture of data driven improvement across all levels of the school utilizing systems for consistent monitoring of multiple sources of quantitative and qualitative data to appropriately identify student outcome trends, prioritize needs, and drive continuous improvement.</p>	<ul style="list-style-type: none"> Does not demonstrate a fluency in teacher assessment strategies of administration, analysis or feedback. Does not communicate expectations on and/or is unaware of staff effective use of data in classroom instruction. Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs. 	<ul style="list-style-type: none"> Is fluent in the key school-wide data measures and sets goals and progress reports based on current results. Communicates a clear understanding and urgency of the effective use of assessment and data to staff. Monitors and trains teachers in the improved implementation of the key assessment practices of the classroom framework of instruction. 	<ul style="list-style-type: none"> Demonstrates an ongoing awareness of the key measures of school function and progress, setting goals, communicating progress and prioritize needs for improvement. Leads a building wide focus on the effective use of data in instruction, with staff using multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs. Creates system for consistent data monitoring and uses data to inform continuous improvement. 	<ul style="list-style-type: none"> Leads a culture of data driven improvement at the school-wide, hall and classroom levels. Uses multiple sources of quantitative and qualitative data to assess and monitor instruction. Creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement.
	Monitor & Support Systematic Intervention	<p>The principal supports a school-wide intervention team that effectively meets the learning support needs of all at-risk students through the use of data to monitor program effectiveness, intentional revision of student plans to ensure desired progress, and continuous program improvement to close the achievement gap for all student sub-groups.</p>	<ul style="list-style-type: none"> Does not demonstrate an understanding of the key components of systematic intervention or awareness of the program's quality or impact on student learning. Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions. 	<ul style="list-style-type: none"> Provides limited time and support in ensuring the needs of the school's systematic intervention program are being met. The school's program monitoring and support is delegated. Demonstrates some understanding of level and supports being provided for at-risk students. 	<ul style="list-style-type: none"> Monitors and engages in intervention staff's analysis and disaggregation of student-specific data to determine appropriate differentiations and interventions for at-risk students. Uses data to monitor updates to student intervention plans and program improvement strategies of sub-groups not making progress. School-wide intervention demonstrates a significant impact on the learning success of at-risk students. 	<ul style="list-style-type: none"> Works regularly with the intervention team to use data to monitor systematic intervention program's effectiveness and continuously improves its impact on closing the achievement gap for all student sub-groups. Supports a school-wide intervention team that is effectively meeting the learning support needs of all at-risk students. Makes frequent updates to the intervention plan for students or sub groups not making progress.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

PRINCIPAL EVALUATION RUBRIC

		<i>Description</i>	Ineffective	Developing	Effective	Exemplary
STAFF DEVELOPMENT Recruits, hires, assigns, and retains effective staff. Increases staff effectiveness through professional learning structures. Oversees completion of rigorous evaluations of staff for continuous improvement and accountability for results. Trains, develops, and supports a high-performing instructional leadership team.	Hiring and Placement	The principal strategically recruits, hires, places, and retains effective staff based on their skills, strengths, and qualifications in order to intentionally meet the specific needs of the students in the school.	<ul style="list-style-type: none"> Ineffectively utilizes Service Center resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process. Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact. 	<ul style="list-style-type: none"> Utilizes Service Center resources to identify high quality recruits; drafts basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes. Places teachers in grade level and content areas based on qualifications. 	<ul style="list-style-type: none"> Identifies recruits within and beyond NHA for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes. Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness. 	<ul style="list-style-type: none"> Identifies multiple pipelines within and beyond the schools for high quality recruits; engages in implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; builds the capacity of staff to participate in selection, hiring, and induction processes. Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers.
	Mentoring Dean Leadership	The principal serves as a highly impactful mentor of dean coaching practice and effectiveness, and he/she owns implementing a vision of dean formation, instructional leadership, and reliability to improve teacher instructional quality.	<ul style="list-style-type: none"> Delegates tasks, assignments and responsibilities to deans without significant monitoring or support. 	<ul style="list-style-type: none"> Provides regular feedback on dean performance and provides ongoing direction to deans for increased leadership effectiveness. 	<ul style="list-style-type: none"> Observes deans regularly in dean-teacher O3s and classroom observations, providing targeted feedback and direction on dean instructional leadership impact on teacher practice. Collaboratively designs efficient systems that distributes tasks among the leadership team and keeps deans focused on instructional leadership 	<ul style="list-style-type: none"> Serves as a highly impactful mentor of dean coaching practice and effectiveness, owning and implementing a vision of dean formation, instructional leadership and reliability in improving teacher instructional quality.
	Teacher Leadership Development	The principal establishes an effective school leadership team that is relentlessly focused on student learning, and that intentionally includes highly effective teachers who are purposefully mentored, supported, encouraged, challenged, and developed to achieve their leadership potential.	<ul style="list-style-type: none"> Rarely provides teacher leadership opportunities. School leadership team does not function, or has ineffective or misaligned staff serving; rarely provides support to the leadership team. 	<ul style="list-style-type: none"> Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults. Defines the role of the school leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team. 	<ul style="list-style-type: none"> Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members. Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations. 	<ul style="list-style-type: none"> Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential. Establishes an effective school leadership team with a relentless focus on student learning; selects highly effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations.
	Teacher Professional Development	The principal develops and implements a system for professional learning opportunities, coaching, evaluation, and progress monitoring that tailors support to each individual teacher's learning style and specific growth needs.	<ul style="list-style-type: none"> Does not lead or provide regular or appropriate learning opportunities for teachers. 	<ul style="list-style-type: none"> Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers. 	<ul style="list-style-type: none"> Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; ensures effective evaluation of teachers to identify growth opportunities; supports struggling teachers through targeted improvement plans. 	<ul style="list-style-type: none"> Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers learning styles and growth needs; monitors struggling teachers through targeted improvement plans.
	Office Staff Development	The principal intentionally supports and develops the office staff by conducting consistent one-on-ones, communicating clear direction, listening to feedback, addressing concerns or roadblocks, and prioritizing parent engagement and student enrollment.	<ul style="list-style-type: none"> Delegates management of office staff to deans or rarely meets one-on-one with them; lacks interest in office staff responsibilities, challenges, or priorities; expects office staff to prioritize other tasks above parent engagement and student enrollment. 	<ul style="list-style-type: none"> Meets occasionally with office staff one-on-one; has baseline understanding of office staff responsibilities, challenges, or priorities; provides minimal support or development; struggles to communicate clear expectations and priorities regarding tasks, including parent engagement and student enrollment. 	<ul style="list-style-type: none"> Regularly meets one-on-one with office staff; generally understands office staff responsibilities, challenges, and priorities; provides generalized support and development; communicates clear expectations and priorities regarding tasks, including parent engagement and student enrollment; includes office staff in communications about initiatives that impact families. 	<ul style="list-style-type: none"> Prioritizes weekly one-on-ones with office staff; clearly understands office staff responsibilities, challenges, and priorities and actively works to support needs; provides individualized development and coaching; ensures two-way communication to ensure clear expectations and priorities regarding tasks, including parent engagement and student enrollment; proactively includes office staff in meetings or communications about initiatives that impact families; considers input from office staff when making enrollment decisions.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

PRINCIPAL EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
OPERATIONS & SYSTEMS Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned school improvement plan. Organizes school time to support all student learning and staff development priorities. Allocates resources to align with the strategic plan. Positively impacts student enrollment.	School Improvement Planning	The principal creates a school culture that engages all staff members in setting school priorities and goals based on school vision, student learning data, and student attendance data; and builds capacity of staff to use disaggregated data to establish clear, short term action steps that define and guide change efforts toward goals.	<ul style="list-style-type: none"> Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets. 	<ul style="list-style-type: none"> Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms Develops rudimentary action plans to identify change process steps to achieve goals. 	<ul style="list-style-type: none"> Sets school priorities and goals based on school vision, student learning data, and student attendance data; engages staff in developing grade level targets using disaggregated data. Strategically develops, maintains and follows through on a time bound action plan that drives change toward goals. 	<ul style="list-style-type: none"> Engages all staff in setting school priorities and goals based on school vision, student learning data, and student attendance data; builds the capacity of staff to establish grade level targets using disaggregated data Creates a school culture of action planning based on clear, short term action steps that define and guide change efforts toward goals.
	Monitoring Improvement Progress	The principal builds capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review academic progress, and supports staff ownership of and accountability for monitoring progress toward student learning goals.	<ul style="list-style-type: none"> Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies. 	<ul style="list-style-type: none"> Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals. 	<ul style="list-style-type: none"> Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data. 	<ul style="list-style-type: none"> Supports staff ownership of and accountability for monitoring progress toward student learning goals. Builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed.
	Organization & Use of Time	The principal strategically plans his/her own daily and weekly priorities and schedules to align with school-wide priorities and builds in time to reflect on his/her own practice to identify areas for growth.	<ul style="list-style-type: none"> Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities. 	<ul style="list-style-type: none"> Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others. 	<ul style="list-style-type: none"> Sets own daily schedule to address instructional leadership priorities that support the ongoing development of teacher quality, review of data and other school-wide priorities; builds in time to reflect on their own practice. 	<ul style="list-style-type: none"> Strategically plans own weekly and daily priorities and schedules that reflects school-wide priorities; builds in time to reflect on their own practice to identify areas for growth
	Use of Resources	The principal creatively leverages and maximizes all available resources, and he/she actively pursues additional resources that align to strategic priorities.	<ul style="list-style-type: none"> Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources. 	<ul style="list-style-type: none"> Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals. 	<ul style="list-style-type: none"> Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps. 	<ul style="list-style-type: none"> Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities.
	Positive Impact on Student Enrollment	The principal positively impacts student enrollment by achieving maximum enrollment and cultivating an enrollment mindset at the school.	<ul style="list-style-type: none"> Achieves student enrollment below enrollment goal. Invests little or no effort to understand enrollment plan, support enrollment events and initiatives, leverage enrollment data to drive decision making, consider organizational risk or follow critical requirements when making enrollment decisions, collaborate with office staff and NHA marketing teams to support enrollment, engage existing families to minimize attrition, or connect with new families to welcome them to the school. 	<ul style="list-style-type: none"> Achieves student enrollment near or at enrollment goal. Understands plan to achieve full enrollment but inconsistently attends/supports, enrollment events and initiatives, infrequently utilizes enrollment data to drive decision making, considers organizational risk secondary to school needs and regularly makes situation-based enrollment decisions rather than following critical requirements, intermittently collaborates with office staff and NHA marketing teams to support enrollment, inconsistently engages with existing families to minimize attrition, and defers responsibility for connecting with new families to deans, teachers, or office staff. 	<ul style="list-style-type: none"> Achieves student enrollment goal. Takes ownership for enrollment plan; frequently attends, supports, and promotes enrollment events and initiatives; regularly uses enrollment data to drive decision making; follows critical enrollment requirements; collaborates with office staff and NHA marketing teams to support enrollment and address any questions, deviations, or complicated enrollment situations; intentionally engages with existing families to minimize attrition; and personally connects with new families to welcome them to the school. 	<ul style="list-style-type: none"> Consistently achieves and maintains enrollment in line with the NHA standard enrollment model (not to exceed charter goals or board limits). Takes full ownership for enrollment plan; creatively and strategically addresses barriers to maximize enrollment; attends, supports, and promotes enrollment events and initiatives and encourages all staff members to do the same; frequently utilizes enrollment data to drive decision making; follows all critical enrollment requirements; intentionally partners with office staff and NHA marketing teams to consistently implement best practices that support enrollment and proactively address complicated enrollment situations; maintains an open-door policy, addresses parent questions or concerns within 24-48 hours, and purposefully engages all existing families throughout the year to minimize attrition; and prioritizes engagement with new families by personally reaching out to welcome them to the school within a few days of enrollment.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

PRINCIPAL EVALUATION RUBRIC

		<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
LEADERSHIP Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement. Constructively manages change with the ultimate goal of improving student achievement.	Learning Mindset	The principal builds the capacity of staff to embrace, support, and adapt to changes that are in the best interest of students, proactively manages reactions to change by facilitating opportunities to openly discuss change initiatives, and capitalizes on forward moving momentum to effectively implement change.	<ul style="list-style-type: none"> Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change. 	<ul style="list-style-type: none"> Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff. 	<ul style="list-style-type: none"> Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum. 	<ul style="list-style-type: none"> Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.
	Initiative and Focus	The principal builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement, actively identifies and remains focused on solutions when faced with set-backs, and capitalizes on challenges as opportunities to grow and develop both him/herself and the staff.	<ul style="list-style-type: none"> Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation. 	<ul style="list-style-type: none"> Maintains personal belief in the potential for improving student achievement but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise. 	<ul style="list-style-type: none"> Persistently maintains staff's focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges. 	<ul style="list-style-type: none"> Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff.
	Self-Awareness	The principal models and builds the capacity of staff to constantly seek feedback on their own practice, engage in regular self-reflection and self-development, accept personal responsibility for mistakes and use them as learning opportunities, and appropriately adapt their practice when needed.	<ul style="list-style-type: none"> Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes. 	<ul style="list-style-type: none"> Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes. 	<ul style="list-style-type: none"> Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes. 	<ul style="list-style-type: none"> Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities.
	Stakeholder Engagement	The principal creates a welcoming environment, implements effective two-way communication structures with all stakeholders (including school board, staff, parents, and students), strategically focuses conversations on school goals and values, and builds the capacity of staff to openly engage in crucial conversations where the message is tailored to the intended audience.	<ul style="list-style-type: none"> Creates an environment where parents are discouraged from actively participating in the school community. Invests little or no effort to establish a productive relationship with their school board; comes unprepared to school board meetings; rarely explains school data, school programs, or important school initiatives to their school board; resists collaborating with their board representative. Rarely engages all stakeholders in meaningful conversations about the school; rarely communicates the school's goals with all stakeholders; rarely supports development of communication skills among staff. 	<ul style="list-style-type: none"> Creates an environment where parents aren't encouraged to actively participate in the school community. Inconsistently works to establish a productive relationship with their school board; comes underprepared to school board meetings; struggles to effectively explain school data, school programs, or important school initiatives to their school board; inconsistently collaborates with their board representative. Creates systems to share information with all stakeholders; hosts conversations with all stakeholders about school goals; supports staff in developing their communication skills. 	<ul style="list-style-type: none"> Creates an environment where parents are encouraged to participate in the school community and hosts a few events throughout the year to cultivate parent involvement. Effectively works to establish and maintain a productive relationship with their school board; comes prepared to school board meetings; accurately and effectively explains school data, school programs, or important school initiatives to their school board; regularly collaborates with their board representative. Conducts and supports effective two-way communication with all stakeholders; strategically engages all stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience. 	<ul style="list-style-type: none"> Creates a welcoming environment where parents want to participate in the school community and hosts monthly events to foster active parent involvement. Cultivates a positive relationship with each individual school board member; comes well prepared to school board meetings and proactively addresses potential questions or concerns before they arise; thoroughly shares school data, school programs, or important school initiatives during school board meetings and purposefully connects school board members to the school community between meetings; forges an intentional partnership with their board representative. Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience.

INEFFECTIVE: Below expected performance level
 EFFECTIVE: Meets expected performance level
 DEVELOPING: Approaching expected performance level
 EXEMPLARY: Model to other staff and shares knowledge

PRINCIPAL EVALUATION RUBRIC

Positive Impact on Student Learning				
<i>Description</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Exemplary</i>
POSITIVE IMPACT ON STUDENT LEARNING: Has a positive impact on student learning as measured by multiple student academic growth measures applicable to their position.	<ul style="list-style-type: none"> Does not achieve expected results on student academic growth measures. Does not achieve expected progress toward student growth goals. Does not know or understand assessment expectations or requirements and fails to analyze and link decision-making with data. 	<ul style="list-style-type: none"> Makes progress toward expected performance on student academic growth measures. Makes progress toward student growth goals. Shares student assessment results with stakeholders. 	<ul style="list-style-type: none"> Achieves expected performance on student academic growth measures. Makes satisfactory progress toward student growth goals. Understands and communicates assessment expectations to stakeholders. Collaboratively analyzes data with staff and links decision-making with data. Develops plans with instructional staff to share student assessment results with all stakeholders to improve student learning results. 	<ul style="list-style-type: none"> Exceeds expected performance in student academic growth measures. Exceeds expected progress toward student growth goals. Incorporates multiple sources of student assessment data in collaborative analysis amongst staff that results in increased school improvement. Shares student assessment results consistently with all stakeholders to improve student learning results.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

PRINCIPAL EVALUATION RUBRIC

Professional Accountabilities: Principal embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.				
Description	Ineffective	Developing	Effective	Exemplary
DEPENDABILITY Leader can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"> Has an unacceptable attendance record. Cannot be counted on by stakeholders or teammates to deliver on job requirements. Does not exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Has an inconsistent attendance record. Inconsistently follows through on job requirements. Does not consistently exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Fulfills all aspects of current position with limited supervision. Can be counted on by teammates and stakeholders to deliver on responsibilities that meets expectations in a timely manner. 	<ul style="list-style-type: none"> Takes initiative by demonstrating a "sees a need, fills a need" behavior. Positively influences others to exceed their job responsibilities. Delivers quality work within tight timelines or constraints.
CORE VALUES: Leader demonstrates a commitment to NHA's core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	<ul style="list-style-type: none"> Does not make decisions that were founded in NHA's core values. Behavior and/or words do not align to NHA's core values. 	<ul style="list-style-type: none"> Behavior is at times at odds with NHA's core values. Speaks to core values, but actions do not always align to NHA's core value expectations. 	<ul style="list-style-type: none"> Consistently makes decisions found in NHA's core values. Communications and actions reflect a clear understanding and belief of NHA's core values at all times. 	<ul style="list-style-type: none"> Serves as a model for how NHA's core values should be lived out. Acts as a cheerleader for others to embrace NHA's core values.
COMMUNICATION Leader communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	<ul style="list-style-type: none"> Communication does not employ the appropriate medium, message, tone, or timing. Does not communicate information that will impact staff, parents, and leaders. Does not listen to the point of view of others. 	<ul style="list-style-type: none"> Attempts at communication do not always employ the appropriate medium, message, tone, or timing. Does not always communicate information that will impact staff, parents and leaders. At times, does not listen well or allow others to share ideas or viewpoints. 	<ul style="list-style-type: none"> Communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. Communicates information to staff, parents, and leaders that impacts them. 	<ul style="list-style-type: none"> Strategically communicates to ensure clarity and consistency of messaging. Seeks to develop strong team performance through communication. Proactively engages all stakeholders.
TEAMWORK Leader works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"> Exhibits a negative influence in the workplace as reported by stakeholders. Undermines the effectiveness of others. Seeks to work in isolation. Does not positively contribute to the success of the team or school. 	<ul style="list-style-type: none"> Occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. Seeks the input from others in the spirit of growth. Does not consistently create a positive impact in the workplace. 	<ul style="list-style-type: none"> Establishes and monitors team standards. Acts in best interest of the team's mission and goals. Provides informal leadership through words, actions, and work product. Utilizes support of the Service Center and reinforces this support as a collaborative team effort. 	<ul style="list-style-type: none"> Exemplifies a "team player" attitude. Empowers and guides the implementation of a high functioning, collaborative team. Collaborates with administration to support school-wide improvement. Integrates the school with the community and develops strategic partnerships.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

Educational Support Staff Performance Evaluation Rubric

INSTRUCTIONAL SUPPORT STAFF EVALUATION RUBRIC

Classroom Culture	Instructional support staff build positive relationships, sustain classroom routines and procedures, and hold students accountable to behavioral expectations.			
Indicators	Ineffective	Developing	Effective	Exemplary
Building Positive Relationships: Instructional support staff builds relationships with and among students based on mutual respect, trust, and appreciation to create a safe environment for all.	A) Instructional support staff does not attempt to build relationships or attempts at building relationships are not successful at relationally engaging students.	B) Instructional support staff develops and teaches expectations for respectful interactions among students. C) Instructional support staff and student interactions are intentionally planned and are focused on creating personal connections.	D) Instructional support staff demonstrates care and respect in interactions with all students. E) Students demonstrate care and respect for the teacher and one another.	F) Students collaborate and engage in positive, supportive relationships with one another.
Routines and Procedures: Instructional support staff establishes, models, and practices effective routines and procedures that allow students to move seamlessly throughout the day without disruption of learning.	A) Instructional support staff has not effectively taught routines and procedures.	B) Instructional support staff has established basic routines and procedures.	C) Instructional support staff maximizes instructional time by effectively upholding routines and procedures.	D) Students are motivated to meet expectations and follow routines and procedures without prompting.
Student Behavior: Instructional support staff establishes, models, and practices high behavioral expectations for all students including implicit and explicit teaching of moral focus virtues in order to create a self-managed classroom.	A) Instructional support staff does not clearly establish behavioral expectations.	B) Instructional support staff establishes, models, and practices behavioral expectations.	C) Instructional support staff effectively upholds behavioral expectations. D) Instructional support staff effectively anticipates and responds to student behavior. E) Instructional support staff uses positive and proactive strategies to increase student motivation, engagement, and positive behavior. F) Instructional support staff references Moral Focus virtues when redirecting, re-teaching, correcting, and affirming students.	G) Students are respectful of one another and self-correct off-task or disruptive behavior. H) Instructional support staff intentionally and effectively infuses Moral Focus virtues into content lessons. I) Instructional support staff models Moral Focus virtues in their words and actions.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

INSTRUCTIONAL SUPPORT STAFF EVALUATION RUBRIC

Planning	Instructional support staff prepares for instruction by collaborating with grade level teams to understand the standards to be taught, alignment of instructional resources and activities to those standards, and preplanned differentiated opportunities to meet individual learning needs.			
Indicators	Ineffective	Developing	Effective	Exemplary
Differentiated Planning: Instructional support staff intentionally aligns and adjusts instruction based on lesson objectives and assessment results to individual, small group, and whole group learning needs.	A) Instructional support staff instructional planning does not demonstrate accommodation of differentiated student learning needs.	B) Instructional support staff meets with teacher and/or grade level teams to ensure alignment of instruction based on student need.	C) Instructional support staff accesses and uses curricular resources to provide correctives, practice, and extensions based on assessed individual, small group, or whole class learning needs.	D) Instructional support staff effectively plans scaffolded building blocks to lead students from their current assessed level of learning to the achievement of individual learning goals.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

INSTRUCTIONAL SUPPORT STAFF EVALUATION RUBRIC

Teaching	Instructional Support staff intentionally uses all time for learning and personalizes instruction.			
Indicators	Ineffective	Developing	Effective	Exemplary
Use of Time: Instructional support staff demonstrates urgency for learning by pacing lesson delivery and activities in a way that maximizes the use of time and creates a balance between instruction and opportunities for student processing.	A) Instructional support staff does not pace activities or lessons in a way that maximizes learning.	B) Instructional support staff uses time adequately to deliver lesson content, however, students lack the appropriate amount of time to process their learning and do not remain engaged.	C) Instructional support staff intentionally uses all time for learning through an effective balance of content delivery and activities such that students are able to process their learning through opportunities to think, speak, and write for the entire lesson.	D) Students demonstrate an urgency and sustained energy for learning throughout the lesson.
Personalized Instruction: Instructional support staff uses preplanned corrections and extensions in a whole group, small group and individualized setting, to address deficit, grade level or advanced learning needs.	A) Instructional support staff does not preplan or provide opportunities for corrections and extensions.	B) Instructional support staff provides supporting activities to accommodate student needs for corrections and extensions.	C) Instructional support staff assures that all preplanned extensions or correction opportunities include explicit instruction, the appropriate level of challenge, active engagement, and feedback.	D) Instructional support staff provides for each student's needs as instruction flows between whole group, small group, and individual support. E) Instructional support staff makes adjustments to instruction during the lesson to meet the needs of students.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

INSTRUCTIONAL SUPPORT STAFF EVALUATION RUBRIC

Assessing				
Instructional support staff provides actionable feedback that allows students to recognize quality work and track their own academic growth.				
Indicators	Ineffective	Developing	Effective	Exemplary
Actionable Feedback: Instructional support staff provides specific, actionable feedback to students on a regular basis in order for students to monitor and adjust their learning.	A) Instructional support staff may provide feedback to students, but it lacks details about what students did well and where they need to improve. B) Instructional support staff provides feedback inconsistently or in an untimely manner.	C) Instructional support staff provides ongoing and timely feedback, telling students what they did well and where they need to improve.	D) Instructional support staff provides feedback that is specific to each student and provides action steps for students to take to accomplish learning goals. E) Instructional support staff provides resources and support to students to track their own learning progress.	F) Students develop their own self-improvement plans based on feedback and the tracking of their own learning progress.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

INSTRUCTIONAL SUPPORT STAFF EVALUATION RUBRIC

Positive Impact on Student Learning	Instructional support staff believes in students' ability to achieve, provides support to increase student growth, and works directly with grade-level teachers to identify areas for improved student growth.			
Positive Impact on Supporting Student Learning:	Ineffective	Developing	Effective	Exemplary
<p>Instructional support staff believes in students' ability to achieve, provides support to increase student growth, and works with grade-level teachers to identify areas for improved student growth.</p>	<p>A) Instructional support staff does not support NHA's belief that "Effort Creates Ability".</p> <p>B) Instructional support staff does not take an active role in, or show personal ownership, toward identifying areas of need and ways to promote student growth.</p> <p>C) Instructional support staff does not work collaboratively with teachers.</p>	<p>D) Instructional support staff assists teacher with the creation of an environment in which students work with a sense of purpose and understand what is expected of them.</p> <p>E) Instructional support staff displays resourcefulness in helping to provide an enriching experience for students.</p>	<p>F) Instructional support staff demonstrates through words, actions, and instruction, the necessity for high standards and the belief in all students' ability to meet them.</p> <p>G) Instructional support staff effectively manages the learning session.</p>	<p>H) Instructional support staff exemplifies belief in all students' ability to meet or exceed expectations.</p> <p>I) Instructional support staff works collaboratively with teachers to develop strong lessons and engaging activities to promote growth</p> <p>J) Instructional support staff sees role as instrumental to student success.</p>

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
 EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

INSTRUCTIONAL SUPPORT STAFF EVALUATION RUBRIC

Professional Accountabilities	Instructional support staff embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.			
Indicators	Ineffective	Developing	Effective	Exemplary
Dependability: Instructional support staff can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	<ul style="list-style-type: none"> Instructional support staff has an unacceptable attendance record. Instructional support staff cannot be counted on by stakeholders or teammates to deliver on job requirements. Instructional support staff does not exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Instructional support staff has an inconsistent attendance record. Instructional support staff inconsistently follows through on job requirements. Instructional support staff does not consistently exhibit a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Instructional support staff has a consistent attendance record. Instructional support staff fulfills all aspects of their job requirements with limited supervision. Instructional support staff consistently exhibits a "sees a need, fills a need" behavior. 	<ul style="list-style-type: none"> Instructional support staff positively influences others to exceed their job responsibilities. Instructional support staff delivers quality work within tight timelines or constraints. Instructional support staff takes initiative by demonstrating a "sees a need, fills a need" behavior.
Core Values: Instructional support staff demonstrates a commitment to NHA's core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	<ul style="list-style-type: none"> Instructional support staff does not make decisions that were founded in NHA's core values. Instructional support staff's behavior and/or words do not align to NHA's core values. 	<ul style="list-style-type: none"> Instructional support staff's behavior is at times at odds with NHA's core values. Instructional support staff speaks to core values, but actions do not always align to NHA's core value expectations. 	<ul style="list-style-type: none"> Instructional support staff consistently makes decisions found in NHA's core values. Instructional support staff's communications and actions reflect a clear understanding and belief of NHA's core values at all times. 	<ul style="list-style-type: none"> Instructional support staff serves as a model for how NHA's core values should be lived out. Instructional support staff acts as a cheerleader for others to embrace NHA's core values.
Communication: Instructional support staff communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	<ul style="list-style-type: none"> Instructional support staff's communication does not employ the appropriate medium, message, tone, or timing. Instructional support staff does not communicate information that will impact staff, parents, and leaders. Instructional support staff does not listen to the point of view of others. 	<ul style="list-style-type: none"> Instructional support staff's attempts at communication do not always employ the appropriate medium, message, tone, or timing. Instructional support staff does not always communicate information that will impact staff, parents and leaders. At times, Instructional support staff does not listen well or allow others to share ideas or viewpoints. 	<ul style="list-style-type: none"> Instructional support staff communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. Instructional support staff communicates information to staff, parents, and leaders that impacts them. 	<ul style="list-style-type: none"> Instructional support staff strategically communicates to ensure clarity and consistency of messaging. Instructional support staff seeks to develop strong team performance through communication. Instructional support staff proactively engages all stakeholders.
Teamwork: Instructional support staff works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	<ul style="list-style-type: none"> Instructional support staff exhibits a negative influence in the workplace as reported by stakeholders. Instructional support staff undermines the effectiveness of others. Instructional support staff seeks to work in isolation. Instructional support staff does not positively contribute to the success of the team or school. 	<ul style="list-style-type: none"> Instructional support staff occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. Instructional support staff seeks the input from others in the spirit of growth. Instructional support staff does not consistently create a positive impact in the workplace. 	<ul style="list-style-type: none"> Instructional support staff holds teammates accountable for team decisions. Instructional support staff acts in best interest of the team's overall objectives. Instructional support staff actively seeks input in the spirit of growth. 	<ul style="list-style-type: none"> Instructional support staff collaborates with co-workers and leaders to support school-wide improvement. Instructional support staff provides informal leadership through words, actions, and work product.

INEFFECTIVE: Below expected performance level **DEVELOPING:** Approaching expected performance level
EFFECTIVE: Meets expected performance level **EXEMPLARY:** Model to other staff and shares knowledge

Attachment 18 – Evidence of Support from Community Partners

As we continue to develop Creek Point Academy, we will seek out partnerships with various organizations within our community. As it is our intent to be a vibrant community institution, we are committed to providing support for students both inside and outside of the classroom. We will leverage our current relationships and contacts across the area and move forward with partnerships before and after the school opens. Additionally, we will ensure that any and all established partnerships with programs, businesses, and organizations will be free of any actual or apparent conflicts of interest

We intend to continue partnerships currently in place at the facility in which we intend to locate. Examples of these include on-site before and after-school care with Torri's Tots. Offering this service within our school will allow for an environment that meets the needs of families.

Additionally, we intend to partner with Communities in Schools (CIS), a non-profit organization that works in collaboration with schools across the country to provide support to empower students to stay in school and succeed in life. CIS will place an on-site CIS Site Coordinator at our school to work with our staff, school leaders, families, and students to provide support services.

CIS specializes in developing school support plans, working with school leaders to create goals and objectives that will be implemented at the school. Additionally, they partner with outside agencies and school staff to enhance school programs by offering added support for our families.

Included in this attachment are agreements NHA has with both organizations, similar to ones we envision engaging for Creek Point Academy.



USE AND SERVICES LICENSE AGREEMENT

This Use and Services License Agreement (the "**Agreement**") is being entered into on July 1, 2018, by and between **NATIONAL HERITAGE ACADEMIES, INC.**, a Michigan corporation, whose address is 3850 Broadmoor, SE, Grand Rapids, Michigan 49512 ("**NHA**") and Torri Hopgood, an individual, d/b/a Torri's Tots, whose address is 4048 Benicia Court, Indianapolis, Indiana 46235 (the "**Provider**").

WHEREAS

- A. The term "**School**" as used in this Agreement shall mean the facilities, grounds, and school operation of Andrew J. Brown Academy, whose address is 3600 N. German Church Rd., Indianapolis, Indiana 46235.
- B. The term "**Board**" as used in this Agreement shall mean the board of directors of the School.
- C. NHA is an educational management corporation contracted by the Board to provide educational, business administration, and management services to operate a school subject to the oversight of the Board. NHA is securing an academic or extended day program or a before and after school program in fulfillment of its obligations.
- D. The parties desire to confirm the terms and conditions under which the Provider will operate an academic or extended day program or before and after school program at the School (the "**Program**").

CONDITIONS

NOW, THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the parties hereto agree as follows:

1. Location. The Provider shall operate the Program at the School. The Coordinator shall designate specific areas (the "**Premises**") within the School for use by the Provider to operate the Program. The School, inclusive of the Premises, is collectively referred to as the "**Property**".
2. License Grant. Subject to the terms and conditions of this Agreement, NHA hereby grants to Provider a license to conduct the Program at the School. This Agreement does not and shall not be deemed to constitute a lease or a conveyance of the School or to confer upon Provider any right, title, estate or interest in the School, except for such rights granted to Provider pursuant to this Agreement.
3. Term. The term of the Agreement shall commence on July 1, 2018 ("Effective Date") and continue until terminated as otherwise provided in Section 10.
4. Program Requirements
 - 4.1 Facility Coordinator and Use. The School principal (the "**principal**") shall designate an NHA employee to coordinate and oversee the Program (the "**Coordinator**"). The principal may act as the Coordinator. The Provider shall follow NHA practices and procedures relating to permitted uses of the School. Such uses may not conflict with the educational program of the School and will be controlled through procedures established by NHA or the School. Student use will take priority over all other uses, with the exception of the parent room. Smoking, liquor consumption, gambling, immoral or illegal activity

shall not occur in or around the School.

4.2 Student Preference. Only students enrolled at the School shall be available to participate in the Program.

4.3 Handbook. The Provider shall deliver to NHA and the principal copies of its program or parent handbook which shall include the Provider's rules for safety, disciplinary procedures, objectives and goals.

4.4 No Interference with School Program. The Provider agrees that the Program shall not interfere with or be operated in a manner that will interrupt the daily operation of the School's educational program.

4.5 Oversight. At NHA's request, NHA and Provider shall meet to review the quality of the Program or any other issue that may arise under this Agreement.

5. Fee

5.1 License Fee. The Provider shall pay a license fee to NHA in the amount of [REDACTED], during the Term of this Agreement (the "Fee").

5.2 Accounting and Settlement. The Fee for the previous month's participants shall be due and paid by the Provider to NHA on a monthly basis no later than the 10th day of each month following the month of service. The Provider shall include a statement itemizing the dates of service and number of students participating in the Program.

5.3 Participant Fee. The Provider may charge a fee per participating student as described in the Provider's handbook. The Provider may elect to charge additional fees to cover enhanced Program offerings, cost of special materials, field trips, late payment charges and other expenses. The parents/guardians of participants will be responsible for the payment of all participant fees charged by the Provider. Neither NHA, the School nor the Board shall be responsible for payment, reimbursement or collection of any participant fees, nor shall Provider's failure to charge or collect participant fees in any way mitigate or offset Provider's obligation to pay the Fee due to NHA.

6. Additional Responsibilities of Provider

6.1 Program. The Provider shall develop, provide and conduct the Program as described in the Provider's handbook. Notwithstanding the foregoing, the Provider shall offer and operate the Program between the hours of 6:00 a.m. and 7:45 a.m., and 3:45 p.m. and 6:00 p.m. on school days for the Term of this Agreement. If operating a Summer Program, the operational hours will be determined by the Provider and principal. The Provider acknowledges and agrees that NHA or the Board may limit or amend the number of days in the school year, and that NHA and the Board reserve the right to temporarily close the School, and therefore the Program, for reasons such as "snow days" and the like, none of which shall be deemed to be in violation of this Agreement.

6.2 Independent Contractor. The Provider and employees of Provider working in the School and providing Program services shall be and remain independent contractors and shall not be deemed to be employees of NHA or the Board for any purposes, including wages, payroll taxes, benefits, worker's compensation, unemployment compensation, social security, retirement, minimum wage laws, or any other purpose. The Provider agrees that it will not hire NHA employees without the prior written consent of NHA.

6.3 Responsibility for Costs. Provider shall procure at its own expense, training, supplies, and any other related costs of employment or operations, mandatory, or otherwise, unless specifically provided otherwise in this Agreement.

6.4 Criminal Background Checks. Provider, at its expense, shall conduct criminal background checks ("CBC") of all employees, subcontractors, and agents offering services to NHA under this Agreement and as required by applicable current state and federal law. Provider certifies to NHA that no employee working with students of NHA: (i) has been convicted of a violent or serious felony; (ii) is the subject of a pending criminal action of a violent or serious felony; or (iii) has been convicted of a sexual offense or any additional crime that by applicable state and federal law, Board policy, or NHA policy prohibits an individual from working with or around minor children or within a school. Provider shall not assign an employee, subcontractor or agent to the Program unless such employee, subcontractor or agent has a clear CBC.

6.5 Disclosure of Criminal History. Provider shall comply with applicable state and federal law concerning disclosure of CBCs by persons applying for employment. Provider shall supply the School or NHA with copies of the CBC of each employee assigned to the Program and offering services under this Agreement upon request and in accordance with applicable law.

6.6 Personnel Policy. The Provider certifies that it does not discriminate on the basis of sex, race, color, religious creed, national origin, age, sexual orientation, gender identity, disability, or marital status in its employment practices and with all applicable provisions of the Americans with Disabilities Act of 1990, as amended. Provider also certifies that its employees, subcontractors and agents assigned to the School comply with all applicable state and federal law pertaining to licensure, certification and/or qualification for applicable positions.

6.7 Licenses/Permits. The Provider, at its expense, shall obtain and maintain at all times during the Term of this Agreement all licenses and permits necessary to operate the Program, including any licensure and certification requirements of its employees. NHA, where necessary and without expense to NHA, will reasonably assist the Provider in applying for necessary licenses and permits. Provider shall provide NHA copies of all necessary licenses and permits upon request.

6.8 Licensing Requirements and Compliance. Provider shall bear responsibility for receiving, replying to, and/or complying with any audit or compliance investigation made by any local, state or federal agencies that are the result of the acts, omissions or conduct of the Provider or its respective employees or agents. Provider shall supply NHA with a copy of any audit or licensing investigation report upon receipt from the investigating agency, including any findings of the state child care licensing agency or Child Protective Services. Provider shall supply NHA with a copy of any corrective action plan submitted in response to any audit or compliance investigation upon delivery to the agency.

6.9 Maintenance of Property. NHA shall provide regular janitorial service for the Property. However, the Provider shall maintain the Property and all personal property located within the Property that is used by the Provider in an orderly, clean and good condition and repair, ordinary wear and tear excepted. The Provider shall reimburse NHA for any expense of repairs resulting from the use of the Property by the Provider, or resulting from the negligence or fault of the Provider, Provider's agents, employees, invitees, guests, or participants. Provider shall not make or cause to be made any alterations, installations, improvements, additions or other physical changes in or about the Property without NHA's prior written consent, which consent may be withheld in NHA's sole discretion.

7. Responsibilities of NHA

7.1 Access. NHA shall grant the Provider access to the Property to enable the Provider to conduct its Program in accordance with the terms of this Agreement.

7.2 Equipment. NHA shall provide the Provider with reasonable access to office facilities and a telephone, and such equipment, furniture and other property as agreed to from time to time by the Provider and the principal.

7.3 Taxes and Assessments. NHA shall pay all taxes and assessments, special or otherwise, that may be levied or assessed on the Property during the term of this Agreement. The Provider shall pay all taxes and assessments that may be levied upon any personal property owned by the Provider and located on the Property.

8. Indemnification. Provider shall defend, indemnify and hold harmless NHA, the Board and their officers, directors, agents and employees from all liabilities and claims for damages for death, illness or injury to persons or damage to property (including without limitation, consequential damages) arising from the fulfillment of Provider's obligations hereunder and resulting from the negligence or willful misconduct of Provider or its agents, employees or subcontractors. The provisions of this provision shall survive the expiration or earlier termination of this Agreement for any reason.

9. Insurance. The Certificates of Insurance reflecting the requirements stated below shall be provided to NHA upon execution of this Agreement by the parties.

9.1 Insurance Obligations of Provider. Provider shall procure and maintain throughout the term of this Agreement and shall provide NHA written evidence of coverage in amounts required by this Section. Each policy of insurance issued shall provide a thirty (30) day notice of cancellation or non-renewal to NHA.

9.2 General Liability. General liability insurance for Provider's employees in performance of Provider's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Three Million Dollars (\$3,000,000) annual aggregate. The insurance policy shall also include acts of sexual abuse and misconduct. Provider agrees to provide to NHA a Certificate of Insurance naming NHA and the Board as an additional insured on such general liability insurance policy.

9.3 Workers' Compensation. Workers' compensation insurance for Provider's employee's within statutory limits and complying with all applicable legal requirements.

10. Termination

10.1 For Convenience. Either party may terminate this Agreement, without cause, upon thirty (30) days prior written notice. NHA reserves the right to immediately terminate this Agreement for health and/or safety issues or in the event that the Program substantially interferes with the educational program of the School.

10.2 Effect of Termination. Upon the expiration or termination of this Agreement for any reason:

10.2.1 Provider shall, within thirty (30) days of termination, present a final Fee payment, through the effective date of termination.

10.2.2 Provider shall deliver the Property to NHA in the same condition as when the

Provider took possession of the Property, except for ordinary wear and tear. Any personal property or trade fixtures which remain on the Property thirty (30) days after the Provider vacates shall be conclusively presumed to be either abandoned by the Provider or conveyed to NHA. NHA may thereafter remove or dispose of such property without further liability to the Provider.

11. General Provision

11.1 Notices. Any notice or communication required or permitted to be given hereunder shall be in writing and served personally, delivered by courier or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other party as listed above or to such other persons or places as either of the parties may hereafter designate in writing. All notices shall be effective when received.

11.2 Compliance with Laws. Provider shall comply with all applicable federal and state law and regulations, state licensing and Child Care regulations, and local ordinances and rules in operation of the Program and the performance of the Agreement, as applicable, as amended or adopted from time-to-time.

11.3 Access. NHA, the Board, and NHA's agents shall have the right, throughout the Term, to enter the Property at any reasonable time to examine the same, and for NHA to make such repairs, alterations, improvements or additions as NHA may deem reasonably necessary, provided, that NHA and the Board shall use reasonable efforts to minimize any interference with Provider's operations of the Program at the School.

11.4 Signs. The Provider may install signs on the Property identifying its offering of the Program with the approval of the principal. The Provider shall remove all signs at its sole expense at the expiration or earlier termination of this Agreement, subject to Section 6.9.

11.5 Successors and Assigns. This Agreement shall inure to the benefit of and be binding upon the parties, and their respective successors and assigns. Provider may not assign or sublicense its rights or obligations under this Agreement without the prior written consent of NHA. NHA may assign this Agreement and its obligations hereunder to any successor to its business or to any party acquiring substantially all of the assets of NHA's.

11.6 Attorney Fees. In the event of any litigation arising from or related to this Agreement, or the services provided under this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party all reasonable costs incurred including court costs, litigation costs and reasonable attorney fees.

11.7 Force Majeure. Except with respect to payment obligations, neither party shall be liable for any damages or penalty for any delay in performance of, or failure to perform, any obligation hereunder or for failure to give the other party prior notice thereof, if such delay or failure is due to civil disturbances, military or national emergencies, natural disasters, acts of God, or other similar causes beyond that party's reasonable control.

11.8 Entire Agreement. The Agreement constitutes the entire Agreement between the parties regarding the subject matter hereof and supersedes any and all other agreements, understandings, negotiations, or representations, whether oral or written, between the parties.

11.9 Modifications. This Agreement may be modified only by written amendment executed by all parties and their signatories.

11.10 Attached Exhibits. All of the attached appendices form an integral part of the understandings and agreements between the Parties and are as such a part of the Agreement.

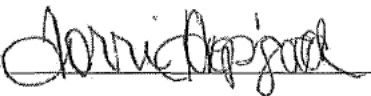
11.11 Further Assurances. Each party shall execute and deliver to the other party any documents as may be necessary or desirable for the purpose of giving full force and effect to the provisions of this Agreement, and shall do all other things necessary to this end.

11.12 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Michigan, and both parties further consent to jurisdiction by the state and federal courts sitting in the State of Michigan


11.13 Waiver of Jury Trial. Each party irrevocably waives its rights to a trial by jury in any action or proceeding arising out of or relating to this Agreement or the transactions relating to its subject matter.

IN WITNESS WHEREOF, the parties have hereto entered into this Agreement and set their hands the day and year first written above.

TORRI HOPGOOD

By: 

NATIONAL HERITAGE ACADEMIES, INC.
A Michigan Corporation

By: 
Robert Owen

Its: Chief Financial Officer



Communities In Schools of Indiana
School Support Agreement
National Heritage Academies, Inc.



Communities In Schools of Indiana

School Support Agreement for National Heritage Academies

I. Background and Introduction

This document defines the responsibilities of Communities In Schools (CIS) of Indiana, Inc. and National Heritage Academies, Inc. (NHA). The following agreement is designed to assist CIS and NHA in the effective delivery of integrated student supports.

The CIS mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS establishes partnerships among service agencies, business organizations, community members and the school to effectively provide the vital non-academic resources and supports that low-income and disadvantaged youth need to stay to succeed and stay on the path to graduation. CIS will provide a site coordinator to work in the school with students, staff and families. Through site coordination and case management the site coordinator will connect the school and students with the following tiers of support, which address school wide as well as individual needs.

- **Tier I:** Widely available services designed to foster a positive school climate and address school-level risk factors.
- **Tier II:** Targeted services typically provided in a group setting to students with a common need.
- **Tier III:** Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs.

Through the work of CIS, partnerships are built that bring comprehensive resources and supports into the school to meet the needs of at-risk students and address risk factors related to drop-out.

II. General Terms and Conditions

1. The term "School", as used in this Agreement, shall mean any NHA managed school listed in **Exhibit A** attached hereto.
2. CIS and the CIS site coordinator shall for all purposes be considered independent contractors, and nothing contained herein shall be construed to create a partnership, joint venture, relationship of principal and agent, or relationship of employer and employee between CIS and NHA.
3. The CIS site coordinator is at all times and for all purposes an employee of CIS. CIS will be solely responsible for and will comply in all material respects with all federal, state and local laws or regulations applicable to CIS, including but not limited to compensation, hours of work, or other conditions for the provision of services hereunder. CIS employees shall not be eligible for any benefits which may be available to employees of NHA. All compensation and benefits payable to employees of CIS shall be the sole and exclusive responsibility of CIS. NHA shall have no responsibility for paying or ensuring proper withholding of applicable federal and state employment taxes, including any income, social security, unemployment taxes, or workers' compensation costs and charges. CIS agrees to indemnify and hold harmless NHA and the School from and against any liability related to its obligations to its employees as set out in this agreement.
4. CIS shall provide an individual to serve as the full-time CIS site coordinator at each implementing School. Prior to the commencement of services hereunder, CIS agrees to conduct a background check consistent with NHA's current policy and with requirements of federal and state law, on its site coordinator and any individual from a service agency, business organization, or community member prior to such individual being permitted on-site at a School. The results of the background check shall be reviewed and approved by CIS before the individual may have access to any School. NHA, in accordance with applicable law, may reject any proposed CIS site coordinator or any individual from a service agency, business organization, or community member because of an issue reported on the individual's background check upon notice from CIS of such, and CIS agrees that it will not use such individual to perform any of the services hereunder or allow the individual to have access to any School. NHA reserves the right to approve

or deny anyone recommended for the site coordinator position for any reason. Furthermore, NHA reserves the right to approve or deny admittance to the School for any individual for any reason.

5. NHA reserves the right to request the removal of any CIS site coordinator for reasonable cause, including safety concerns, health concerns, or illegal/immoral conduct of the CIS site coordinator, and CIS shall immediately comply with such request. In the event that a CIS site coordinator is removed, CIS will recommend a replacement site coordinator to be mutually agreed to by the parties in writing. In the event a replacement CIS site coordinator is not selected within thirty (30) days of removal, either party may terminate all CIS services with regard to the affected School absent penalty or further obligation. In the event of such termination, CIS shall refund to NHA any prepaid fees for services not yet rendered.
6. CIS shall maintain throughout the term of this agreement (i) workers compensation insurance coverage as required by applicable law for all personnel performing services under this agreement, (ii) comprehensive general liability insurance with a policy limit not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and (iii) fidelity bonds covering all CIS personnel providing services under this agreement. The insurance shall also include acts of sexual abuse and molestation injury for which the insured is legally liable. The insurance policies shall contain covenants by the issuing Company that the policies shall not be canceled without thirty (30) days' prior written notice of cancellation or non-renewal to CIS. Upon CIS receiving such notice, CIS shall provide NHA notice of such notification. CIS Certificate of Insurance, evidencing the required coverages are in place and naming NHA and the School as an additional insured on such general liability insurance policy, is attached hereto as **Exhibit B**.
7. CIS shall indemnify and hold harmless NHA, and each School, ("Indemnitee") and their respective officers, directors, employees, agents, parents, subsidiaries, affiliates and representatives from and against any and all damages, costs, liabilities, and expenses whatsoever (including attorneys' fees and related disbursements) incurred by reason of: (i) CIS's breach of the terms of this agreement, or (ii) the negligence or willful misconduct of CIS or any of its officers, directors, employees, agents, parents, subsidiaries, affiliates or representatives. The CIS site coordinator shall be considered an employee and representative of CIS. It is the intent of this paragraph that CIS shall alone be responsible for the legal consequences of its own acts and protect NHA from such consequences. The provisions of this provision shall survive the expiration or earlier termination of this agreement for any reason.

III. Communities In Schools' Responsibilities

CIS will:

1. Provide a full-time CIS site coordinator on School campus 40 hours per week in accordance with the School calendar to complete the following:
 - Build community partnerships to address needs identified in CIS Annual Needs Assessment;
 - Connect and provide integrated student supports aligned with CIS School Support Plan and individual Student Support Plans;
 - Serve as a liaison to School administrators while working with community organizations and volunteers.
2. Work collaboratively with the designated NHA Service Center staff person and identified School leadership to conduct a School-wide Needs Assessment and develop a School Support Plan to address those identified needs.
3. Establish a School Support Team that may include School staff, leadership, and others to monitor and develop the School Support Plan and offer guidance and assistance in delivering the three tiers of support.
4. Implement CIS School Support Plan strategies to address identified needs and establish a monthly reporting process to School leadership and School Support Team.
5. Provide timely, consistent communication to School leadership regarding issues when delivering supports.
6. Provide opportunities for the School to access supports for students, teachers and families.
7. Ensure all individuals working with students on behalf of CIS have undergone the appropriate criminal background checks in accordance with CIS and NHA policies, and applicable law as detailed in the General Terms and Conditions of this agreement.
8. Gather required student/School data necessary to develop School and student support plans and regularly assess progress on their established goals, subject to the Data Use Agreement attached hereto as **Exhibit C**, the terms therein are hereby incorporated into this agreement.
9. Create tools to measure progress on agreed-upon outcomes. Progress data will only be shared with NHA.

10. Secure approved parent/guardian consent forms for all students that will receive targeted and individualized support, in accordance with all relevant privacy laws.
11. Promote all partners on marketing materials as appropriate.
12. Refrain from hiring, directly or indirectly, any employee or former employee of NHA for a period of one year after the termination of this Agreement, except upon written approval from NHA.

IV. National Heritage Academies' Responsibilities

NHA will:

1. Provide a staff person at NHA Service Center level as point of contact and serve as liaison to CIS.
2. Work collaboratively with CIS site coordinator and CIS affiliate leadership to conduct a School wide Needs Assessment and develop a School Support Plan to address those identified needs.
3. Maintain open communication with the CIS site coordinator and CIS State Director as needed to provide timely and consistent information regarding progress and challenges when delivering supports.
4. Work with the site coordinator and other School staff to establish/designate a CIS School Support Team.
5. Include the CIS site coordinator in School meetings and activities as appropriate to ensure integration into the School as a productive partner.
6. Provide access to a workspace location at the School, including telephone and Internet. Access to workspace and School equipment will be maintained and connected to School's systems before, during and after regular School hours.
7. Work collaboratively to support student/family confidentiality in accordance with School policy and ensure information is shared on a need-to-know basis.
8. Provide access to and assistance in gathering appropriate data and information according to the terms of the Data Use Agreement.
9. Agree to engage the designated CIS staff on efforts that fall within the mission of CIS.
10. Agree to promote CIS partners on marketing materials as deemed appropriate in NHA's sole discretion.
11. Refrain from hiring, directly or indirectly, any employee or former employee of CIS for a period of one year after the termination of this Agreement, unless that person is hired to perform duties or services different than those provided by CIS.

V. Agreement Duration

This agreement will cover mutually agreed upon programs and services provided during the following time period:

Start Date: July 1, 2023-June 30, 2024

VI. Payment Terms

NHA agrees to pay CIS [REDACTED]; except that NHA will pay a prorated amount based upon the number of weeks CIS provides service for any School that does not enroll by July 1 for the full school year.

Monthly Invoices (12) totaling [REDACTED] will be sent to CIS on the first of each month and will be due by the 15th. Payments should be made to:

Communities in Schools of Indiana
6501 Sunnyside Road
Indianapolis, IN 46236

NHA agrees to remit payment as identified above, and to provide contact information for invoice management.

CIS agrees to obtain prior approval for any additional funds necessary to support the CIS implementation at the School, and to manage all monies appropriately and as outlined in previous conversations and School Support Plan. Full model implementation will be provided through the payment agreed to within this agreement.

VII. Modification or Termination

If this agreement is to be modified or terminated, the modification amendment or termination request must be submitted in writing and agreed upon with 60 days notice by authorized representatives of CIS and NHA.

VIII. Miscellaneous

This agreement shall inure to the benefit of and be binding upon the parties, and their respective successors and assigns. CIS may not assign or sublicense its rights or obligations under this agreement without the prior written consent of NHA. NHA may assign this Agreement and its obligations hereunder to any successor to its business or to any party acquiring substantially all of the assets of NHA's. In the event of any litigation arising from or related to this agreement, or the services provided under this agreement, the prevailing party shall be entitled to recover from the non-prevailing party all reasonable costs incurred including court costs, litigation costs and reasonable attorney fees. This agreement constitutes the entire agreement between the parties regarding the subject matter hereof and supersedes any and all other agreements, understandings, negotiations, or representations, whether oral or written, between the parties. This agreement shall be governed by and construed in accordance with the laws of the State of Indiana, and both parties further consent to jurisdiction by the state and federal courts sitting in the State of Indiana.

IX. Signatures

Hadley Moore Vlahogorge, Executive Director

Communities In Schools of Indiana

Date: _____



Bob Owen, Chief Financial Officer

National Heritage Academies, Inc.

Date: 7.11.23

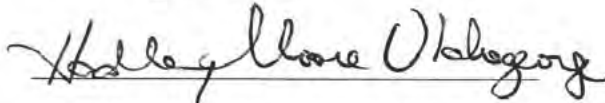
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IX. Signatures



Hadley Moore Vlahogorge, Executive Director

Communities In Schools of Indiana

Date: 7/11/23



Bob Owen, Chief Financial Officer

National Heritage Academies, Inc.

Date: 7.11.23

EXHIBIT A

School List

- Andrew J Brown Academy

EXHIBIT B

CIS Certificate of Insurance



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

04/07/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Central Insurance Associates, Inc. 70 East 91st Street Suite 200 Indianapolis IN 46240	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">CONTACT NAME Karen Pearson</td> </tr> <tr> <td>PHONE (A/C, No, Ext) (317) 846-4622</td> <td>FAX (A/C, No) (317) 846-2966</td> </tr> <tr> <td colspan="2">E-MAIL ADDRESS kpearson@centralinsuranceassoc.com</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2">INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A West Bend Mutual</td> <td></td> <td></td> </tr> <tr> <td>INSURER B</td> <td></td> <td></td> </tr> <tr> <td>INSURER C</td> <td></td> <td></td> </tr> <tr> <td>INSURER D</td> <td></td> <td></td> </tr> <tr> <td>INSURER E</td> <td></td> <td></td> </tr> <tr> <td>INSURER F</td> <td></td> <td></td> </tr> </table>	CONTACT NAME Karen Pearson		PHONE (A/C, No, Ext) (317) 846-4622	FAX (A/C, No) (317) 846-2966	E-MAIL ADDRESS kpearson@centralinsuranceassoc.com		INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A West Bend Mutual			INSURER B			INSURER C			INSURER D			INSURER E			INSURER F		
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INSURER E																												
INSURER F																												
INSURED Communities in Schools of Indiana 6501 Sunnyside Rd Indianapolis IN 46236																												

COVERAGES**CERTIFICATE NUMBER:** CL224704561**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY			BO44377	04/01/2022	04/01/2023	EACH OCCURRENCE \$ 1,000,000
	<input type="checkbox"/> CLA MS-MADE <input checked="" type="checkbox"/> OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000
	<input checked="" type="checkbox"/> Professional Liability						MED EXP (Any one person) \$ 5,000
	<input checked="" type="checkbox"/> Abuse & Molestation						PERSONAL & ADV NJURY \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						
	<input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC					PRODUCTS - COMP/OP AGG \$ 3,000,000	
	<input checked="" type="checkbox"/> OTHER: Cyber Suite						\$
A	AUTOMOBILE LIABILITY			BO44377	04/01/2022	04/01/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO						BODILY NJURY (Per person) \$
	<input type="checkbox"/> OWNED AUTOS ONLY	<input type="checkbox"/> SCHEDULED AUTOS					BODILY NJURY (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS ONLY	<input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY					PROPERTY DAMAGE (Per accident) \$
							\$
	UMBRELLA LIAB						EACH OCCURRENCE \$
	EXCESS LIAB						AGGREGATE \$
	DED	RETENTION \$					\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y / N	N / A				E L EACH ACC DENT \$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E L DISEASE - EA EMPLOYEE \$
							E L DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**
 Andrew J. Brown Academy (K-8)
 3600 N. German Church Rd

Indianapolis

IN 46235

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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EXHIBIT C

NATIONAL HERITAGE ACADEMIES, INC. **DATA SHARING AGREEMENT**

THIS DATA SHARING AGREEMENT ("Agreement") is effective July 1, 2023, by and between Communities In Schools of Indiana ("Recipient"), and National Heritage Academies, Inc. ("NHA").

BACKGROUND

WHEREAS, NHA manages charter school academies located in Indiana and other States pursuant to individual management contracts. Recipient wishes to receive certain Confidential Information related to services provided under the School Support Agreement entered into by Recipient and NHA, to which this Agreement is an Exhibit.

Subject to the terms and conditions set forth in this Agreement, NHA agrees to provide certain Confidential Information, including limited personally identifiable information ("PII") subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, and subject to all other applicable state and federal law, rules and regulations, to Recipient for the limited purposes described in this Agreement.

AGREEMENT

In consideration for NHA's disclosure of Confidential Information to Recipient, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Confidential Information. The term "Confidential Information" shall mean any data file and its contents provided by NHA to Recipient which includes, but is not limited to, student attendance records, behavior referrals, suspensions, disciplinary reports, course performance, student population demographics such as enrollment, ethnic distribution, free/reduced lunch, English Language Learners, economic data, end of year status, graduation information, retention information, promotion information, NHA approved surveys to NHA staff, parents and/or students as needed; and other related information. Recipient understands that any PII related to educational records is Confidential Information, only to be used for the limited purpose of the study described herein, and cannot be re-disclosed by publishing such information in any way that allows individuals to be directly or indirectly identified.
2. Treatment of Confidential Information. Recipient acknowledges and agrees that upon receipt, Recipient assumes full responsibility for the Confidential Information and acts on behalf of NHA in its use, storage and disclosure of the Confidential Information. Recipient shall comply with the provisions of FERPA and other applicable law as they apply to PII and nothing in this Agreement shall be construed to allow either party to maintain, use, disclose or share PII in a manner not permitted under federal or state law or regulation. Recipient shall limit access to any PII to only those necessary, authorized persons having a legitimate interest. If Recipient becomes aware of an unauthorized disclosure of Confidential Information it must provide written notice to NHA within five (5) days giving detail of the breach, including the information disclosed and the party to whom the unauthorized disclosure was made.
3. Purpose. NHA agrees to disclose to Recipient the Confidential Information for the limited purpose of providing the services outlined in the School Support Agreement (the "Approved Purpose").
4. Term and Termination. The Term of this Agreement shall begin on the Effective Date listed above and will continue in full force and effect for one year thereafter. The Agreement may be renewed upon mutual written agreement of the Parties. Absent such written agreement, this Agreement will expire and terminate upon the end of the Term. NHA may immediately terminate this Agreement at any time and for any reason, or no reason at all, upon written notice to Recipient.
5. Compliance with NHA Policy. Recipient acknowledges the need for Recipient to comply with NHA's privacy and data use policies and procedures. With respect to the Confidential Information, Recipient agrees to:
 - (a) use and disclose the Confidential Information only for the Approved Purpose; and
 - (b) store the Confidential Information in a secure environment and follow any restrictions placed upon Recipient by NHA.

6. Warranty. Recipient represents and warrants that: (a) it has the authority to enter into this Agreement and to perform its obligations hereunder; (b) the individual signing this Agreement is authorized to do so; and (c) it currently has in place, and will continue to maintain procedures necessary to meet its obligations under this Agreement.
7. Indemnification. Recipient agrees to indemnify, defend and hold harmless NHA, its officers, employees and agents from and against all claims, actions, expenses, damages, loss and/or liabilities (including, but not limited to, attorney fees and court costs) which may be based upon or arise in connection with: (a) Recipient's breach of its obligations under this Agreement; (b) any disclosure to or access to the Confidential Information by any third party (whether authorized or unauthorized); and (c) a breach of any of the representations and warranties made by Recipient herein.
8. Destruction of Data. Recipient shall destroy or return all data files and hard copy records to NHA that contain Confidential Information and purge any copies of such data from its electronic records:
 - (a) Immediately upon termination of this Agreement, either by expiration or as provided herein; or
 - (b) Within thirty (30) days after Confidential Information is no longer needed for the purposes outlined herein; or
 - (c) Within five (5) days of receiving written notice from NHA requesting Recipient to destroy any Confidential Information in its possession; and
 - (d) If requested, Recipient shall provide NHA an affidavit confirming the destruction or return of Confidential Information within five (5) business days of such request.
9. Notice. Any notice or communication required or permitted to be given hereunder shall be in writing and served personally, delivered by courier or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other party as provided above or to such other persons or places as either of the parties may hereafter designate in writing. All such notices shall be effective when received.
10. General Conditions. Notwithstanding anything to the contrary in this Agreement, the rights and obligations contained in this Agreement shall remain in effect after this Agreement is terminated or expires. This Agreement and any attachments to this Agreement represent the entire understanding between the parties with respect to the subject matter hereof and supersede all prior communications, agreements and understandings related thereto. This agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which taken together will constitute one and the same instrument. The provisions of this Agreement may not be modified, amended, or waived, except by a written instrument duly executed by the authorized representatives of the parties. Any of the terms, covenants, representations, warranties or conditions of this Agreement may be waived only by a written instrument signed by or on behalf of the party waiving compliance and shall not affect the right of the waiving party to later enforce the same or any other provision of this Agreement.
11. Dispute Resolution. Each party commits that in the event a dispute should arise under this Agreement or relating in any manner hereto, the parties agree to attempt to mediate their dispute prior to the commencement of formal litigation. Any mediation shall take place in Kent County, Michigan, unless otherwise agreed to by the parties. The costs of such mediation shall be equally divided between the parties. Such mediation shall be conducted by any mutually agreed-upon mediator and under mutually agreed-upon rules. If such mediation is unsuccessful, then either party shall have the right to initiate litigation in accordance with the Agreement. All mediation proceedings shall be confidential, and no information exchanged in such mediation shall be discoverable or admissible in any litigation involving the parties. In the event a party seeks equitable relief, then there shall be no requirement that such party first utilize the mediation process referred to herein.
12. Choice of Law and Forum. This Agreement shall be construed and governed in accordance with the laws of the State of Indiana, without regard to its conflict of laws principles. In the event the parties are unable to mediate their dispute to a satisfactory resolution, the parties agree that the Circuit Court for Kent County, Michigan shall have exclusive jurisdiction to hear and determine any claims or disputes between the parties arising out of or related to this Agreement, unless federal jurisdiction is available, in which case the Western District of Michigan, Kent County, shall have exclusive jurisdiction to determine any claims or disputes arising out of or related to this Agreement.

The parties expressly submit and consent in advance to such jurisdiction in any action or suit commenced in such court, and each party hereby waives any objection that it may have based upon lack of personal jurisdiction, improper venue or forum non conveniens. IN THE EVENT OF LITIGATION PROCEEDINGS AND TO THE EXTENT PERMITTED BY LAW, EACH OF THE PARTIES HEREBY KNOWINGLY AND WILLINGLY WAIVES AND SURRENDERS SUCH PARTY'S RIGHT TO TRIAL BY JURY AND AGREES THAT SUCH LITIGATION SHALL BE TRIED TO A JUDGE SITTING ALONE AS THE TRIER OF BOTH FACT AND LAW, IN A BENCH TRIAL, WITHOUT A JURY.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date above written.

Communities In Schools of Indiana

National Heritage Academies, Inc.

By: _____

By: _____

Title: _____

Title: Chief Financial Officer _____

Date: _____

Date: _____

The parties expressly submit and consent in advance to such jurisdiction in any action or suit commenced in such court, and each party hereby waives any objection that it may have based upon lack of personal jurisdiction, improper venue or forum non conveniens. IN THE EVENT OF LITIGATION PROCEEDINGS AND TO THE EXTENT PERMITTED BY LAW, EACH OF THE PARTIES HEREBY KNOWINGLY AND WILLINGLY WAIVES AND SURRENDERS SUCH PARTY'S RIGHT TO TRIAL BY JURY AND AGREES THAT SUCH LITIGATION SHALL BE TRIED TO A JUDGE SITTING ALONE AS THE TRIER OF BOTH FACT AND LAW, IN A BENCH TRIAL, WITHOUT A JURY.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date above written.

Communities In Schools of Indiana

By: Holley Marie Ukabagoo

Title: Exec. Director

Date: 7/11/23

National Heritage Academies, Inc.

By: [Signature]

Title: Chief Financial Officer _____

Date: 7.11.23

Creek Point Academy Project Plan

The list is not completely exhaustive, but it is intended to capture most of the envisioned key pre-opening activities needed. The dates provided here, while tentative, provide a fairly accurate picture of the pre-opening activities and a timeline for those activities.

Formation and Establishment of Management Partnership			
Task	Start Date	Finish Date	Responsible Party
Monthly Board Meetings	Ongoing	Ongoing	Board
Board Member Training and Orientation	Ongoing	Ongoing	Board
State Non-Profit Status Established	August 2023	September 2023	Board
Organizational Documents Drafted and Adopted	August 2024	Ongoing	Board
Authorizer Orientation and Governance Training	TBD	TBD	Board
Services Agreement Executed with NHA	TBD	TBD	Board
Board Policies Drafted	Ongoing	Ongoing	Board; NHA
Completion of Authorizer Pre-Opening Requirements	TBD	TBD	Board; NHA
Lease Agreement Executed with NHA	May 2024	Jul 2024	Board; NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Marketing and Parent/Community Communication			
Task	Start Date	Finish Date	Responsible Party
Create/update website landing page	Oct 2023	Jan 2024	NHA
Create school website and Facebook page	Jan 2024	Ongoing	NHA
Develop digital marketing plan for ads	Jan 2024	Ongoing	NHA
Schedule Information Meetings for Parents	Jan 2024	Ongoing	NHA
Establish direct mail program	Jan 2024	Ongoing	NHA
Develop media plan	Jan 2024	Ongoing	NHA
Execute media and direct mailing plans	Feb 2024	Ongoing	NHA
Grassroots marketing; build community relationships	Feb 2024	Ongoing	Board; NHA
Advertise and hold monthly enrollment information meetings for new and prospective families	Feb 2024	Ongoing	NHA
Hire Admissions Representative	Jan 2024	Jan 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Admissions and Enrollment			
Task	Start Date	Finish Date	Responsible Party
Send legal notice of open enrollment period to local newspaper	Jan 2024	Jan 2024	NHA
Open enrollment period	Feb 2024	Mar 2024	NHA
Enter applications into student information system	Feb 2024	Ongoing	NHA
Determine if lottery is needed	Mar 2024	Mar 2024	NHA
Conduct lottery (if needed)	Mar 2024	Mar 2024	NHA
Develop and approve student/parent handbook	Mar 2024	Apr 2024	Board; NHA
Send acceptance packages and waiting list letters to those in lottery	Mar/Apr 2024	Mar/Apr 2024	NHA
Send acceptance packages and waiting list letters (if applicable) to applicants post-lottery	Mar/Apr 2024	Ongoing	NHA
Send school newsletters to all applicant families monthly	Mar/Apr 2024	Aug 2024	NHA
Conduct monthly parent information meetings for accepted and registered families	Mar/Apr 2024	Aug 2024	NHA
Conduct Special Education meeting for parents	April 2024	Aug 2024	NHA
Establish date for New Family Orientation	May 2024	May 2024	NHA
Teachers welcome individual students (phone calls; letters; etc.)	Jul 2024	Aug 2024	NHA
Conduct New Family Orientation for all accepted and registered families	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Human Resources			
Task	Start Date	Finish Date	Responsible Party
Review state and authorizer requirements for hiring	Ongoing	Ongoing	Board; NHA
Create new school positions in payroll system	Jan 2024	Jan 2024	NHA
Create job requisitions on recruitment website	Jan 2024	Feb 2024	NHA
Obtain new hire paperwork and fingerprints	Jan 2024	Ongoing	NHA
Obtain compliance documents (licenses, certifications, etc.)	Jan 2024	Ongoing	NHA
Set up benefit and retirement plans	Feb 2024	Jun 2024	NHA
Adopt personnel handbook	May 2024	Jun 2024	Board; NHA
Set up workers' compensation	May 2024	Jun 2024	NHA
Send employment law posters to school and post	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Instructional Support and Training			
Task	Start Date	Finish Date	Responsible Party
New School Opening Training for School Leadership	Feb 2024	March 2024	NHA; School Leadership Team
New School Opening meetings with NHA (bi-weekly)	Dec 2023	Sep 2024	NHA; School Leadership Team
Principal professional development (monthly sessions with entire NHA-school principal network or regional principal network)	Dec 2023	Ongoing	NHA; Principal
Office staff training (admissions, enrollment focus)	Jan 2024	Apr 2024	NHA; Staff
Office staff mentoring (travel to existing NHA school)	Jan 2024	Apr 2024	NHA; Staff
Dean professional development (monthly sessions with entire NHA-school dean network or regional principal network)	Feb 2024	Ongoing	NHA; Deans
Office staff training (compliance-related items)	Jun 2024	Jun 2024	NHA; Staff
Office staff workshop (student information systems; class set-up; student homerooms)	April 2024	Jun 2024	NHA; Staff
New School Opening training for school leadership	Jan 2024	Jun 2024	NHA; School Leadership Team
NHA Leadership Summit (principals and deans)	Jul 2024	Jul 2024	NHA; School Leadership Team
Teacher professional development (quarterly; in-person with regional teacher network and virtually with entire NHA-school teacher network)	Jul 2024	Ongoing	NHA; Teachers
Building-level professional development; On-site training	Aug 2024	Aug 2024	Principal; Teachers; Staff
New Teacher Orientation (principal, deans, teachers)	Jul 2024	Aug 2024	NHA; School Leadership Team; Teachers
Prepare Comprehensive Needs Assessment (CNA)	Ongoing	Ongoing	NHA
FIRST DAY OF SCHOOL <i>(tentative):</i>		August 2024	

Safety and Health			
Task	Start Date	Finish Date	Responsible Party
Designate School Safety Specialist	Feb 2024	Mar 2024	NHA
Develop drop off / pick up plan for students	Apr 2024	Jul 2024	NHA
Prepare safety and emergency plan	Mar 2024	May 2024	NHA
Establish health policies	Apr 2024	May 2024	Board; NHA
Safety and Security Training (safety awareness culture, drills, lockdowns, incident command structure, practice traffic, medical, access control, communication tools)	Jun 2024	Aug 2024	NHA
Non-Violent Crisis Intervention training	Jun 2024	Aug 2024	NHA
Set up Visitor Management System	Aug 2024	Aug 2024	NHA
Activate Crisis Response Hotline	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Purchasing			
Task	Start Date	Finish Date	Responsible Party
Review curriculum based on state standards and the NHA program	Jan 2024	Mar 2024	Board; NHA
Order furniture, furnishings, and equipment (FFE)	Feb 2024	Mar 2024	NHA
Order curriculum and classroom libraries	Feb 2024	Mar 2024	NHA
Meet with School Leadership to review FFE order	Apr 2024	Apr 2024	NHA
Deliver and install furniture, furnishings, and equipment	Jul 2024	Jul 2024	NHA
Deliver curriculum and classroom libraries; distribute to each classroom	Jul 2024	Jul 2024	NHA
Purchasing Punch List final review	Jul 2024	Jul 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Finance			
Task	Start Date	Finish Date	Responsible Party
Set up general and Board bank accounts	May 2024	Jun 2024	Board; NHA
Finalize budget based on anticipated enrollment	May 2024	Jun 2024	Board; NHA
Verify anticipated enrollment for state allocation	May 2024	Jun 2024	NHA
Finalize potential grant applications	Ongoing	Ongoing	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Recruiting and Staffing			
Task	Start Date	Finish Date	Responsible Party
Principal hiring cycle	Dec 2023	Feb 2024	Board; NHA
Academic deans hiring cycle	Feb 2024	Mar 2024	NHA; Principal
Office staff hiring cycle	Jan 2024	Mar 2024	NHA; Principal
Teacher hiring cycle	Apr 2024	Jul 2024	NHA; Principal
Classroom support (paras; aides) hiring cycle; Substitute teacher list started	May 2024	Jul 2024	NHA; Principal
Parents of admitted students asked to identify if their child has an existing IEP (typically during registration process and/or during SpEd meeting). Hire initial Special Education staff according to needs.	May 2024	Ongoing	School leadership team
Cumulative student files requested from previous schools, including any IEPs. Hire additional staff according to needs.	Aug 2024	Ongoing	School leadership team
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

School Quality and Other Administrative Items			
Task	Start Date	Finish Date	Responsible Party
Assign Director of School Quality	Dec 2023	Jan 2024	NHA
Before- and after-school care needs identified; service contract signed	Mar 2024	Mar 2024	School leadership team
Finalize dress code and uniforms for students	Mar 2024	Mar 2024	Board; School leadership team
Finalize school calendar	Apr 2024	Apr 2024	Board; NHA
Finalize master schedule	Apr 2024	Apr 2024	Board; NHA
Set up classrooms	Jul 2024	Aug 2024	School leadership team
Test-Proctor Training	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Creek Point Academy Parent Engagement Strategy

Objective: Create excitement in the community for the school. Maintain trust and loyalty with existing parents.

New & Existing Families	Partner	Launch (DATES ARE TENTATIVE)
<p>Website: Create a new website for the school making it easy for families to enroll in CPA.</p> <p>Ensure the website is updated regularly with community and school resources for families.</p> <p>Share pertinent information regarding dress code, extracurricular activities, course offerings, school calendar, lunch, portal access, etc. with parents.</p>	NHA Marketing	January 2024
<p>Social media: Leverage social media to introduce parents to NHA & CPA. Share photos and videos of events, classrooms, projects, student works and others happenings around the school community.</p> <p>Utilize social media to share community resources for families (examples: local tutoring services, school uniform stores, school supplies, local Indianapolis family fun events).</p> <p>Provide parents with educational resources such as tips on how to reduce summer learning loss, home help tips, etc.</p> <p>Inform parents of upcoming events including all information meetings regarding the new school.</p>	NHA Marketing & School Team	January 2024
<p>Regular Communication: Develop a content calendar and execution strategy to ensure parents are kept updated throughout the enrollment process.</p>	School Team supported by NHA Communication Team	Begin January 2024 – August 2024 <i>Ongoing</i>
<p>Admissions Representative (AR): Identify a field marketing representative who will connect with the community and host events.</p>	NHA Admissions	Hire January 2024

Creek Point Academy Parent Engagement Strategy

New & Existing Families	Partner	Launch (DATES ARE TENTATIVE)
Advertising: Launch advertising campaign (digital, traditional and direct mail)	NHA Marketing	<p>Begin January 2024: Digital advertising</p> <p>Begin May 2024 – August 2024: Billboards, TV, radio, digital, direct mail</p> <p>*Advertising mix will depend on availability in community at time of purchase and effectiveness of advertising in community during that time.</p>
Enrollment Acceptance Process: All new families will receive a letter of acceptance with information regarding registration. Several reminders will be sent to families. Information regarding the parent portal login will also be sent. <i>More information regarding this process can be provided upon request.</i>	NHA Enrollment and & School Registrar	<p>Begins when Open Enrollment Ends</p> <p><i>Ongoing as new students are accepted</i></p>
Lead Nurturing Program: Send regular emails to families who have expressed interest in school but haven't applied.	NHA Marketing	<p>Begin January 2024 after advertising kicks-off</p> <p><i>Ongoing as new leads engage</i></p>
Principal Video Messages: Partner with principal to produce video vignettes communicating the changes taking place at the school. Videos will be used on website, social media and will be sent out via email.	School Principal supported by NHA Communication Team	<p>Begin January 2024</p> <p><i>Ongoing</i></p>
<p>Community Partnerships: The school will seek to partner with local organizations to bring resources into the school community.</p> <p>Examples include:</p> <ul style="list-style-type: none"> - A before and after school program (i.e., Boys and Girls Clubs, KinderCare, Torris Tots, Loving Hands Childcare, etc.) - Athletic opportunities - Special Guests/Speakers (i.e., Black History Month, STEM, local authors) - Career Day - The Performing Arts Conservatory 	School Principal & Admissions Representative	<p>Begin January 2024</p> <p><i>Ongoing</i></p>

Creek Point Academy Parent Engagement Strategy

New & Existing Families	Partner	Launch (DATES ARE TENTATIVE)
Community Connections: The Admissions Representative and School Principal will connect with community partners to spread the word about CPA in the local community. Examples include: <ul style="list-style-type: none"> • Daycare and Preschools • Churches and other faith-based organizations. • Realtors • Community centers and parks: Libraries • Sporting events (Little league, basketball facilities, etc.) • Pediatricians and dentist's offices 	School Principal & Admissions Representative	Begin January 2024 <i>Ongoing</i>
Events for <u>existing</u> parents: Host several information sessions including "Coffee with the Principal" events for existing parents where they can learn about the changes and get all their questions answered.	School Team supported by NHA Admissions	Begin January 2024 <i>Ongoing - Monthly</i>
Events for <u>new</u> parents: Host Parent information meetings, open houses, tours, assimilation events, Coffees with the Principal, and back to school orientation.	School Team supported by NHA Admissions	Begin January 2024 <i>Ongoing</i>
Parking lot touches: Each month give parents at drop off or pick up a small treat with a note of appreciation.	NHA Admissions supported by School Leadership Team	Begin January 2024 <i>Ongoing - Monthly</i>
Community Canvassing: School leadership, teachers, the Admissions Representative, and members of the NHA team will deploy around the school community to go door-to-door to talk to families about enrolling their children at CPA.	School Team & Admissions Representative	Begin January 2024 - <i>Ongoing</i>

Creek Point Academy Parent Engagement Strategy

New & Existing Families	Partner	Launch (DATES ARE TENTATIVE)
<p>External Community Events: The staff will participate in several community events and distribute information about the school to the community at the events.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Circle City Class Parade • The Children's Museum CEO Networking Event • Harvest Fest • Annual Irvington Fall Festival • Christmas Nights of Lights • Adult Recess with Boys and Girls Club • NBA All Star Game • Indianapolis 500 at Indy Motor Speedway 	School Team & Admissions Representative	Begin January 2024 - Ongoing
Promotion: Launch a campaign that capitalizes on earned, owned, and paid media.	NHA Communication	April 2024 <i>Ongoing</i>
School Spirit Gear: Build excitement for the new school by working with a vendor to get school spirit gear.	School Principal & Admissions Representative	April 2024
Print Collateral: Print door hangers, church fans, yard signs, brochures, postcards, invitations.	NHA Marketing & Admissions	Begin May 2024
Signage: Work with facilities to rebrand the permanent school signage.	NHA Marketing & Facilities	Summer 2024
Back to School Bash: Host a large event before school starts where families can come tour the school, play games, and have fun together as a school community.	NHA Admissions & School Team	July 2024

Creek Point Academy Parent Engagement Strategy

New & Existing Families	Partner	Launch (<i>DATES ARE TENTATIVE</i>)
Ribbon Cutting Ceremony: Celebrate the new school with the authorizer, school board, parents, staff, NHA, and the local community.	NHA Marketing & School Team	July 2024
First Day of School: Welcome families back with coffee and donuts.	NHA Admissions and School Team	August 2024

NHA currently holds insurance coverage on our proposed building. We have included the current certificate of liability insurance as Attachment 20. Should our application for Creek Point Academy be approved, NHA will update the certificate holder to include Grace Schools Charter Authority.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/3/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS **WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 4350 W Cypress Street Suite 300 Tampa FL 33607	CONTACT NAME: Zabrina Lopez PHONE (A/C, No, Ext): 727-796-6264 E-MAIL ADDRESS: Zabrina_Lopez@aig.com FAX (A/C, No):														
INSURED Andrew J Brown Academy C/o National Heritage Academies, Inc. 3850 Broadmoor SE, Suite 201 Grand Rapids MI 49512	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> <tr> <td>INSURER A : Hanover Insurance Company</td> <td style="text-align: center;">22292</td> </tr> <tr> <td>INSURER B : Accident Fund General Insurance Co</td> <td style="text-align: center;">12304</td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Hanover Insurance Company	22292	INSURER B : Accident Fund General Insurance Co	12304	INSURER C :		INSURER D :		INSURER E :		INSURER F :	
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COVERAGES**CERTIFICATE NUMBER:** 1941584342**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: </div> <div> <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY </div> </div>			Z7I963108011	8/1/2023	8/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			A7IJ41723100	8/1/2023	8/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0			UHI963114311	8/1/2023	8/1/2024	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N <input type="checkbox"/>	N / A	AF WCP 100048320 01	8/1/2023	8/1/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Employee Dishonesty			Z7I963108011	8/1/2023	8/1/2024	Limit / Deductible \$500,000 / \$500
A	Contents			Z7I963108011	8/1/2023	8/1/2024	Limit / Deductible \$25,000 / \$1,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Loc #1: 3600 N German Church Rd, Indianapolis IN Building #1 Charter School Indianapolis Mayor's Office is endorsed as additional insured with regards to General Liability (421-2915 & 421-2925) and School Leaders Errors and Omissions Umbrella is excess and follows form to General Liability, Automobile Liability, Sexual Misconduct and Molestation, School Leaders Errors and Omissions and Employers Liability. 30 day notice of cancellation due to any reason other than non-payment applies. Includes School Leaders Errors & Omissions w/EPLI: \$1,000,000 ea wrongful act, \$3,000,000 aggregate.

CERTIFICATE HOLDER**CANCELLATION**

The Mayor of the Consolidated City of Indianapolis
 Attn : Nicole Wiltrout
 200 E Washington St; 2501 City-County Bldg
 Indianapolis IN 46204

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

COMMERCIAL GENERAL LIABILITY ENHANCEMENT ENDORSEMENT – EDUCATIONAL INSTITUTIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SUMMARY OF COVERAGES

1.	Additional Insured – Broad Form Vendors	Included
2.	Additional Insured – Groups, Board Members, Trustees, Student Teachers	Included
3.	Aggregate Limit Per Location	Included
4.	Aircraft, Auto or Watercraft Amendments	Included
5.	Broad Form Named Insured	Included
6.	Broadcasting and Publication – Personal and Advertising Injury	Included
7.	Infirmity, Clinic or Hospital Exclusion	Included
8.	Medical Payments – Student Exclusion	Included
9.	Mobile Equipment Redefined	Included
10.	Personal Injury – Broad Form	Included
11.	Personal Injury – Televised or Videotaped Publication	Included
12.	Property Damage Legal Liability – Broad Form - Fire, Lightning, Explosion, Smoke and Leakage from Fire Protective Systems Damage Limit	\$1,000,000
13.	Who Is An Insured Extension – Co-employees and Volunteer Workers	Included

This endorsement amends coverages provided under the Commercial General Liability Coverage Part through new coverages, higher limits and broader coverage grants.

1. Additional Insured – Broad Form Vendors

The following is added to **SECTION II – WHO IS AN INSURED**:

Additional Insured – Broad Form Vendors

- a. Any person or organization that is a vendor with whom you agreed in a written contract or written agreement to include as an additional insured under this Coverage Part is an insured, but only with respect to liability for “bodily injury” or “property damage” arising out of “your products” which are distributed or sold in the regular course of the vendor’s business.
- b. The insurance afforded to such vendor described above:
 - (1) Only applies to the extent permitted by law;
 - (2) Will not be broader than the insurance which you are required by the contract or agreement to provide for such vendor;
 - (3) Will not be broader than coverage provided to any other insured; and

- (4) Does not apply if the “bodily injury”, “property damage” or “personal and advertising injury” is otherwise excluded from coverage under this Coverage Part, including any endorsements thereto

- c. With respect to insurance afforded to such vendors, the following additional exclusions apply:

The insurance afforded to the vendor does not apply to:

- (1) “Bodily injury” or “property damage” for which the vendor is obligated to pay damages by reasons of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for damages that the insured would have in the absence of the contract or agreement;
- (2) Any express warranty unauthorized by you;
- (3) Any physical or chemical change in the product made intentionally by the vendor;

- (4) Repackaging, unless unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instruction from the manufacturer, and then repackaged in the original container;
 - (5) Any failure to make such inspection, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business in connection with the sale of the product;
 - (6) Demonstration, installation, servicing or repair operations, except such operations performed at the vendor's premises in connection with the sale of the product;
 - (7) Products which, after distribution or sale by you, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or for the vendor;
 - (8) "Bodily injury" or "property damage" arising out of the sole negligence of the vendor for its own acts or omissions or those of its employees or anyone else acting on its behalf. However, this exclusion does not apply to:
 - (a) The exceptions contained within the exclusion in subparagraphs (4) or (6) above; or
 - (b) Such inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products.
 - (9) "Bodily injury" or "property damage" arising out of an "occurrence" that took place before you have signed the contract or agreement with the vendor.
 - (10) To any person or organization included as an insured by another endorsement issued by us and made part of this Coverage Part.
 - (11) Any insured person or organization, from whom you have acquired such products, or any ingredient, part or container, entering into, accompanying or containing such products.
- d. With respect to the insurance afforded to these vendors, the following is added to **SECTION III – LIMITS OF INSURANCE:**
- The most we will pay on behalf of the vendor for a covered claim is the lesser of the amount of insurance:
1. Required by the contract or agreement described in Paragraph a.; or
 2. Available under the applicable Limits of Insurance shown in the Declarations;
- This endorsement shall not increase the applicable Limits
2. **Additional Insured – Groups, Board Members, Trustees, Student Teachers**
- a. The following is added to **SECTION II – WHO IS AN INSURED:**
- Each of the following is also an insured but only with respect to their duties in connection with the positions described below:
- a. Any of your trustees or members of your Board of Governors if you are a private charitable or educational institution;
 - b. Any of your board members or commissioners if you are a public board or commission; or
 - c. Any student teacher teaching as part of their educational requirements;
- Each of the following is also an insured:
- Parent, Alumni and Student Groups and their members, but only if the Group is sanctioned, approved, organized and/or supervised by the Named Insured, and only with respect to activities that are necessary to the sanctioned or approved purpose of the Group. This does not include students who are members of a safety patrol which you have organized or operate.
- b. For the purpose of this coverage only, the following is added to **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**, Paragraph 4. **Other Insurance**, subparagraph b. **Excess Insurance:**
- The insurance coverage provided under **ADDITIONAL INSURED – GROUPS, BOARD MEMBERS, TRUSTEES, STUDENT TEACHERS** of this endorsement is excess over any other valid and collectible insurance (including deductible or self-insured retention) or agreement of indemnity available to the insured, whether primary, excess, contingent, or on any other basis. When this insurance is excess, we have the right but not the duty to defend any claim or "suit".
- Other valid and collectible insurance includes, but is not limited to, policies or insurance programs purchased or established by or on behalf of an insured to insure against liability arising from activities of an insured and its "employees", whether primary, excess,

contingent, or on any other basis. The person seeking coverage shall cooperate with us to determine the existence, availability and coverage of any such other insurance policy, insurance program or defense or indemnification arrangement.

Other valid and collectible insurance does not include any umbrella policy issued by us or any coverage specifically issued by us as excess over this policy. Nothing in this provision shall be construed to require any such umbrella or excess coverage issued by us to apply unless and until all other valid and collectible insurance is exhausted.

c. SECTION V – DEFINITIONS, Paragraph 19. is replaced by the following:

19. "Temporary worker" means a person who is furnished to you to substitute for a permanent "employee" on leave or to meet seasonal or short-term workload conditions. "Temporary worker" does not include a substitute teacher.

3. Aggregate Limit Per Location

a. SECTION III – LIMITS OF INSURANCE, the General Aggregate Limit applies separately to each of your "locations" owned by or rented to you.

b. For purpose of this coverage only, the following is added to **SECTION V – DEFINITIONS**:

"Location" means premises involving the same or connecting lots, or premises whose connection is interrupted only by a street, roadway, waterway or right-of-way of a railroad.

4. Aircraft, Auto Or Watercraft Amendments

SECTION I – COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, Paragraph 2. **Exclusions**, subparagraph **g.** is replaced by the following:

This insurance does not apply to:

g. Aircraft, Auto or Watercraft

"Bodily injury" or "property damage" arising out of the ownership, maintenance, operation, use, "loading or unloading" or entrustment to others of any aircraft, "auto" or watercraft that is owned, operated or "hired" by, or rented or loaned to any insured.

As used in this exclusion, "hired" includes any contract to furnish transportation of your students to and from schools.

This exclusion applies even if the claim against an insured alleges negligence or other wrongdoing in the supervision, hiring,

employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage" involved the ownership, maintenance, use or entrustment to others of any aircraft, "auto" or watercraft that is owned, operated or "hired" by or rented or loaned to any insured.

This exclusion does not apply to:

- (1)** A watercraft while ashore on premises you own or rent;
- (2)** A watercraft you do not own that is:
 - (a)** Less than 51 feet long; and
 - (b)** Not being used to carry persons or property for a charge;
- (3)** Parking an "auto" on, or on the ways next to, premises you own or rent, provided the "auto" is not owned by or rented, "hired" or loaned to you or the insured;
- (4)** Liability assumed under any "insured contract" for the ownership, maintenance or use of aircraft or watercraft;
- (5)** "Bodily injury" or "property damage" arising out of:
 - (a)** The operation of machinery or equipment that is attached to, or part of, a land vehicle that would qualify under the definition of "mobile equipment" if it were not subject to a compulsory or financial responsibility law or other motor vehicle insurance law in the state where it is licensed or principally garaged; or
 - (b)** The operation of any of the machinery or equipment listed in Paragraphs **f.(2)** or **f.(3)** of the definition of "mobile equipment";
- (6)** "Bodily injury" or "property damage" arising out of any non-motorized recreational watercraft used for sailing, rowing or sculling that is owned, used by, or rented to an insured;
- (7)** An aircraft that you do not own that is hired, chartered or loaned with a paid crew and not owned by any insured.

With respect to the insurance provided under item **(2)**, this provision applies to any person who, with your consent, either uses or is responsible for the use of a watercraft.

With respect to the insurance provided under item **(6)**, **SECTION II – WHO IS AN INSURED** is amended to include as an insured any person or organization legally responsible for the use of any such recreational watercraft

used for sailing, rowing or sculling that you own, provided the actual use is with your permission.

The insurance provided under item (7) is excess over any other valid and collectible insurance (including deductible or self-insured retention) or agreement of indemnity available to the insured, whether primary, excess, contingent, or on any other basis. When this insurance is excess, we have the right but no duty to defend any claim or "suit".

Other valid and collectible insurance includes, but is not limited to, policies or insurance programs purchased or established by or on behalf of an insured to insure against liability arising from activities of an insured and its "employees", whether primary, excess, contingent, or on any other basis. The person seeking coverage shall cooperate with us to determine the existence, availability and coverage of any such other insurance policy, insurance program or defense or indemnification arrangement.

Other valid and collectible insurance does not include any umbrella policy issued by us or any coverage specifically issued by us as excess over this policy. Nothing in this provision shall be construed to require any such umbrella or excess coverage issued by us to apply unless and until all other valid and collectible insurance is exhausted

5. Broad Form Named Insured

If you are designated in the Declarations as anything other than an individual, then any organization:

- a. Over which you maintained a combined ownership interest of more than 50% on the effective date of this policy;
- b. That is not a partnership, joint venture or limited liability company; and
- c. That is not excluded by any endorsement to this policy, will qualify as a Named Insured if there is no other similar insurance available to that organization, or that would be available but for exhaustion of its limits.

Any such organization will cease to qualify as a Named Insured as of the date during the policy period when the combined ownership interest of the Named Insureds in the organization equals or falls below 50%.

6. Broadcasting And Publication – Personal And Advertising Injury

- a. The following is added to **SECTION I – COVERAGES, COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY**,

Paragraph 2. Exclusions, subparagraph j. Insureds In Media And Internet Type Businesses:

Exclusion j.(1) does not apply to "personal and advertising injury" within the scope of your activities as an educational institution.

- b. The following exclusions are added to **SECTION I – COVERAGES, COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY**, Paragraph 2. Exclusions:

This insurance does not apply to:

- a. "Personal Injury or Advertising Injury" arising out of the actual or alleged unauthorized collection, use or dissemination of internet user information through web cookies or other online profiting purposes by or on behalf of the insured or for the unlawful access to or invasion of any computer software, operating system or network electronic mail or voice mail system by or on behalf of the insured.
- b. "Personal Injury or Advertising Injury" arising out of any claim or "suit" made by ASCAP, SESAC, BMI, RIAA or any other music licensing entity on their behalf or for others alleging the insured's failure to procure or maintain requisite licenses or payment of royalties.
- c. "Personal Injury or Advertising Injury" arising out of an investigation or proceeding initiated by an administrative or regulatory agency, including, but not limited to, the Federal Trade Commission or the Federal Communications Commission.

- c. The following is added to **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**:

Retraction or Correction of Erroneous Matter

Retraction or correction shall be promptly made of any matter which has been published or broadcast through error or mistake, or which is untrue.

- d. **SECTION V – DEFINITIONS**, Definition 1. "Advertisement" is replaced by the following:

1. "Advertisement" means a notice that is broadcast or published to the general public or specific market segments about your goods, products or services for the purpose of attracting customers or supporters. For the purpose of this definition:

- a. Notices that are published include material placed on the Internet or on similar electronic means of communication, but only with respect to your goods, products or services for the purpose of attracting customers or supporters; and
- b. Regarding web-sites, only that part of a web-site that is about your goods, products or services for the purposes of attracting customers or supporters is considered an "advertisement".

7. Infirmary, Clinic Or Hospital Exclusion

The following is added to **SECTION I – COVERAGES, COVERAGE A – BODILY AND PROPERTY DAMAGE LIABILITY**, Paragraph 2. **Exclusions** and **SECTION I – COVERAGES, COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY**, Paragraph 2. **Exclusions**:

Infirmary, Clinic or Hospital

If an insured owns or operates an infirmary with facilities for lodging and treatment, or a clinic or hospital, this insurance does not apply to "bodily injury," "property damage," or "personal and advertising injury" caused by:

- a. The rendering of or failure to render:
 - (1) Medical, surgical, dental, x-ray or nursing service, treatment, advice or instruction, or the related furnishing of food or beverages;
 - (2) Any health or therapeutic service, treatment, advice or instruction; or
 - (3) Any service, treatment, advice or instruction for the purpose of appearance or skin enhancement, hair removal or replacement or personal grooming.
- b. The furnishing or dispensing of drugs or medical, dental or surgical supplies or appliances; or
- c. The handling or treatment of dead bodies, including autopsies, organ donation or other procedures.

8. Medical Payments – Student Exclusion

The following is added to **SECTION I – COVERAGES, COVERAGE C – MEDICAL PAYMENTS**, Paragraph 2. **Exclusions**:

Students

We will not pay expenses for "bodily injury" to your student.

9. Mobile Equipment Redefined

SECTION V – DEFINITIONS, Definition 12., "Mobile equipment", Paragraph f.(1) does not

apply to self-propelled vehicles of less than 1,000 pounds gross vehicle weight.

10. Personal Injury – Broad Form

- a. **SECTION I – COVERAGES, COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY**, Paragraph 2. **Exclusions**, subparagraph e. is deleted.

- b. **SECTION V – DEFINITIONS**, Definition 14, "Personal and advertising injury" subparagraph b. is replaced by the following:

- b. Malicious prosecution or abuse of process.

- c. The following is added to **SECTION V – DEFINITIONS**, Definition 14. "Personal and advertising injury":

"Discrimination" (unless insurance thereof is prohibited by law) that results in injury to the feelings or reputation of a natural person, but only if such "discrimination" is:

- (1) Not done intentionally by or at the direction of:

- (a) The insured;
- (b) Any officer of the corporation, director, stockholder, partner or member of the insured; and

- (2) Not directly or indirectly related to an "employee", not to the employment, prospective employment or termination of any person or persons by an insured.

- d. The following is added to **SECTION V – DEFINITIONS**:

"Discrimination" means the unlawful treatment of individuals based upon race, color, ethnic origin, gender, religion, age, or sexual preference. "Discrimination" does not include the unlawful treatment of individuals based upon developmental, physical, cognitive, mental, sensory or emotional impairment or any combination of these.

- e. This coverage does not apply if **COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY** is excluded either by the provisions of the Coverage Form or by endorsement.

11. Personal Injury – Televised Or Videotaped Publication

SECTION V – DEFINITIONS, Definition 14. "Personal and advertising injury", Paragraphs d. and e. are replaced by the following:

- d. Oral or written publication, in any manner, or televised or videotaped publication, of material that slanders or libels a person or organization

or disparages a person's or organization's goods, products or services;

- e. Oral or written publication, in any manner, or televised or videotaped publication, of material that violates a person's right of privacy;

12. Property Damage Legal Liability – Broad Form

- a. **SECTION I – COVERAGES, COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY**, the last paragraph (after the exclusions) is replaced by the following:

Exclusions **c.** through **n.** do not apply to damage by fire, lightning, explosion, smoke or leakage from fire protective systems to premises while rented to you or temporarily occupied by you with the permission of the owner. A separate limit of insurance applies to this coverage as described in **SECTION III – LIMITS OF INSURANCE**.

- b. **SECTION III – LIMITS OF INSURANCE**, Paragraph **6.** is replaced by the following:

- 6. Subject to Paragraph **5.** above, The Damage to Premises Rented to You Limit is the most we will pay under **COVERAGE A** for damages because of "property damage" to any one premises from fire, lightning, explosion, smoke and leakage from fire protective systems to premises, while rented to you or temporarily occupied by you with permission of the owner.

The Damage to Premises Rented to You Limit is the higher of:

- a. \$1,000,000; or
- b. The Damage to Premises Rented to You Limit shown in the Declarations.

This limit will apply to all damage caused by the same event, whether such damage results from fire, lightning, explosion, smoke, leakage from fire protective systems or any combination of any of these.

- c. **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**, Paragraph **4. Other Insurance**, subparagraph **b. Excess Insurance**, item **(a)(ii)** is replaced by the following:

- (ii) That is fire, lightning, explosion, smoke or leakage from fire protective systems insurance for premises rented to you or temporarily occupied by you with permission of the owner; or

- d. **SECTION V – DEFINITIONS**, Definition **9. "Insured contract"**, Paragraph **a.** is replaced by the following:

- a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion, smoke or leakage from fire protective systems to premises while rented to you or temporarily occupied by you with permission of the owner is not an "insured contract".

- e. This coverage does not apply if Damage to Premises Rented to You is excluded either by the provisions of the Coverage Part or by endorsement.

13. Who Is An Insured Extension – Co-employees And Volunteer Workers.

- a. **SECTION II – WHO IS AN INSURED**, Paragraph **2.a.** is replaced by the following:

- 2. Each of the following is also an insured:

- a. Your "volunteer workers" only while performing duties related to the conduct of your business, your "employees", other than either your "executive officers" (if you are an organization other than a partnership, joint venture or limited liability company) or your managers (if you are a limited liability company), but only for acts within the scope of their employment by you or while performing duties related to the conduct of your business.

However, none of these "employees" or "volunteer workers" are insureds for:

- (1) "Bodily injury" or "personal and advertising injury":

- (a) To you, to your partners or members (if you are a partnership or joint venture), or to your members (if you are a limited liability company);

- (b) For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in paragraph (1)(a) above;

- (c) Arising out of his or her providing or failing to provide professional health care services; or

- (d) Arising out of "employment related practices"

- (2) "Property damage" to property:

- (a) Owned, occupied or used by,
- (b) Rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by you, any of your "employees", "volunteer workers", any partner or member (if you are a partnership or joint venture), or any member (if you are a limited liability company).

For the purpose of this endorsement, "employment-related practices" includes but is not limited to refusal to employ a person, termination of a person's employment, or practices, policies, acts or omissions related to employment, such as coercion, demotion, evaluation, re-assignment, discipline, defamation, harassment, humiliation, or discrimination directed at a person.

ALL OTHER TERMS, CONDITIONS, AND EXCLUSIONS REMAIN UNCHANGED.

GRACE SCHOOLS CHARTER AUTHORITY, LLC																					
Pre-Opening and Year 1 Cash Flow Projection																					
	January	February	March	April	May	June	Total	July	August	September	October	November	December	January	February	March	April	May	June	Total	
	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,412	\$ 14,825	\$ 22,237	\$ 29,649	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ -	
Cash In																					
State Funding																					
Basic Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 370,617	\$ 4,447,400	
State ELL Grant	-	-	-	-	-	-	-	-	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	-	113,800	
State SPED	-	-	-	-	-	-	-	16,375	16,375	16,375	16,375	16,375	16,375	16,375	16,375	16,375	16,375	16,375	16,375	196,500	
Textbook Reimb.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	46,000	-	46,000	
Total State Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 386,992	\$ 398,372	\$ 398,372	\$ 398,372	\$ 398,372	\$ 398,372	\$ 398,372	\$ 398,372	\$ 398,372	\$ 398,372	\$ 444,372	\$ 386,992	\$ 4,803,700	
Federal Funding																					
Federal Lunch Reimb.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ -	\$ 511,000	
Federal Special Ed	-	-	-	-	-	-	-	-	-	-	-	-	22,683	22,683	22,683	22,683	22,683	22,683	-	136,100	
Title I	-	-	-	-	-	-	-	-	-	-	-	-	66,383	66,383	66,383	66,383	66,383	66,383	-	398,300	
Title II	-	-	-	-	-	-	-	-	-	-	-	-	3,817	3,817	3,817	3,817	3,817	3,817	-	22,900	
Title III	-	-	-	-	-	-	-	-	-	-	-	-	2,917	2,917	2,917	2,917	2,917	2,917	-	17,500	
CSP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 146,900	\$ 146,900	\$ 146,900	\$ 146,900	\$ 146,900	\$ 146,900	\$ -	\$ 1,085,800	
Other Income																					
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ 1,260	\$ -	\$ 12,600	
Other Revenue	137,100	137,100	137,100	137,100	137,100	137,100	822,600	333,547	289,690	253,853	216,589	214,364	119,502	150,641	150,641	160,076	152,841	104,641	208,817	\$ 2,355,200	
Total Other Income	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 822,600	\$ 333,547	\$ 290,950	\$ 255,113	\$ 217,849	\$ 215,624	\$ 120,762	\$ 151,901	\$ 151,901	\$ 161,336	\$ 154,101	\$ 105,901	\$ 208,817	\$ 2,367,800	
Total Cash In	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 822,600	\$ 720,539	\$ 740,421	\$ 704,585	\$ 667,321	\$ 665,096	\$ 666,034	\$ 697,172	\$ 697,172	\$ 706,607	\$ 699,372	\$ 697,172	\$ 595,809	\$ 8,257,300	
Cash Out																					
Instructional Expenses																					
Personnel Costs																					
Salary & Wages	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 193,992	\$ 2,327,900	
Substitutes	-	-	-	-	-	-	-	4,683	4,683	4,683	4,683	4,683	4,683	4,683	4,683	4,683	4,683	4,683	4,683	56,200	
Stipends/Bonuses	-	-	-	-	-	-	-	467	467	467	467	467	467	467	467	467	467	467	467	5,600	
Payroll Taxes	-	-	-	-	-	-	-	16,133	16,133	16,133	16,133	16,133	16,133	16,133	16,133	16,133	16,133	16,133	16,133	193,600	
Health Insurance	-	-	-	-	-	-	-	38,092	38,092	38,092	38,092	38,092	38,092	38,092	38,092	38,092	38,092	38,092	38,092	457,100	
Retirement	-	-	-	-	-	-	-	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	56,100	
Other Benefits	-	-	-	-	-	-	-	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000	
Total Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 259,375	\$ 3,112,500	
Professional Services																					
Instructional Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ 1,390	\$ -	\$ 13,900	
Special Education Services	-	-	-	-	-	-	-	-	4,720	4,720	4,720	4,720	4,720	4,720	4,720	4,720	4,720	4,720	-	47,200	
Total Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ 6,110	\$ -	\$ 61,100	
Supplies & Materials																					
Curriculum/Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78,330	\$ 22,380	\$ 1,243	\$ 1,243	\$ 1,243	\$ 1,243	\$ 1,243	\$ 1,243	\$ 1,243	\$ 1,243	\$ 1,243	\$ -	\$ 111,900	
Classroom Supplies	-	-	-	-	-	-	-	42,920	16,095	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	-	107,300	
Assessments	-	-	-	-	-	-	-	-	445	445	2,670	445	445	445	445	2,670	445	445	-	8,900	
Instructional Software	-	-	-	-	-	-	-	558	558	558	558	558	558	558	558	558	558	558	558	6,700	
Total Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 121,808	\$ 39,478	\$ 7,612	\$ 9,837	\$ 7,612	\$ 7,612	\$ 7,612	\$ 7,612	\$ 9,837	\$ 7,612	\$ 7,612	\$ 558	\$ 234,800	
Instructional Equipment																					
Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 52,700	
Total Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 4,392	\$ 52,700	
Total Instructional Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 385,575	\$ 309,355	\$ 277,488	\$ 279,713	\$ 277,488	\$ 277,488	\$ 277,488	\$ 277,488	\$ 279,713	\$ 277,488	\$ 277,488	\$ 264,325	\$ 3,461,100	
Instructional & Student Support Expenses																					
Personnel Costs																					
Salary & Wages	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 21,833	\$ 262,000	
Payroll Taxes	-	-	-	-	-	-	-	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	21,800	
Health Insurance	-	-	-	-	-	-	-	4,517	4,517	4,517	4,517	4,517	4,517	4,517	4,517	4,517	4,517	4,517	4,517	54,200	
Retirement	-	-	-	-	-	-	-	517	517	517	517	517	517	517	517	517	517	517	517	6,200	
Other Benefits	-	-	-	-	-	-	-	75	75	75	75	75	75	75	75	75	75	75	75	900	
Total Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 28,758	\$ 345,100	
Professional Services																					
Instructional Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 7,892	\$ 94,700	
Nurse Services	-	-	-	-	-	-	-	-	7,060	7,060	7,060	7,060	7,060	7,060	7,060	7,060	7,060	7,060	-	70,600	

Special Education Services	-	-	-	-	-	-	-	3,225	28,755	28,755	28,755	28,755	28,755	28,755	28,755	28,755	28,755	28,755	28,755	28,755	3,225	294,000	
Total Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,117	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 43,707	\$ 11,117	\$ 459,300	
Other Expenses																							
Staff Expenses	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 333,600	\$ 2,450	\$ 2,450	\$ 680	\$ 680	\$ 680	\$ 3,680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 14,700	
Total Other Expenses	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 333,600	\$ 2,450	\$ 2,450	\$ 680	\$ 680	\$ 680	\$ 3,680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 680	\$ 14,700	
Total Instructional & Student Support Expenses	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 333,600	\$ 42,325	\$ 74,915	\$ 73,145	\$ 73,145	\$ 73,145	\$ 76,145	\$ 73,145	\$ 73,145	\$ 73,145	\$ 73,145	\$ 73,145	\$ 73,145	\$ 73,145	\$ 40,555	\$ 819,100
Administration Expenses																							
Personnel Costs																							
Salary & Wages	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 17,717	\$ 106,300	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 47,717	\$ 572,600	
Stipends/Bonuses	833	833	833	833	833	833	833	5,000	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	62,800	
Payroll Taxes	1,542	1,542	1,542	1,542	1,542	1,542	1,542	9,250	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	52,700	
Health Insurance	2,800	2,800	2,800	2,800	2,800	2,800	2,800	16,800	7,608	7,608	7,608	7,608	7,608	7,608	7,608	7,608	7,608	7,608	7,608	7,608	7,608	91,300	
Retirement	442	442	442	442	442	442	442	2,650	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	15,200	
Other Benefits	67	67	67	67	67	67	67	400	708	708	708	708	708	708	708	708	708	708	708	708	708	8,500	
Total Personnel Costs	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 23,400	\$ 140,400	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 66,925	\$ 803,100	
Staff Training																							
Staff Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,350	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 8,350	\$ 3,340	\$ 3,340	\$ 50,100	
Total Staff Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,350	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 3,340	\$ 8,350	\$ 3,340	\$ 3,340	\$ 50,100	
Supplies & Materials																							
Postage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 383	\$ 4,600	
Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 825	\$ 9,900	
Total Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 1,208	\$ 14,500	
Professional Services																							
Personnel Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 11,958	\$ 143,500	
Parent Relations & Enrollment Support	-	-	-	-	-	-	-	-	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	10,308	123,700	
Business Support Services	-	-	-	-	-	-	-	-	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	74,300	
Board & Authorizer Support	-	-	-	-	-	-	-	-	5,767	5,767	5,767	5,767	5,767	5,767	5,767	5,767	5,767	5,767	5,767	5,767	5,767	69,200	
Legal Fees	2,500	2,500	2,500	2,500	2,500	2,500	2,500	15,000	983	983	983	983	983	983	983	983	983	983	983	983	983	11,800	
Audit Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,300	
Other Professional Services	-	-	-	-	-	-	-	-	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	40,400	
Total Professional Services	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 15,000	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 38,575	\$ 41,875	\$ 466,200	
Other Expenses																							
Marketing & Advertising	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 333,600	\$ 39,489	\$ 39,489	\$ 39,489	\$ -	\$ -	\$ -	\$ 39,489	\$ 39,489	\$ 39,489	\$ 39,489	\$ 39,489	\$ 39,489	\$ 39,489	\$ 355,400	
Travel	-	-	-	-	-	-	-	-	2,200	2,200	-	-	-	-	-	-	2,200	2,200	-	2,200	-	\$ 11,000	
Total Other Expenses	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 55,600	\$ 333,600	\$ 41,689	\$ 41,689	\$ 39,489	\$ -	\$ -	\$ -	\$ 39,489	\$ 39,489	\$ 41,689	\$ 41,689	\$ 39,489	\$ 41,689	\$ 41,689	\$ 366,400	
Total Administration Expenses	\$ 81,500	\$ 81,500	\$ 81,500	\$ 81,500	\$ 81,500	\$ 81,500	\$ 81,500	\$ 489,000	\$ 156,747	\$ 151,737	\$ 149,537	\$ 110,048	\$ 110,048	\$ 110,048	\$ 149,537	\$ 149,537	\$ 156,747	\$ 151,737	\$ 149,537	\$ 155,037	\$ 155,037	\$ 1,700,300	
Facilities Expenses																							
Building Lease	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667	\$ 800,000	
Maintenance	-	-	-	-	-	-	-	-	13,092	13,092	13,092	13,092	13,092	13,092	13,092	13,092	13,092	13,092	13,092	13,092	13,092	157,100	
Custodial	-	-	-	-	-	-	-	-	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	14,242	170,900	
Insurance & Taxes	-	-	-	-	-	-	-	-	12,225	12,225	12,225	12,225	12,225	12,225	12,225	12,225	12,225	12,225	12,225	12,225	12,225	146,700	
Utilities	-	-	-	-	-	-	-	-	10,117	10,117	10,117	10,117	10,117	10,117	10,117	10,117	10,117	10,117	10,117	10,117	10,117	121,400	
Equipment	-	-	-	-	-	-	-	-	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	24,500	
Security	-	-	-	-	-	-	-	-	433	433	433	433	433	433	433	433	433	433	433	433	433	5,200	
Total Facilities Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 118,817	\$ 1,425,800	
Technology Expenses																							
Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 204,900	
Total Technology Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 17,075	\$ 204,900	
Other Expenses																							
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ -	\$ 91,000	
Student Lunch Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	52,010	52,010	52,010	52,010	52,010	52,010	52,010	52,010	52,010	52,010	52,010	\$ -	\$ 520,100	
Total Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ 61,110	\$ -	\$ 611,100	
Total Cash Out	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 137,100	\$ 822,600	\$ 720,539	\$ 733,009	\$ 697,172	\$ 659,908	\$ 657,683	\$ 660,683	\$ 697,172	\$ 697,172	\$ 706,607	\$ 699,372	\$ 697,172	\$ 595,809	\$ 595,809	\$ 8,222,300	
Ending Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,412	\$ 14,825	\$ 22,237	\$ 29,649	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Year 1 Detailed Budget

SY 2024-25
Year 1

Assumptions:

Enrollment Estimate

575

Revenue

State Funding			
Basic Grant	\$	4,447,400	assumes 97.0% FRL; net of 3% authorizer fee
State ELL Grant		113,800	assumes 50-60% English language learner population
State SPED		196,500	assumes 12-13% special education population
Textbook Reimbursement		46,000	
Total State Funding	\$	4,803,700	
Federal Funding			
Federal Lunch Reimbursement	\$	511,000	
Federal Special Ed		136,100	
Title I		398,300	
Title II		22,900	
Title III		17,500	
CSP		-	
Total Federal Funding	\$	1,085,800	
Other Income			
Student Fees	\$	12,600	parent pay for field trips, school pictures, etc.
Other Revenue		2,355,200	contribution from NHA
Total Other Income	\$	2,367,800	

Total Revenue

\$ 8,257,300

Expenses

Instructional Expenses

Personnel Costs			
Salary & Wages	\$	2,327,900	
Substitutes		56,200	
Stipends/Bonuses		5,600	
Payroll Taxes		193,600	
Health Insurance		457,100	
Retirement		56,100	
Other Benefits		16,000	life and disability insurance; tuition reimbursement
Total Personnel Costs	\$	3,112,500	
Professional Services			
Instructional Services	\$	13,900	field trips, subscriptions
Special Education Services		47,200	external placements
Total Professional Services	\$	61,100	
Supplies & Materials			
Curriculum/Textbooks	\$	111,900	
Classroom Supplies		107,300	
Assessments		8,900	
Instructional Software		6,700	
Total Supplies & Materials	\$	234,800	
Instructional Equipment	\$	52,700	rent of student devices, classroom furniture, and equipment
Total Instructional Expenses	\$	3,461,100	

Instructional & Student Support Expenses

Personnel Costs			
Salary & Wages	\$	262,000	instructional support staff including behavior specialist, social worker, and curriculum specialist
Payroll Taxes		21,800	
Health Insurance		54,200	
Retirement		6,200	
Other Benefits		900	life and disability insurance; tuition reimbursement
Total Personnel Costs	\$	345,100	
Professional Services			
Instructional Support	\$	94,700	curriculum development and implementation support
Nurse Services		70,600	nurse services
Special Education Services		294,000	social work, OT, speech, and psychology services; special education oversight and compliance
Total Professional Services	\$	459,300	
Other Expenses			
Staff Expenses	\$	14,700	instructional staff rewards, hiring expenses, meetings, and events
Total Instructional & Student Support Expenses	\$	819,100	

Administration Expenses

Personnel Costs			
Salary & Wages	\$	572,600	school leaders and office staff
Stipends/Bonuses		62,800	
Payroll Taxes		52,700	
Health Insurance		91,300	
Retirement		15,200	
Other Benefits		8,500	life and disability insurance; tuition reimbursement
Total Personnel Costs	\$	803,100	

Staff Training	\$	50,100	training and development for all school staff
Supplies & Materials			
Postage	\$	4,600	
Supplies		9,900	
Total Supplies & Materials	\$	14,500	
Professional Services			
Personnel Services	\$	143,500	staff recruitment and retention, compensation and benefits management; leadership development
Parent Relations & Enrollment Support		123,700	parent relations, enrollment, and admissions support
Business Support Services		74,300	payroll, accounts payable, financial reporting, and budgeting services
Board & Authorizer Support		69,200	board services, including charter renewal and board meeting support
Legal Fees		11,800	independent board counsel
Audit Fees		3,300	independent financial audit
Other Professional Services		40,400	safety and health program development and management
Total Professional Services	\$	466,200	
Other Expenses			
Marketing & Advertising	\$	355,400	advertising, grassroots marketing, public relations and communications services
Travel		11,000	
Total Other Expenses	\$	366,400	
Total Administration Expenses	\$	1,700,300	
Facilities Expenses			
Building Lease	\$	800,000	
Maintenance		157,100	annual preventive maintenance, as well as repairs
Custodial		170,900	
Insurance & Taxes		146,700	accident, liability, kidnap and ransom, and property insurance; property taxes
Utilities		121,400	gas, electric, sewer and water, trash removal, telephone, and internet services
Equipment		24,500	
Security		5,200	safety supplies and equipment (radios, vests, etc.)
Total Facilities Expenses	\$	1,425,800	
Technology Expenses	\$	204,900	access to all NHA technology systems and staff, including myNHA student information system and Oracle (purchasing, payroll, etc.), as well as help desk support
Other Expenses			
Transportation	\$	91,000	transportation for students experiencing homelessness and as required by students' IEPs
Student Lunch Expense		520,100	student breakfast and lunch
Total Other Expenses	\$	611,100	
Total Expenses	\$	8,222,300	
Net Operating Income	\$	35,000	



GRACE SCHOOLS CHARTER AUTHORITY, LLC

5-Year Budget

	SY 2023-24 <i>Pre-Opening</i>	SY 2024-25 <i>Year 1</i>	SY 2025-26 <i>Year 2</i>	SY 2026-27 <i>Year 3</i>	SY 2027-28 <i>Year 4</i>	SY 2028-29 <i>Year 5</i>
Enrollment Estimate	0	575	632	688	744	772
Revenue						
State Funding (net of oversight fee)	\$ -	\$ 4,803,700	\$ 6,214,500	\$ 6,833,000	\$ 7,463,400	\$ 7,819,300
Federal Funding	-	1,085,800	1,368,600	1,490,600	1,615,400	1,687,800
Student Fees	-	12,600	12,600	12,600	12,600	12,600
Other Income (NHA contribution)	489,000	2,355,200	1,202,800	938,200	675,200	597,000
Total Revenue	\$ 489,000	\$ 8,257,300	\$ 8,798,500	\$ 9,274,400	\$ 9,766,600	\$ 10,116,700
Expenses						
Instructional Expenses						
Personnel Costs	\$ -	\$ 3,056,300	\$ 3,377,600	\$ 3,693,800	\$ 4,025,300	\$ 4,263,800
Substitutes	-	56,200	62,200	68,400	74,900	79,400
Instructional Services	-	61,100	61,300	61,600	61,800	62,000
Supplies & Materials	-	234,800	293,800	293,100	289,500	272,000
Equipment	-	52,700	52,700	52,700	52,700	52,700
Total Instructional Expenses	\$ -	\$ 3,461,100	\$ 3,847,600	\$ 4,169,600	\$ 4,504,200	\$ 4,729,900
Instructional & Student Support Expenses						
Personnel Costs	\$ -	\$ 345,100	\$ 355,400	\$ 365,800	\$ 376,300	\$ 387,500
Professional Services	-	459,300	471,200	483,200	495,900	508,800
Other Expenses	-	14,700	16,200	18,000	19,600	20,700
Total Instructional & Student Support Expenses	\$ -	\$ 819,100	\$ 842,800	\$ 867,000	\$ 891,800	\$ 917,000
Administration Expenses						
Personnel Costs	\$ 140,400	\$ 803,100	\$ 824,800	\$ 847,200	\$ 869,900	\$ 893,500
Staff Training	-	50,100	65,600	74,900	84,100	87,100
Supplies & Materials	-	14,500	14,700	16,100	17,400	18,200
Professional Services	15,000	466,200	471,300	476,800	482,100	487,400
Marketing & Advertising	333,600	355,400	355,800	356,200	356,700	357,100
Other Expenses	-	11,000	11,500	11,800	12,200	12,500
Total Administration Expenses	\$ 489,000	\$ 1,700,300	\$ 1,743,700	\$ 1,783,000	\$ 1,822,400	\$ 1,855,800
Facilities						
Building Lease	\$ -	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000
Maintenance	-	157,100	160,700	164,500	168,400	172,300
Custodial	-	170,900	175,200	179,600	184,100	188,700
Insurance & Taxes	-	146,700	150,400	154,200	158,100	162,000
Utilities	-	121,400	121,600	124,700	127,800	131,000
Equipment	-	24,500	25,000	25,700	26,300	26,800
Security	-	5,200	5,300	5,500	5,600	5,800
Total Facilities Expenses	\$ -	\$ 1,425,800	\$ 1,438,200	\$ 1,454,200	\$ 1,470,300	\$ 1,486,600
Technology Expense	\$ -	\$ 204,900	\$ 215,100	\$ 222,500	\$ 229,800	\$ 233,700
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense						
Other Expenses						
Extra-Curricular	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	-	91,000	91,000	91,000	91,000	91,000
Student Lunch Expense	-	520,100	585,100	652,100	722,100	767,700
Total Other Expenses	\$ -	\$ 611,100	\$ 676,100	\$ 743,100	\$ 813,100	\$ 858,700
Total Expenses	\$ 489,000	\$ 8,222,300	\$ 8,763,500	\$ 9,239,400	\$ 9,731,600	\$ 10,081,700
Net Operating Income	\$ -	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000



GRACE SCHOOLS CHARTER AUTHORITY, LLC

Budget Narrative

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	<p>NHA is contractually bound to implement its complete educational program from day one. This includes pledging funds necessary to cover any operating expenses that might exceed revenues, thereby ensuring sufficient cash flow. The investment in administrative and support staff is put in place at the very beginning to ensure the school culture starts strong and remains strong.</p> <p>Should we experience a budget shortfall, low student enrollment or other operational difficulties, we will hold NHA accountable to the terms of our services agreement to cover any operating expenses that might exceed revenues. We will provide oversight through careful review of the budget to ensure these terms are met. To the extent we do not fill classrooms with students, we will manage the budget to reduce unnecessary classroom staff as well as curriculum, equipment, and supplies expenditures. We will not reduce services to the students that attend Creek Point Academy.</p>
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred, and b) any transportation costs necessary to ensure the school will be both open and accessible	<p>As stated above, NHA is contractually obligated to contribute funds to offset operating expenses not covered by revenues. Based on NHA's vast experience serving all populations of students in similar markets, we believe we have planned for sufficient staff and services to serve students with special needs. This includes expected transportation costs associated with Individualized Education Programs (IEPs), as well as support services such as occupational therapy, physical therapy, speech and language, social work and psychology.</p> <p>Our budget also includes transportation services for students experiencing homelessness. We will strive to make certain our school is accessible for all families and that transportation will never be a barrier for student attendance.</p>
3	Explain your rationale for the enrollment projections you made on the attached budget documents	<p>The east side of Indianapolis needs additional high-quality school choice, especially for students who qualify as at-risk. NHA has experience in helping schools meet this need, both across the nation and in Indiana. Our founding group's deep understanding and knowledge of our community, as well as NHA's expertise with outreach will establish a foundation of informing families about Creek Point Academy. Our efforts will provide a greater depth of understanding in our community, understand educational needs not met by current choices, and gauge how attractive Creek Point Academy is to area families.</p> <p>With familiarity in the market and a dedicated local admissions representative, we will leverage our Board's knowledge and will begin grassroots marketing efforts immediately after receiving approval for our school. Our budget also reflects a initial traditional advertising campaign which may include outdoor advertisements (municipal buses and stops, billboards, etc.), radio commercials, television announcements, local and community publication advertisements, and internet media ads, as well as an ongoing investment in both traditional and digital advertising.</p> <p>Monthly enrollment information meetings will be scheduled for families and held by representatives of our school. Meetings will be marketed through a variety of channels (digital marketing, direct mail, and grassroots efforts).</p>
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	<p>NHA is contractually bound to implement its complete educational program from day one. This includes pledging funds necessary to cover any operating expenses that might exceed revenues, thereby ensuring we always have sufficient cash flow. NHA is willing to make these investments because of its commitment to a "double bottom line:" a recognition that only sustained academic success can generate long-term financial sustainability. NHA embraces the primacy of academic success as both an operational reality and a core value.</p> <p>We believe the budget provides for a fully operational school from day one, with all of the services and supports necessary for a strong culture and successful learning environment for all students, regardless of the challenges they face. We are planning for a student population that is economically disadvantaged and at risk of academic failure, including many for whom English is not the primary language. We intend to feed, nurture, and support these students with the necessary interventions to allow them to succeed academically with strong personal character.</p>

Creek Point Academy plans to open with a capacity of 575 students in grades K-8, increasing enrollment and classroom sections each year to reach full capacity of 772 students as early as 2028-29. Our detailed budget for the school is included in Attachment 21, as well as the included budget narrative.

Per-pupil revenue

- The per-pupil charter school allocation is estimated at \$8,072 based on the most recently published estimates for the current year.
- We assume that 12-13 percent of our students will qualify for additional special education services, and we have included state special education funds in our budget investment to serve those students. We also expect to receive federal IDEA funds and have included estimates in our budget.
- We have included Title I, II-A and III grant funds in our budget to cover intervention staff, such as a dean of intervention, social worker, academic specialists, intervention paraprofessionals, student/family liaison, and other student supports.
- The budget includes an expected total contribution from NHA of over \$6 million in the first few years of operation.

Anticipated funding sources

The budget has been built with state per-pupil funding, applicable state grants, and federal grant funding. Other revenue has also been included in all years of the five-year budget projection as a contribution from NHA. One of the key reasons that our Board will partner with NHA is their commitment to provide any needed funding to ensure we are able to implement the academic program described in this application from day one. Please see Attachment 25 for a letter of financial commitment from NHA's Chief Financial Officer. In future years, we hope to receive the Charter & Innovation Network School Grant Program funding as a high-performing school. We have built this funding into our budget beginning in the second year of operation.

Contingency budget plan

We will not need to establish a contingency budget plan or a "break-even" point between student enrollment and our budget due to our partnership with NHA. NHA is obligated to contribute the necessary funds for expenses that exceed revenues as the school grows, removing the risk associated with not attaining student enrollment projections. This pledge by NHA assures our Board that we will not need to make any cuts to our planned educational program if actual enrollment is less than projected in any given year.

This is a unique situation for our Board, and we expect there will be some transition in enrollment as the current school sets a new vision and relocates to a new facility. It is likely that initial enrollment may see a dip from the student population that is currently enrolled, as reflected in our anticipated year-one enrollment. We will be prepared to serve the students and families that select our school and may look to modify the number of sections offered per grade level, as needed.

Accounting for all anticipated expenditures

Our partnership with NHA will ensure that we have sufficient funds to cover anticipated expenses.

Resources to support all students

We will ensure our school has the necessary resources to meet the needs of all the students, including special education costs. Included in our budget are four full-time resource room teachers and five special education aides as staffing for students with special needs and Section 504 plans over our initial years. We plan to have six to twelve staff, in addition to classroom teachers, to meet the needs of educationally disadvantaged students (including a full-time social worker and behavior specialist). For our expected ELL population, we anticipate five dedicated teachers and two dedicated paraprofessionals. We will

provide differentiated instruction for our gifted and talented students through classroom instruction and may create an accelerated cohort, with additional PD for teachers, depending on the students that enroll. Our school will have a staff member assigned as a homeless liaison and will provide additional needed services to students experiencing homelessness.

Transportation and contracted specialized services

We will provide all services required by a student's IEP or Section 504 plan and may contract for these services. We will make these decisions based on student needs.

Requirement plan contributions

We plan to have staff participate in the NHA 401k program and will make contributions to employee retirement in accordance with NHA's policies.

Capital and insurance reserve fund

Through our partnership with NHA, we do not believe there is a need for a capital and insurance reserve fund. We will revisit this as needed once our school reaches full capacity.

Portfolio Summary

	School Name	Location	School Phone Number	Authorizer and Contact Information	Opening Year	Year Closed (if applicable)	Grade Levels	Current Enrollment	FRL %	Special Education %	Minority %	ELL %	School Type	ESP (if applicable)
1	Excel Charter Academy	4201 Breton Ave SE, Grand Rapids, MI 49512-3857	616-281-9339	Grand Valley State University (gvsucoo@gvsu.edu)	1995	N/A	K - 8	784	57.7%	9.3%	62.9%	13.9%	Elementary/Middle	National Heritage Academies
2	Vanderbilt Charter Academy	301 West 16th St, Holland, MI 49423-3329	616-820-5050	Grand Valley State University (gvsucoo@gvsu.edu)	1996	N/A	K - 8	486	79.2%	14.2%	71.2%	16.5%	Elementary/Middle	National Heritage Academies
3	Vanguard Charter Academy	1620 - 52nd St SW, Wyoming, MI 49519-9629	616-538-3630	Grand Valley State University (gvsucoo@gvsu.edu)	1996	N/A	K - 8	796	62.2%	7%	52.7%	12.2%	Elementary/Middle	National Heritage Academies
4	Vista Charter Academy	711 - 32nd St SE, Grand Rapids, MI 49548-2307	616-246-6920	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	1996	N/A	K - 8	805	92.2%	9.6%	90.6%	35.7%	Elementary/Middle	National Heritage Academies
5	Cross Creek Charter Academy	7701 Kalamazoo Ave SE, Byron Center, MI 49315-9534	616-656-4000	Central Michigan University (info@thecenterforcharters.org)	1997	N/A	K - 8	780	39.5%	9%	39.1%	12.2%	Elementary/Middle	National Heritage Academies
6	Eagle Crest Charter Academy	11950 Riley St, Holland, MI 49424-8553	616-786-2400	Central Michigan University (info@thecenterforcharters.org)	1997	N/A	K - 8	648	64.2%	13.1%	73.6%	18.8%	Elementary/Middle	National Heritage Academies
7	Knapp Charter Academy	1759 Leffingwell Ave NE, Grand Rapids, MI 49525-4531	616-364-1100	Grand Valley State University (gvsucoo@gvsu.edu)	1997	N/A	K - 8	576	75.9%	12.5%	74.3%	10.1%	Elementary/Middle	National Heritage Academies
8	Walker Charter Academy	1801 Three Mile Rd NW, Walker, MI 49544-1445	616-785-2700	Grand Valley State University (gvsucoo@gvsu.edu)	1997	N/A	K - 8	698	51.3%	10.3%	45%	10.2%	Elementary/Middle	National Heritage Academies
9	Endeavor Charter Academy	380 N. Helmer Rd, Springfield, MI 49037-7776	269-662-9300	Grand Valley State University (gvsucoo@gvsu.edu)	1998	N/A	K - 8	683	85.4%	12.8%	64.2%	6.9%	Elementary/Middle	National Heritage Academies
10	Paragon Charter Academy	3750 McCain Rd, Jackson, MI 49201-7675	517-750-9500	Grand Valley State University (gvsucoo@gvsu.edu)	1998	N/A	K - 8	621	64.6%	7.1%	52.9%	5.3%	Elementary/Middle	National Heritage Academies
11	Paramount Charter Academy	3624 S. Westhedge Ave, Kalamazoo, MI 49008-2969	269-553-6400	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	1998	N/A	K - 8	380	91.3%	16.9%	77.3%	4.1%	Elementary/Middle	National Heritage Academies
12	Ridge Park Charter Academy	4120 Camelot Ridge Dr SE, Grand Rapids, MI 49546-2432	616-222-0093	Lake Superior State University (coshetski@lsu.edu)	1998	N/A	K - 8	493	87%	12.2%	88.6%	21.9%	Elementary/Middle	National Heritage Academies
13	Timberland Charter Academy	2574 McLaughlin Ave, Muskegon, MI 49442-4439	231-767-9700	Grand Valley State University (gvsucoo@gvsu.edu)	1998	N/A	K - 8	626	95.2%	12.7%	87.6%	7.4%	Elementary/Middle	National Heritage Academies
14	Burton Glen Charter Academy	4171 Atherton Rd, Burton, MI 48510-1435	810-744-2300	Northern Michigan University (905-227-6600)	1999	N/A	K - 8	715	94.7%	10.4%	89.8%	1.0%	Elementary/Middle	National Heritage Academies
15	Chandler Woods Charter Academy	6895 Samrick Ave Private, Belmont, MI 49306-8844	616-866-8600	Grand Valley State University (gvsucoo@gvsu.edu)	1999	N/A	K - 8	773	33.7%	8.8%	10.5%	0.6%	Elementary/Middle	National Heritage Academies
16	Forsyth Academy	5428 Shattalon Dr, Winston-Salem, NC 27106-1919	336-922-1121	North Carolina State Board of Education (ocs@dpi.nc.gov)	1999	N/A	K - 8	752	88%	15%	93.7%	23.1%	Elementary/Middle	National Heritage Academies
17	Greensboro Academy	4049 Battleground Ave, Greensboro, NC 27410-8410	336-286-8404	North Carolina State Board of Education (ocs@dpi.nc.gov)	1999	N/A	K - 8	766	8%	9.1%	47.9%	7.7%	Elementary/Middle	National Heritage Academies
18	Linden Charter Academy	3244 N Linden Rd, Flint, MI 48504-1753	810-720-0515	Central Michigan University (info@thecenterforcharters.org)	1999	N/A	K - 8	794	82.6%	10.1%	98.9%	1.1%	Elementary/Middle	National Heritage Academies
19	North Saginaw Charter Academy	2332 Trautner Dr, Saginaw, MI 48604-9593	989-249-5400	Central Michigan University (info@thecenterforcharters.org)	1999	N/A	K - 8	564	95%	14.3%	88.9%	1.3%	Elementary/Middle	National Heritage Academies
20	South Arbor Charter Academy	8200 Carpenter Rd, Ypsilanti, MI 48197-9173	734-528-2821	Central Michigan University (info@thecenterforcharters.org)	1999	N/A	K - 8	801	30.6%	6.9%	53.4%	9.6%	Elementary/Middle	National Heritage Academies
21	Walton Charter Academy	744 East Walton Blvd, Pontiac, MI 48340-1361	248-371-9300	Northern Michigan University (905-227-6600)	1999	N/A	K - 8	810	93%	8.5%	95.4%	43.4%	Elementary/Middle	National Heritage Academies
22	Windemere Park Charter Academy	3100 W. Saginaw St, Lansing, MI 48917-2307	517-327-0700	Grand Valley State University (gvsucoo@gvsu.edu)	1999	N/A	K - 8	630	83.3%	13.3%	86.7%	6.5%	Elementary/Middle	National Heritage Academies
23	Canton Charter Academy	49100 Ford Rd, Canton, MI 48187-5415	734-453-9517	Central Michigan University (info@thecenterforcharters.org)	2000	N/A	K - 8	703	31.7%	8.3%	81.1%	27.2%	Elementary/Middle	National Heritage Academies
24	Mcroe Charter Academy	34800 Ecorse Rd, Romulus, MI 48174-1642	734-641-3200	Grand Valley State University (gvsucoo@gvsu.edu)	2000	N/A	K - 8	559	76.4%	10.6%	96.8%	1.6%	Elementary/Middle	National Heritage Academies
25	PreEminent Charter School	3815 Rock Quarry Rd, Raleigh, NC 27610-5123	919-235-0511	North Carolina State Board of Education (ocs@dpi.nc.gov)	2000	N/A	K - 8	705	86%	14.7%	97.7%	13.2%	Elementary/Middle	National Heritage Academies
26	Research Triangle Charter Academy	2418 Ellis Rd, Durham, NC 27703-5543	919-957-7108	North Carolina State Board of Education (ocs@dpi.nc.gov)	2000	N/A	K - 8	693	75.2%	10.1%	97%	12.9%	Elementary/Middle	National Heritage Academies
27	Rochester Leadership Academy Charter School	1020 Maple St, Rochester, NY 14611	N/A	SUNY Charter Schools Institute (charters@suny.edu)	2000	2005	K - 8	N/A	N/A	N/A	N/A	N/A	Elementary/Middle	National Heritage Academies
28	Warrendale Charter Academy	19400 Sawyer Rd, Detroit, MI 48228-3330	313-240-4200	Grand Valley State University (gvsucoo@gvsu.edu)	2001	N/A	K - 8	713	96.5%	8.9%	99.9%	1.0%	Elementary/Middle	National Heritage Academies
29	Detroit Merit Charter Academy	1091 Alter Rd, Detroit, MI 48215-2861	313-331-3328	Grand Valley State University (gvsucoo@gvsu.edu)	2002	N/A	K - 8	706	86.7%	7%	99.7%	0.1%	Elementary/Middle	National Heritage Academies
30	North Dayton School of Discovery	3901 Turner Rd, Dayton, OH 45415-3654	937-278-6671	Educational Service Center of Lake Erie West (419-246-3137)	2002	N/A	K - 8	564	92.7%	12.7%	92.8%	3.1%	Elementary/Middle	National Heritage Academies
31	Queen's Grant Community School	6400 Matthews-Mint Hill Rd, Mint Hill, NC 28227-9323	704-573-6611	North Carolina State Board of Education (ocs@dpi.nc.gov)	2002	N/A	K - 8	775	44.1%	9.5%	46.7%	6.6%	Elementary/Middle	National Heritage Academies
32	Southside Academy Charter School	2200 Onondaga Creek Blvd, Syracuse, NY 13207-2361	315-476-3019	New York State Education Department (charterschools@nysed.gov)	2002	N/A	K - 8	691	96.1%	18.1%	96.1%	5.6%	Elementary/Middle	National Heritage Academies
33	Andrew J. Brown Academy	3600 N. German Church Rd, Indianapolis, IN 46235-8504	317-891-0730	Indianapolis Mayor's Office (cei@indy.gov)	2003	N/A	K - 8	598	85.8%	9.0%	97.7%	49.1%	Elementary/Middle	National Heritage Academies
34	Brooklyn Excelsior Charter School	856 Quincy St, Brooklyn, NY 11221-3612	718-246-5681	SUNY Charter Schools Institute (charters@suny.edu)	2003	N/A	K - 8	609	86.7%	17.1%	98.7%	4.4%	Elementary/Middle	National Heritage Academies
35	Buffalo United Charter School	325 Manhattan Ave, Buffalo, NY 14214-1809	716-835-9862	SUNY Charter Schools Institute (charters@suny.edu)	2003	N/A	K - 8	659	94.5%	10.1%	96.3%	4.4%	Elementary/Middle	National Heritage Academies
36	Hamtramck Academy	11420 Conant St, Hamtramck, MI 48212-1334	313-368-7312	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2003	N/A	K - 8	549	96%	4.2%	85.6%	58.4%	Elementary/Middle	National Heritage Academies
37	Keystone Academy	47925 Bemis Rd, Belleville, MI 48111-9780	734-697-9470	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2003	N/A	K - 8	629	50%	8.9%	33.9%	5.3%	Elementary/Middle	National Heritage Academies
38	Pathway School of Discovery	173 Avondale Dr, Dayton, OH 45404-2123	937-235-5498	Educational Service Center of Lake Erie West (419-246-3137)	2003	N/A	K - 8	787	86.9%	13.6%	58.3%	9.1%	Elementary/Middle	National Heritage Academies
39	Alliance Academy of Cincinnati	1712 Duck Creek Rd, Cincinnati, OH 45207-1644	513-751-5555	Educational Service Center of Lake Erie West (419-246-3137)	2004	N/A	K - 8	465	93%	18.2%	97%	0.4%	Elementary/Middle	National Heritage Academies
40	Apex Academy	16005 Terrace Rd, East Cleveland, OH 44112-2001	216-451-1725	Educational Service Center of Lake Erie West (419-246-3137)	2004	N/A	K - 8	478	80.3%	18%	99.2%	1.1%	Elementary/Middle	National Heritage Academies
41	Detroit Enterprise Academy	11224 Kercheval St, Detroit, MI 48214-3323	313-823-5799	Grand Valley State University (gvsucoo@gvsu.edu)	2004	N/A	K - 8	748	95.6%	9.7%	99.6%	0.3%	Elementary/Middle	National Heritage Academies
42	Detroit Premier Academy	7781 Asbury Park, Detroit, MI 48228-3685	313-945-1472	Grand Valley State University (gvsucoo@gvsu.edu)	2004	N/A	K - 8	716	87.8%	5.7%	99%	2.1%	Elementary/Middle	National Heritage Academies
43	Emerson Academy of Dayton	501 Hickory St, Dayton, OH 45410-1232	937-223-2889	Educational Service Center of Lake Erie West (419-246-3137)	2004	N/A	K - 8	638	94.8%	16.3%	84%	1.6%	Elementary/Middle	National Heritage Academies
44	Fortis Academy	3875 Golfside Dr, Ypsilanti, MI 48197-3726	734-572-3623	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2004	N/A	K - 8	637	87.3%	9.7%	86.7%	23%	Elementary/Middle	National Heritage Academies
45	Great Oaks Academy	4257 Bart St, Warren, MI 48091-1977	586-427-4540	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2004	N/A	K - 8	744	91.1%	8.5%	98.8%	3.8%	Elementary/Middle	National Heritage Academies
46	Laurus Academy	24590 Lahser Rd, Southfield, MI 48034-6040	248-799-8401	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2004	N/A	K - 8	750	81%	10.7%	99.7%	0.1%	Elementary/Middle	National Heritage Academies
47	Orion Academy	1798 Queen City Ave, Cincinnati, OH 45214-1427	513-251-6000	Educational Service Center of Lake Erie West (419-246-3137)	2004	N/A	K - 8	511	89.8%	14.1%	96.4%	6.7%	Elementary/Middle	National Heritage Academies
48	Pinnacle Academy	860 E. 222nd St, Cleveland, OH 44123-3317	216-731-0127	Educational Service Center of Lake Erie West (419-246-3137)	2004	N/A	K - 8	720	88.1%	14.6%	97.6%	0%	Elementary/Middle	National Heritage Academies
49	Prevail Academy	353 Cass Ave, Mount Clemens, MI 48043-2112	586-783-0173	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2004	N/A	K - 8	585	86.7%	14%	87.3%	1.4%	Elementary/Middle	National Heritage Academies
50	Triumph Academy	3000 Vivian Rd, Monroe, MI 48162-8600	734-240-2610	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2004	N/A	K - 8	777	60.2%	11.8%	27.4%	2.1%	Elementary/Middle	National Heritage Academies
51	Winterfield Venture Academy	305 Wenz Rd, Toledo, OH 43619-6244	419-531-3285	Educational Service Center of Lake Erie West (419-246-3137)	2004	N/A	K - 8	502	93%	17.4%	93.8%	0.2%	Elementary/Middle	National Heritage Academies
52	Bennett Venture Academy	5130 Bennett Rd, Toledo, OH 43612-3422	419-269-2247	Buckeye Community Hope Foundation (614-942-2030)	2005	N/A	K - 8	593	90.6%	15.1%	74.8%	0.2%	Elementary/Middle	National Heritage Academies
53	Stambaugh Charter Academy	2420 Donald Ave, Youngstown, OH 44509-1306	330-792-4806	Buckeye Community Hope Foundation (614-942-2030)	2006	N/A	K - 8	480	88.1%	17.5%	85.8%	4.8%	Elementary/Middle	National Heritage Academies
54	Taylor Exemplar Academy	26727 Goodard Rd, Taylor, MI 48180-3912	734-941-7742	Bay Mills Community College (bmcccharterschoolsoffice@bmcc.edu)	2006	N/A	K - 8	696	75.9%	9.1%	75.5%	3.3%	Elementary/Middle	National Heritage Academies
55	Flagship Academy	13661 Wisconsin St, Detroit, MI 48238-2356	313-933-7933	Central Michigan University (info@thecenterforcharters.org)	2007	N/A	K - 8	644	93.2%	5.4%	99.7%	0.5%	Elementary/Middle	National Heritage Academies
56	Landmark Academy at Reunion	10566 Memphis St, Commerce City, CO 80022-6236	303-287-2901	27J Schools (knewman@sd27j.net)	2007	N/A	K - 8	767	21.8%	8.7%	53.1%	16.8%	Elementary/Middle	National Heritage Academies
57	Aspire Charter Academy	4900 W. 15th Ave, Gary, IN 46406-2308	219-944-7400	Ball State University (chrtschls@bsu.edu)	2008	N/A	K - 8	671	97.5%	14.7%	99.3%	0.6%	Elementary/Middle	National Heritage Academies
58	Grand River Preparatory High School	650 52nd St SE, Kentwood, MI 49548	616-261-1800	Grand Valley State University (gvsucoo@gvsu.edu)	2008	N/A	9 - 12	602	68.8%	5.3%	80.1%	22.9%	High	National Heritage Academies
59	Reach Charter Academy	25275 Chippendale St, Roseville, MI 48066-3960	586-498-9171	Grand Valley State University (gvsucoo@gvsu.edu)	2008	N/A	K - 8	576	89.9%	10.9%	96.9%	1.8%	Elementary/Middle	National Heritage Academies

60	Achieve Charter Academy	3250 Denton Rd, Canton, MI 48188-2110	734-397-0960	Grand Valley State University (gvsuco@gvsu.edu)	2009	N/A	K - 8	779	24.3%	5.9%	80.9%	23.6%	Elementary/Middle	National Heritage Academies
61	Brooklyn Scholars Charter School	2635 Linden Blvd, Brooklyn, NY 11208-4907	718-348-9360	New York City Department of Education (charteroversight@schools.nyc.gov)	2009	N/A	K - 8	687	88.2%	12.8%	99.7%	5.2%	Elementary/Middle	National Heritage Academies
62	Lansing Charter Academy	3300 Express Ct, Lansing, MI 48910-4370	517-882-9585	Bay Mills Community College (bmcccharterschools@bmcc.edu)	2009	N/A	K - 8	452	92.3%	13.8%	89.4%	11.5%	Elementary/Middle	National Heritage Academies
63	Quest Charter Academy	24745 Van Born Rd, Taylor, MI 48180-1221	313-299-0534	Central Michigan University (info@thecenterforcharters.org)	2009	N/A	K - 8	763	81.8%	10.1%	72.6%	7.4%	Elementary/Middle	National Heritage Academies
64	Atlanta Heights Charter School	3712 Martin Luther King Jr Dr SW, Atlanta, GA 30331-3674	404-472-3003	Georgia State Charter Schools Commission (sccadmin@cscc.georgia.gov)	2010	N/A	K - 8	681	97.3%	6.1%	99.9%	4.80%	Elementary/Middle	National Heritage Academies
65	Brooklyn Dreams Charter School	259 Parkville Avenue, Brooklyn, NY 11230-1310	718-859-8400	SUNY Charter Schools Institute (charters@suny.edu)	2010	N/A	K - 8	576	65.5%	17.5%	97%	20.1%	Elementary/Middle	National Heritage Academies
66	Foundations Academy	340 S 45th Avenue, Brighton, CO 80601-4652	303-659-9519	27J Schools (kneuman@27j.net)	2010	N/A	K - 8	764	25.3%	11.0%	45.6%	15.5%	Elementary/Middle	National Heritage Academies
67	Inspire Charter Academy	5454 North Foster Dr, East Baton Rouge, LA 70805	225-356-3936	East Baton Rouge Parish Public Schools (kringgold@ebrrschools.org)	2010	N/A	K - 8	584	98.1%	9.6%	98.8%	1.7%	Elementary/Middle	National Heritage Academies
68	Legacy Charter Academy	4900 E Hildale St, Detroit, MI 48234-2225	313-368-2215	Grand Valley State University (gvsuco@gvsu.edu)	2010	N/A	K - 8	743	97.7%	6.8%	99.7%	0%	Elementary/Middle	National Heritage Academies
69	Wellspring Preparatory High School	1031 Page St NE, Grand Rapids, MI 49505	616-235-9500	Bay Mills Community College (bmcccharterschools@bmcc.edu)	2010	N/A	9 - 12	306	68.3%	9.8%	71.7%	16.3%	High	National Heritage Academies
70	Riverton Street Charter School	118-34 Riverton Street, St. Albans, NY 11412-4024	718-481-8200	New York City Department of Education (charteroversight@schools.nyc.gov)	2010	N/A	K - 8	987	78%	11.0%	99.4%	1.6%	Elementary/Middle	National Heritage Academies
71	Arbor Preparatory High School	6800 Hitchingham Rd, Ypsilanti, MI 48197	734-961-9700	Bay Mills Community College (bmcccharterschools@bmcc.edu)	2011	N/A	9 - 12	280	53.2%	13.2%	76.4%	8.6%	High	National Heritage Academies
72	East Arbor Charter Academy	6885 Merritt Rd, Ypsilanti, MI 48197-8958	734-484-5506	Grand Valley State University (gvsuco@gvsu.edu)	2011	N/A	K - 8	485	67%	9.3%	70.2%	11.2%	Elementary/Middle	National Heritage Academies
73	Milwaukee Scholars Charter School	7000 West Florist Ave, Milwaukee, WI 53218-1855	414-393-0197	UW-Milwaukee (woodall@uwm.edu)	2011	N/A	YA - 8	674	96.1%	8.9%	98.7%	0.4%	Elementary/Middle	National Heritage Academies
74	Regent Park Scholars Charter Academy	15865 East 7 Mile, Detroit, MI 48205-2545	313-371-1300	Lake Superior State University (coshelski@lsu.edu)	2011	N/A	K - 8	734	86.9%	9.2%	99.6%	0.8%	Elementary/Middle	National Heritage Academies
75	South Canton Scholars Charter Academy	3085 S. Canton Center Rd, Canton, MI 48188-2452	734-398-5658	Grand Valley State University (gvsuco@gvsu.edu)	2011	N/A	K - 8	816	43.8%	7.9%	69.2%	19%	Elementary/Middle	National Heritage Academies
76	Plymouth Scholars Charter Academy	48484 N Territorial Rd, Plymouth, MI 48170-2850	734-459-6149	Bay Mills Community College (bmcccharterschools@bmcc.edu)	2012	N/A	K - 8	793	15.9%	9.5%	71.7%	15.8%	Elementary/Middle	National Heritage Academies
77	River City Scholars Charter Academy	944 Evergreen Street SE, Grand Rapids, MI 49507-2051	616-248-3390	Bay Mills Community College (bmcccharterschools@bmcc.edu)	2012	N/A	K - 8	346	89.9%	13%	93.9%	7.8%	Elementary/Middle	National Heritage Academies
78	South Pointe Scholars Charter Academy	10550 Geddes Road, Ypsilanti, MI 48198-9442	734-484-0118	Northern Michigan University (905-227-6600)	2012	N/A	K - 8	636	74.2%	12.7%	77%	6.6%	Elementary/Middle	National Heritage Academies
79	Oakside Prep Academy	355 Summit Dr, Waterford, MI 48328	248-706-2000	Bay Mills Community College (bmcccharterschools@bmcc.edu)	2013	N/A	K - 11	1,186	90.1%	10.1%	91.2%	20.1%	Elem/Mid/High	National Heritage Academies
80	Taylor Preparatory High School	9540 Telegraph Road, Taylor, MI 48180	313-668-2100	Grand Valley State University (gvsuco@gvsu.edu)	2013	N/A	9 - 12	466	66.5%	13.6%	75.6%	4.9%	High	National Heritage Academies
81	Summerfield Charter Academy	5303 US 220 N, Summerfield, NC 27358	336-643-1974	North Carolina State Board of Education (ocs@dpi.nc.gov)	2013	N/A	K - 8	774	16.1%	8%	40.8%	6.2%	Elementary/Middle	National Heritage Academies
82	Advantage Charter Academy	14740 Plank Rd, Baker, LA 70714	225-774-3111	Louisiana Board of Elementary and Secondary Education (877-453-2721)	2014	N/A	K - 8	541	94.1%	9.9%	97.4%	0.8%	Elementary/Middle	National Heritage Academies
83	Grand River Academy	28111 Eight Mile Rd, Livonia, MI 48152	248-893-6100	Grand Valley State University (gvsuco@gvsu.edu)	2014	N/A	K - 8	736	78.1%	8.2%	97%	3.9%	Elementary/Middle	National Heritage Academies
84	Canton Preparatory High School	46610 Cherry Hill Rd, Canton, MI 48187	734-404-6776	Grand Valley State University (gvsuco@gvsu.edu)	2014	N/A	9 - 12	626	38.3%	8%	67.6%	7.5%	High	National Heritage Academies
85	Wake Forest Charter Academy	1851 Friendship Chapel Rd, Wake Forest, NC 27587	919-263-8673	North Carolina State Board of Education (ocs@dpi.nc.gov)	2014	N/A	K - 8	653	38%	12%	54%	5.8%	Elementary/Middle	National Heritage Academies
86	Willow Charter Academy	1818 Northeast Evangeline Thruway, Lafayette, LA 70501	337-534-8218	Louisiana Board of Elementary and Secondary Education (877-453-2721)	2014	N/A	K - 8	713	93.4%	11.9%	96.7%	0.7%	Elementary/Middle	National Heritage Academies
87	Winterville Charter Academy	4160 Baywater Rd, Winterville, NC 28590	252-689-6153	North Carolina State Board of Education (ocs@dpi.nc.gov)	2015	N/A	K - 8	581	63%	12.3%	73%	5.5%	Elementary/Middle	National Heritage Academies
88	Gate City Charter Academy	123 Flemingfield Rd, Greensboro, NC 27405	336-617-5900	North Carolina State Board of Education (ocs@dpi.nc.gov)	2016	N/A	K - 8	680	82.7%	10.6%	93.7%	8.5%	Elementary/Middle	National Heritage Academies
89	Matthews Charter Academy	2332 Mt. Harmony Church Rd, Matthews, NC 28105	980-339-5449	North Carolina State Board of Education (ocs@dpi.nc.gov)	2016	N/A	K - 8	758	50.8%	12.2%	59.1%	12.2%	Elementary/Middle	National Heritage Academies
90	Peak Charter Academy	1601 Orchard Villas Ave, Apex, NC 27502	919-377-1552	North Carolina State Board of Education (ocs@dpi.nc.gov)	2017	N/A	K - 8	767	12.5%	7.7%	61.9%	15.1%	Elementary/Middle	National Heritage Academies
91	Johnston Charter Academy	40 Scholar Dr, Clayton, NC 27520	919-879-8190	North Carolina State Board of Education (ocs@dpi.nc.gov)	2018	N/A	K - 8	678	43.5%	10.9%	48.2%	6%	Elementary/Middle	National Heritage Academies
92	Rolesville Charter Academy	908 Eagle Scholars Dr, Rolesville, NC 27521	919-263-1422	North Carolina State Board of Education (ocs@dpi.nc.gov)	2018	N/A	K - 8	636	45.6%	14.8%	59.2%	7.9%	Elementary/Middle	National Heritage Academies
93	Pembroke Academy	19940 Mansfield St, Detroit, MI 48235	313-243-0092	Central Michigan University (info@thecenterforcharters.org)	2018	N/A	K - 8	348	91.4%	0.6%	99.7%	0.6%	Elementary/Middle	National Heritage Academies
94	Westfield Charter Academy	K-6: 27201 W Chicago 7-12: 23750 Elmira St Redford, MI 48239	K-6: 313-625-3030 7-12: 313-778-7990	Grand Valley State University (gvsuco@gvsu.edu)	2019	N/A	K - 12	1,469	77.9%	12.8%	99%	2.1%	Elem/Mid/High	National Heritage Academies
95	Mountain View Academy	Meadowbrook Pkwy, Colorado Springs, CO 80923	719-623-4116	School District 49 (veronica.gutierrez@sd49.org)	2020	N/A	K - 8	393	5.1%	11.8%	52%	4.8%	Elementary/Middle	National Heritage Academies
96	Center Line Preparatory Academy	8155 Ritter St, Center Line, MI 48015	586-574-5500	Central Michigan University (info@thecenterforcharters.org)	2020	N/A	K - 12	777	90.1%	8.3%	95.2%	0.4%	Elem/Mid/High	National Heritage Academies
97	PrepNet Virtual Academy	N/A, Statewide (MI)	313-296-1499	Grand Valley State University (gvsuco@gvsu.edu)	2020	N/A	K - 12	1,218	70%	12.6%	80.7%	3.1%	Elem/Mid/High	National Heritage Academies
98	Summit Creek Academy	2126 Scott Rd, Browns Summit, NC 27214	336-355-4447	North Carolina State Board of Education (ocs@dpi.nc.gov)	2021	N/A	K - 6	567	70.7%	13.1%	79.6%	5.2%	Elementary/Middle	National Heritage Academies
99	Phoenix Academy	K-2: 4020 Meeting Way 3-6: 4191 Mendenhall Oaks Parkway 7-10: 7847 Olindar Farms Rd High Point, NC 27265	336-869-0079	North Carolina State Board of Education (ocs@dpi.nc.gov)	Opened: 1997 NHA Partnership Began in 2022	N/A	K - 10	1,253	25.9%	9.4%	63%	6%	Elem/Mid/High	National Heritage Academies
100	Mil Creek Academy	S46W23850 Lewnsdale Rd, Waukesha, WI 53189	262-422-6020	UW-System Office of Educational Opportunity (cgonzalez@wsa.wisc.edu)	2023	N/A	K - 5	TBD	TBD	TBD	TBD	TBD	Elementary/Middle	National Heritage Academies
101	Sky Ranch Academy	849 N Carrie St, Aurora, CO 80018	720-574-9548	Bennett School District 29J (303-644-3234)	2023	N/A	K - 7	TBD	TBD	TBD	TBD	TBD	Elem/Mid/High	National Heritage Academies

NHA partners with two schools in Indiana, Andrew J. Brown Academy and Aspire Charter Academy. Both schools have a history of receiving annual independent financial audits that are clear of any significant findings. Additionally, the Boards of each school annually develop and approve fiscally responsible budgets. The Boards regularly review quarterly financial statements to ensure expenses and revenues are tracking in line with the approved budget.

Included as part of Attachment 24 are the following school-level financials for each school:

- Audited financial statements for the past three fiscal years;
- Board approved budgets for the past three school years; and,
- The school's quarterly financial statements tracking through June 2023.


Plante & Moran, PLLC

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December 19, 2022

To the Board of Directors
Andrew J. Brown Charter School, Inc.

We have audited the financial statements of Andrew J. Brown Charter School, Inc. (the "School") as of and for the year ended June 30, 2022 and have issued our report thereon dated December 19, 2022. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated March 19, 2022 our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Andrew J. Brown Charter School, Inc. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Andrew J. Brown Charter School, Inc.'s financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Andrew J. Brown Charter School, Inc., including compliance with certain provisions of laws, regulations, contracts, and grant agreements; certain instances of error or fraud; illegal acts applicable to government agencies; and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated December 19, 2022 regarding our consideration of Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on June 9, 2022.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Andrew J. Brown Charter School, Inc. are described in Note 2 to the financial statements.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

December 19, 2022

As described in Note 2, as of July 1, 2021, the School adopted FASB ASU No. 2020-07, *Not-for-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. This ASU resulted in additional disclosures to support clearer financial information about noncash contributions. The new guidance was applied using the retrospective method.

We noted no transactions entered into by Andrew J. Brown Charter School, Inc. during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in performing and completing our audit.

Disagreements with Management

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

We did not detect any misstatements as a result of audit procedures.

Significant Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School, and business plans and strategies that may affect the risks of material misstatement, with management each year prior to our retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition of our retention.

As required by 2 CFR Part 200, we have also completed an audit of the federal programs administered by the School. The results of that audit are provided to the board of directors in our report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with 2 CFR Part 200 dated December 19, 2022.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 19, 2022.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

December 19, 2022

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts.

To our knowledge, there were no such consultations with other accountants.

This information is intended solely for the use of the board of directors and management of Andrew J. Brown Charter School, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Plante & Moran, PLLC

A handwritten signature in black ink, appearing to read "Michael Lamfers", written over a light gray rectangular background.

Michael A. Lamfers, CPA
Partner

A handwritten signature in black ink, appearing to read "Michelle M. Goss", written over a light gray rectangular background.

Michelle M. Goss, CPA
Partner



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October 28, 2021

To the Board of Directors
 Andrew J. Brown Charter School, Inc.

We have audited the financial statements of Andrew J. Brown Charter School, Inc. (the "School") as of and for the year ended June 30, 2021 and have issued our report thereon dated October 28, 2021. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated June 29, 2021, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Andrew J. Brown Charter School, Inc. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Andrew J. Brown Charter School, Inc.'s financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Andrew J. Brown Charter School, Inc., including compliance with certain provisions of laws, regulations, contracts, and grant agreements; certain instances of error or fraud; illegal acts applicable to government agencies; and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 28, 2021 regarding our consideration of Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters dated June 16, 2021.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Andrew J. Brown Charter School, Inc. are described in Note 2 to the financial statements.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

October 28, 2021

No new accounting policies were adopted, and the application of existing policies was not changed during 2021.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Disagreements with Management

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

We did not detect any misstatements as a result of audit procedures.

Significant Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School, and business plans and strategies that may affect the risks of material misstatement, with management each year prior to our retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition of our retention.

As required by 2 CFR Part 200, we have also completed an audit of the federal programs administered by the School. The results of that audit are provided to the board of directors in our report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with 2 CFR Part 200 dated October 28, 2021.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 28, 2021.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

October 28, 2021

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts.

To our knowledge, there were no such consultations with other accountants.

This information is intended solely for the use of the board of directors and management of Andrew J. Brown Charter School, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

We welcome any questions you may have regarding the preceding communications, and we would be willing to discuss these or any other questions that you might have at your convenience.

Very truly yours,

Plante & Moran, PLLC



Michael A. Lamfers, CPA
Partner



Michelle M. Goss, CPA
Partner



The Board of Directors
Andrew J. Brown Charter School, Inc.

We have audited the financial statements of Andrew J. Brown Charter School, Inc. (the “Academy”) as of and for the years ended June 30, 2020 and 2019, and have issued our report thereon dated December 21, 2020. Professional standards require that we advise you of the following matters relating to our audits.

Our Responsibility in Relation to the Financial Statement Audits

As communicated in our engagement letter dated June 25, 2020, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audits of the financial statements do not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audits to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy’s internal control over financial reporting. Accordingly, as part of our audits, we considered the internal control of the Academy solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audits that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

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Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the Academy is included in Note 2 to the financial statements. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Deferral of ASU 2014-09, Revenue from Contracts with Customers

The Academy has elected to defer implementation of Accounting Standards Update ("ASU") No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*. ASU 2014-09 replaces most existing revenue recognition guidance under accounting principles generally accepted in the United States of America and requires disclosure relating to the nature, amount, timing, and uncertainty of revenues and cash flows arising from contracts with customers. ASU 2014-09 was to take effect for fiscal years beginning after December 15, 2018, but in May 2020 the Financial Accounting Standards Board allowed for a one-year deferral. Management believes implementation of ASU 2014-09 will not significantly affect how the Academy reports revenue.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

We identified no particularly sensitive accounting estimates impacting the financial statements.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. There were no such uncorrected misstatements.

Uncorrected and Corrected Misstatements, Continued

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures.

During our audit, we identified the following adjustments to the fiscal year 2020 financial statements, which we proposed and were corrected by management:

- Adjustment to write off balance due and related allowance for doubtful accounts from the State of Indiana pertaining to changes in state funding from a previous year which had a negative impact on the Academy's financial position. The amount of the adjustment was approximately \$2,253,000, however, there was no impact on net assets since the balance had previously been 100% reserved.
- Adjustment to record in-kind activity with National Heritage Academies, Inc. The amount of the adjustment was approximately \$246,000, however, there was no impact on net assets since the adjustment includes offsetting in-kind revenues and expenses.

We do not consider the adjustments above, neither individually nor in the aggregate, to represent material misstatements of the financial statements.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Academy's financial statements or the auditors' report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which were provided in a separate letter dated December 21, 2020.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the Academy, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the Academy, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Academy's auditors.

This report is intended solely for the information and use of the Board of Directors, management of the Academy, the Academy's authorizer, and the Indiana State Board of Accounts, and is not intended to be and should not be used by anyone other than these specified parties.

DONOVAN

A handwritten signature in dark ink, appearing to read "Donovan", is written over a light green rectangular background.

Indianapolis, Indiana
December 21, 2020

**SUPPLEMENTAL AUDIT REPORT
OF
ANDREW J. BROWN CHARTER SCHOOL, INC.**

MARION COUNTY, INDIANA

July 1, 2019 to June 30, 2020



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ANDREW J. BROWN CHARTER SCHOOL, INC.
MARION COUNTY, INDIANA
School Officials
July 1, 2019 to June 30, 2020

<u>Office</u>	<u>Official</u>	<u>Term</u>
President of Board of Directors	Fredrick Green	07/01/19 – 06/30/20
Board Treasurer	Cindy Gil	07/01/19 – 06/30/20
Principal	James Hill	07/01/19 – 06/30/20



The Board of Directors
Andrew J. Brown Charter School, Inc.

We have audited the financial statements of Andrew J. Brown Charter School, Inc. (the “Academy”) as of and for the year ended June 30, 2020 and have issued our report thereon dated December 21, 2020. As part of our audit, we tested the Academy’s compliance with provisions of the *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools* issued by the Indiana State Board of Accounts and related provisions of laws, regulations, contracts and grant agreements. Reported in the Audit Results and Comments are matters where we believe the Academy was not in compliance with those provisions.

DONOVAN

Indianapolis, Indiana
December 21, 2020

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ANDREW J. BROWN CHARTER SCHOOL, INC.
MARION COUNTY, INDIANA
Audit Results and Comments
July 1, 2019 to June 30, 2020

RECEIPTS AND DEPOSITS

We selected 25 receipts from the Academy's receipt books for testing. The Academy was unable to provide documentation to show which individual receipts comprised each batch total deposit. The individual producing the receipts does not provide copies of the receipts with the funds for deposit. As a result, we were unable to determine if receipted amounts were properly deposited.

All charter school money must be deposited in the designated depository no later than the business day following the receipt of funds on business days of the depository in the same form in which the funds were received. Timely receipts and deposits are required to provide the organizer and charter school administration with current information necessary for all financial decisions. (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 8)

ANDREW J. BROWN CHARTER SCHOOL, INC.
MARION COUNTY, INDIANA
Exit Conference
July 1, 2019 to June 30, 2020

The contents of this report were discussed on December 17, 2020 with Janet Thatcher from National Heritage Academies. The Official Response has been made a part of this report and may be found on page 5.



Management Response and Recommendations

Finding: Receipts and Deposits

All charter school money must be deposited in the designated depository no later than the business day following the receipt of the fund on business days of the depository in the same form in which the funds were received. Timely receipts and deposits are required to provide the organizer and charter administration with current information necessary for all financial decisions. (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 8).

Response: Although the academy does now use the prescribed receipt books, there was no reconciliation happening between the receipt to the parent or student and the deposit made to the bank. The Academy will now provide a reconciliation of the receipts to the deposit made to the bank.

Responsible Person: The Academy's Business Analyst along with the Academy Office Personnel

Date of Completion: December 21, 2020

Andrew J. Brown Academy
A Resolution of the Board of Directors
2022-2023 Amended Budget

Fiscal Year 2022-2023

	General	School Services	Total (Memorandum Only)
REVENUE			
State Aid	5,327,666	-	5,327,666
Other State Sources	384,776	-	384,776
Local Sources	-	-	-
Federal Grants	2,776,894	487,771	3,264,665
Private Sources	15,000	-	15,000
Contribution from Management Company	1,060,702		1,060,702
Total Revenues and Transfers	9,565,038	487,771	10,052,809
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	3,270,012	-	3,270,012
Added Needs	1,515,745	-	1,515,745
Support Services			
Pupil Services	890,973	-	890,973
Instructional Staff Support	1,299,585	-	1,299,585
General Administration	134,598	-	134,598
School Administration	525,166	-	525,166
Business & Internal Services	85,397	-	85,397
Central Services	238,685	-	238,685
Operations & Maintenance	1,411,144	22,403	1,433,547
Pupil Transportation Services	193,734	-	193,734
Other Support Services	-	499,267	499,267
Total Expenditures	9,565,038	521,670	10,086,709
EXCESS OF REVENUES OVER EXPENDITURES	(0)	(33,899)	(33,899)
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	244,859	96,156	341,015
CURRENT FUND BALANCE	244,859	62,256	307,115

President's

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Board of Directors
at a properly noticed meeting, held on November 15, 2022
where a quorum of the board was present.

Signed By: Dated: 11/15/22

Andrew J. Brown Academy
2022-2023 Amended Budget Detail

	2022-2023 Amended	COVID Funding	Excluding COVID
General Fund			
REVENUE			
State Aid	5,327,666	-	5,327,666
Revenue from State Sources	384,776	-	384,776
Restricted-Federal 'Pass thru' Grants - Title I	798,959	-	798,959
Restricted-Federal 'Pass thru' Grants - Title II	43,665	-	43,665
Restricted-Federal 'Pass thru' Grants - Title III	26,105	-	26,105
Restricted-Federal 'Pass thru' Grants - IDEA	136,186	-	136,186
Restricted-Federal 'Pass thru' Grants - ESSER	1,771,979	1,771,979	-
Restricted-Federal 'Pass thru' Grants - Other	(0)	-	(0)
Revenue from Private Sources	15,000	-	15,000
Contribution from Management Company	1,060,702	-	1,060,702
Total Revenue & Other Transactions	9,565,038	1,771,979	7,793,059
EXPENDITURES			
Basic Instruction			
Salaries, Taxes, & Benefits	2,820,729	720,280	2,100,449
Local Meetings	7,225	-	7,225
Printing and Binding	28,500	-	28,500
Teaching Supplies	27,000	-	27,000
Textbooks, Workbooks & Digital Curriculum	177,401	57,783	119,619
Software & Equipment	1,300	-	1,300
Equipment Lease	56,430	-	56,430
Equipment Purchases	-	-	-
Dues/Memberships	4,100	-	4,100
Field trips	7,250	-	7,250
Contracted Services	87,500	-	87,500
Employment Expenses	6,750	-	6,750
Finger Printing & Background Checks	3,000	-	3,000
Board Funds	35,000	-	35,000
Indirect Costs	7,827	7,625	202
Miscellaneous	-	0	(0)
Total - Basic Instruction	3,270,012	785,688	2,484,324
Added Needs			
Compensatory Education			
Salaries, Taxes, & Benefits	1,072,010	393,897	678,113
Equipment Purchases	-	-	-
Indirect Costs	2,728	2,728	-
Miscellaneous	(0)	(0)	0
Subtotal - Compensatory Education	1,074,738	396,625	678,113

Special Education

Salaries, Taxes, & Benefits	431,422	-	431,422
Instructional Services	3,000	-	3,000
Local Meetings	375	-	375
Workshops and Conferences	1,109	-	1,109
Teaching Supplies	2,380	-	2,380
Software & Equipment	2,721	-	2,721
Dues/Memberships			
Subtotal - Special Education	441,008	-	441,008

Total - Added Needs

1,515,745	396,625	1,119,120
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Pupil Services

Guidance Services	202,230	82,619	119,611
Occupational Therapist Services	134,621	-	134,621
Psychological Services	82,323	-	82,323
Speech Pathology	110,534	-	110,534
Social Work Services	285,776	-	285,776
Other (Including Recess Aides)	75,489	21,099	54,390
Total - Pupil Services	890,973	103,718	787,255

Instructional Staff Support

Salaries, Taxes, & Benefits	635,968	58,333	577,635
Local Meetings	25	-	25
Workshops and Conferences	5,487	-	5,487
Office Supplies	13,556	-	13,556
Improvement of Instruction	95,988	-	95,988
Professional Development	41,728	-	41,728
Library Books	4,000	-	4,000
Technology	465,859	372,312	93,546
Special Education	33,253	-	33,253
Indirect Costs	3,722	3,649	73
Miscellaneous	0	(0)	0
Total - Instructional Staff Support	1,299,585	434,294	865,291

General Administration**Board of Education**

Board of Education Administration	36,028	-	36,028
Legal Fees	11,500	-	11,500
Audit	11,500	-	11,500
Travel & Expense Staff	500	-	500
Insurance	11,900	-	11,900
Subtotal - Board of Education	71,428	-	71,428

Executive Administration

Executive Administration	26,313	-	26,313
Oversight Fee	36,857	-	36,857
Subtotal - Executive Administration	63,170	-	63,170

Grant Procurement

Grant Procurement	-	-	-
Subtotal - Grant Procurement	-	-	-

Total - General Administration

134,598	-	134,598
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School Administration**Office of the Principal**

Salaries, Taxes, & Benefits	262,935	-	262,935
Local Meetings	9,540	-	9,540
Workshops and Conferences	5,672	-	5,672
Mailing	5,400	-	5,400
Printing & Binding	2,250	-	2,250
Office Supplies	6,000	-	6,000
Dues/Memberships	3,500	-	3,500
Contracted Services	5,645	-	5,645
Bank Charges	640	-	640
Miscellaneous	(0)	-	(0)

Subtotal - Office of the Principal

301,582	-	301,582
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Other School Administration

Admissions & Other Administrative Support	118,432	-	118,432
Salaries, Taxes, & Benefits	26,778	-	26,778
Advertising	75,925	-	75,925
Local Meetings	500	-	500
Workshops and Conferences	450	-	450
Mailing	1,500	-	1,500
Miscellaneous	(0)	-	(0)

Subtotal - Other School Administration

223,584	-	223,584
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Total - School Administration

525,166	-	525,166
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Business & Internal Services

Fiscal Services	82,532	-	82,532
Internal Distribution Services	2,865	-	2,865
Miscellaneous	(0)	-	(0)

Total - Business & Internal Services

85,397	-	85,397
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Central Services

Planning, Research, Development	6,844	-	6,844
Information Services	42,164	-	42,164
Staff/Personnel Services	151,301	-	151,301
Data Processing Services	28,100	-	28,100
Other Central Services	10,275	-	10,275
Miscellaneous	0	-	0

Total - Central Services

238,685	-	238,685
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Operations & Maintenance

Internal Building Services	15,787	-	15,787
Other Purchased Service (Janitorial)	186,375	30,925	155,450
Telephone	2,500	-	2,500
Gas	12,425	-	12,425
Electric	73,725	-	73,725
Water & Sewer	12,875	-	12,875
Waste & Trash Disposal	7,850	-	7,850
Building Maintenance & Repair	128,340	-	128,340
Equipment Maintenance & Repair	6,640	-	6,640
Lease of Building	794,717	-	794,717
Lease of Equipment	7,760	-	7,760
Supplies	12,149	12,149	-
Software & Equipment	400	-	400
Dues/Memberships	-	-	-
Equipment Purchases	12,150	-	12,150
Liability Insurance	120	-	120

Property Taxes	114,140	-	114,140
Property Insurance	12,400	-	12,400
Safety & Security	10,290	8,080	2,210
Indirect Costs	501	501	-
Miscellaneous	(0)	(0)	(0)
Total - Operations & Maintenance	1,411,144	51,655	1,359,489
Pupil Transportation Services			
Salaries, Taxes, & Benefits	16,484	-	16,484
Contracted Transportation	173,250	-	173,250
Field Trips	4,000	-	4,000
Indirect Costs	-	-	-
Total - Pupil Transportation Services	193,734	-	193,734
Outgoing Transfer to School Service Fund	-	-	-
Total Expenditures & Other Transactions	9,565,038	1,771,979	7,793,059
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	(0)	(0)	(0)
Beginning Fund Balance (7/1)	244,859	-	244,859
Ending Fund Balance	244,859	(0)	244,859

School Service Fund**REVENUE**

Food Sales to Pupils	-	-	-
State Revenue	-	-	-
Department of Agriculture - Lunch	380,426	-	380,426
Department of Agriculture - Breakfast	107,345	-	107,345
Department of Agriculture - Snack	-	-	-
Commodities	-	-	-
Other	-	-	-
Total Food Service Revenue	487,771	-	487,771
Transfer In from General Fund	-	-	-
Total Revenue and Incoming Transfers	487,771	-	487,771

EXPENDITURES**Operations & Maintenance**

Supplies, Materials including Commodities expense	-	-	-
Lease of Building	22,403	-	22,403
Other	-	-	-
Total Operations & Maintenance	22,403	-	22,403

Food Services

Supplies, Materials including Commodities expense	494,301	-	494,301
Salaries & Wages	4,966	-	4,966
Total Food Service Expenditures	499,267	-	499,267

Total Expenditures & Other Transactions	521,670	-	521,670
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**Revenues and Other Financing Sources Over
(Under) Expenditures and Other Uses**

Beginning Fund Balance (7/1)	96,156	-	96,156
Ending Food Service Fund Balance	62,256	-	62,256

Andrew J. Brown Academy

2022-23 Initial Budget Comparison to 2022-23 Amended Budget

	2022-23 Initial Budget Proposal	2022-23 Amended Budget Proposal	Change
REVENUE			
State Aid	5,973,139	5,327,666	(645,473)
Other State Sources	472,831	384,776	(88,055)
Local Sources	-	-	-
Federal Grants	4,766,922	3,264,665	(1,502,257)
Private Sources	15,000	15,000	-
Contribution from Management Company	621,768	1,060,702	438,934
Total Revenues and Transfers	11,849,660	10,052,809	(1,796,851)
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	3,491,182	3,270,012	(221,170)
Added Needs	2,559,536	1,515,745	(1,043,791)
Support Services			
Pupil Services	1,175,433	890,973	(284,460)
Instructional Staff Support	1,163,510	1,299,585	136,075
General Administration	136,023	134,598	(1,425)
School Administration	493,532	525,166	31,634
Business & Internal Services	42,478	85,397	42,919
Central Services	203,298	238,685	35,387
Operations & Maintenance	1,563,989	1,433,547	(130,443)
Pupil Transportation Services	240,889	193,734	(47,155)
Other Support Services	555,148	499,267	(55,880)
Community Services			
Community Activities	212,704	-	(212,704)
Total Expenditures	11,837,723	10,086,709	(1,751,014)
EXCESS OF REVENUES OVER EXPENDITURES	11,937	(33,899)	(45,836)
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	92,672	341,015	248,343
CURRENT FUND BALANCE	104,609	307,115	202,507

Andrew J. Brown Academy

2021-22 Comparison to 2022-23 Amended Budget

	2021-22 Unaudited	2021-22 Final Budget	2022-23 Amended Budget Proposal
REVENUE			
State Aid	5,279,000	5,330,105	5,327,666
Other State Sources	287,942	387,736	384,776
Local Sources	-	-	-
Federal Grants	1,789,328	2,673,542	3,264,665
Private Sources	3,744	16,175	15,000
Contribution from Management Company	894,261	1,231,242	1,060,702
Total Revenues and Transfers	8,254,274	9,638,799	10,052,809
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	2,401,817	3,431,908	3,270,012
Added Needs	1,199,955	1,817,541	1,515,745
Support Services			
Pupil Services	403,257	340,082	890,973
Instructional Staff Support	678,677	810,338	1,299,585
General Administration	155,049	155,170	134,598
School Administration	659,463	631,613	525,166
Business & Internal Services	88,007	64,118	85,397
Central Services	258,715	266,715	238,685
Operations & Maintenance	1,299,371	1,418,539	1,433,547
Pupil Transportation Services	249,770	228,056	193,734
Other Support Services	512,672	434,069	499,267
Community Services			
Community Activities	34,714	-	-
Total Expenditures	7,941,469	9,598,150	10,086,709
EXCESS OF REVENUES OVER EXPENDITURES	312,805	40,650	(33,899)
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	52,022	52,022	341,015
CURRENT FUND BALANCE	364,827	92,672	307,115

Andrew J. Brown Academy
2022-23 Initial Budget Comparison to 2022-23 Amended Budget

	2022-2023 Initial	COVID Funding	Excluding COVID	2022-2023 Amended	COVID Funding	Excluding COVID
General Fund						
REVENUE						
State Aid	5,973,139	-	5,973,139	5,327,666	-	5,327,666
Revenue from State Sources	472,831	-	472,831	384,776	-	384,776
Restricted-Federal 'Pass thru' Grants - Title I	682,265	-	682,265	798,959	-	798,959
Restricted-Federal 'Pass thru' Grants - Title II	42,761	-	42,761	43,665	-	43,665
Restricted-Federal 'Pass thru' Grants - Title III	-	-	-	26,105	-	26,105
Restricted-Federal 'Pass thru' Grants - Title IV	957	-	957	-	-	-
Restricted-Federal 'Pass thru' Grants - IDEA	113,687	-	113,687	136,186	-	136,186
Restricted-Federal 'Pass thru' Grants - ESSER	3,459,999	3,459,999	-	1,771,979	1,771,979	-
Restricted-Federal 'Pass thru' Grants - Other	-	-	-	(0)	-	(0)
Revenue from Private Sources	15,000	-	15,000	15,000	-	15,000
Contribution from Management Company	621,768	-	621,768	1,060,702	-	1,060,702
Total Revenue & Other Transactions	11,382,408	3,459,999	7,922,408	9,565,038	1,771,979	7,793,059
EXPENDITURES						
Basic Instruction						
Salaries, Taxes, & Benefits	2,668,403	427,907	2,240,496	2,820,729	720,280	2,100,449
Local Meetings	7,225	-	7,225	7,225	-	7,225
Printing and Binding	28,500	-	28,500	28,500	-	28,500
Teaching Supplies	72,680	45,680	27,000	27,000	-	27,000
Textbooks, Workbooks & Digital Curriculum	121,707	22,857	98,850	177,401	57,783	119,619
Software & Equipment	53,471	52,171	1,300	1,300	-	1,300
Equipment Lease	40,950	-	40,950	56,430	-	56,430
Equipment Purchases	214,051	214,051	-	-	-	-
Dues/Memberships	4,100	-	4,100	4,100	-	4,100
Field trips	7,250	-	7,250	7,250	-	7,250
Contracted Services	92,188	-	92,188	87,500	-	87,500
Employment Expenses	6,750	-	6,750	6,750	-	6,750
Finger Printing & Background Checks	3,000	-	3,000	3,000	-	3,000
Board Funds	35,000	-	35,000	35,000	-	35,000
Indirect Costs	135,907	135,907	-	7,827	7,625	202
Miscellaneous	-	-	-	-	0	(0)
Total - Basic Instruction	3,491,182	898,574	2,592,608	3,270,012	785,688	2,484,324
Added Needs						
Compensatory Education						
Salaries, Taxes, & Benefits	1,546,300	951,039	595,262	1,072,010	393,897	678,113
Teaching Supplies	96,107	55,337	40,770	-	-	-
Textbooks, Workbooks & Digital Curriculum	32,950	32,950	-	-	-	-
Indirect Costs	209,318	187,109	22,209	2,728	2,728	-
Miscellaneous	10,667	10,667	(0)	(0)	(0)	0
Subtotal - Compensatory Education	1,895,341	1,237,100	658,241	1,074,738	396,625	678,113
Special Education						
Salaries, Taxes, & Benefits	585,618	-	585,618	431,422	-	431,422
Instructional Services	30,000	-	30,000	3,000	-	3,000
Local Meetings	375	-	375	375	-	375
Workshops and Conferences	1,100	-	1,100	1,109	-	1,109
Teaching Supplies	2,380	-	2,380	2,380	-	2,380
Software & Equipment	2,721	-	2,721	2,721	-	2,721
Transportation	42,000	-	42,000	-	-	-
Subtotal - Special Education	664,195	-	664,195	441,008	-	441,008
Total - Added Needs	2,559,536	1,237,100	1,322,436	1,515,745	396,625	1,119,120
Pupil Services						
Guidance Services	246,148	131,915	114,233	202,230	82,619	119,611
Occupational Therapist Services	132,041	-	132,041	134,621	-	134,621
Psychological Services	81,425	-	81,425	82,323	-	82,323
Speech Pathology	106,128	-	106,128	110,534	-	110,534
Social Work Services	273,237	-	273,237	285,776	-	285,776
Other (Including Recess Aides)	336,454	324,934	11,520	75,489	21,099	54,390
Total - Pupil Services	1,175,433	456,850	718,583	890,973	103,718	787,255
Instructional Staff Support						
Salaries, Taxes, & Benefits	647,493	78,225	569,268	635,968	58,333	577,635
Local Meetings	25	-	25	25	-	25
Workshops and Conferences	-	-	-	5,487	-	5,487
Office Supplies	44,356	30,800	13,556	13,556	-	13,556

Improvement of Instruction	111,527	-	111,527	95,988	-	95,988
Professional Development	64,929	25,577	39,352	41,728	-	41,728
Textbooks	86,172	86,172	-	-	-	-
Library Books	4,000	-	4,000	4,000	-	4,000
Technology	131,342	35,814	95,527	465,859	372,312	93,546
Special Education	27,943	-	27,943	33,253	-	33,253
Indirect Costs	45,724	45,724	-	3,722	3,649	73
Miscellaneous	-	-	-	0	(0)	0
Total - Instructional Staff Support	1,163,510	302,312	861,198	1,299,585	434,294	865,291
General Administration						
Board of Education						
Board of Education Administration	35,261	-	35,261	36,028	-	36,028
Legal Fees	11,500	-	11,500	11,500	-	11,500
Audit	11,200	-	11,200	11,500	-	11,500
Travel & Expense Staff	500	-	500	500	-	500
Insurance	11,900	-	11,900	11,900	-	11,900
Subtotal - Board of Education	70,361	-	70,361	71,428	-	71,428
Executive Administration						
Executive Administration	24,363	-	24,363	26,313	-	26,313
Oversight Fee	41,299	-	41,299	36,857	-	36,857
Subtotal - Executive Administration	65,661	-	65,661	63,170	-	63,170
Total - General Administration	136,023	-	136,023	134,598	-	134,598
School Administration						
Office of the Principal						
Salaries, Taxes, & Benefits	238,485	-	238,485	262,935	-	262,935
Local Meetings	9,240	-	9,240	9,540	-	9,540
Workshops and Conferences	5,371	-	5,371	5,672	-	5,672
Mailing	5,400	-	5,400	5,400	-	5,400
Printing & Binding	2,250	-	2,250	2,250	-	2,250
Office Supplies	6,000	-	6,000	6,000	-	6,000
Dues/Memberships	3,500	-	3,500	3,500	-	3,500
Contracted Services	5,345	-	5,345	5,645	-	5,645
Bank Charges	640	-	640	640	-	640
Miscellaneous	-	-	-	(0)	-	(0)
Subtotal - Office of the Principal	276,231	-	276,231	301,582	-	301,582
Other School Administration						
Admissions & Other Administrative Support	109,642	-	109,642	118,432	-	118,432
Salaries, Taxes, & Benefits	31,668	-	31,668	26,778	-	26,778
Advertising	73,575	-	73,575	75,925	-	75,925
Local Meetings	500	-	500	500	-	500
Workshops and Conferences	415	-	415	450	-	450
Mailing	1,500	-	1,500	1,500	-	1,500
Miscellaneous	-	-	-	(0)	-	(0)
Subtotal - Other School Administration	217,301	-	217,301	223,584	-	223,584
Total - School Administration	493,532	-	493,532	525,166	-	525,166
Business & Internal Services						
Fiscal Services	40,175	-	40,175	82,532	-	82,532
Internal Distribution Services	2,303	-	2,303	2,865	-	2,865
Miscellaneous	-	-	-	(0)	-	(0)
Total - Business & Internal Services	42,478	-	42,478	85,397	-	85,397
Central Services						
Planning, Research, Development	-	-	-	6,844	-	6,844
Information Services	39,191	-	39,191	42,164	-	42,164
Staff/Personnel Services	155,227	-	155,227	151,301	-	151,301
Data Processing Services	-	-	-	28,100	-	28,100
Other Central Services	8,881	-	8,881	10,275	-	10,275
Miscellaneous	-	-	-	0	-	0
Total - Central Services	203,298	-	203,298	238,685	-	238,685
Operations & Maintenance						
Internal Building Services	30,274	17,494	12,780	15,787	-	15,787
Other Purchased Service (Janitorial)	186,210	12,000	174,210	186,375	30,925	155,450
Telephone	2,500	-	2,500	2,500	-	2,500
Gas	8,975	-	8,975	12,425	-	12,425
Electric	61,225	-	61,225	73,725	-	73,725
Water & Sewer	16,525	-	16,525	12,875	-	12,875
Waste & Trash Disposal	7,750	-	7,750	7,850	-	7,850
Building Maintenance & Repair	143,140	14,800	128,340	128,340	-	128,340
Equipment Maintenance & Repair	6,640	-	6,640	6,640	-	6,640

Lease of Building	774,826	-	774,826	794,717	-	794,717
Lease of Equipment	6,040	-	6,040	7,760	-	7,760
Supplies	-	-	-	12,149	12,149	-
Software & Equipment	400	-	400	400	-	400
Equipment Purchases	14,950	2,800	12,150	12,150	-	12,150
Liability Insurance	120	-	120	120	-	120
Property Taxes	108,590	-	108,590	114,140	-	114,140
Property Insurance	12,400	-	12,400	12,400	-	12,400
Safety & Security	148,897	146,667	2,230	10,290	8,080	2,210
Indirect Costs	34,528	34,528	-	501	501	-
Miscellaneous	-	-	-	(0)	(0)	(0)
Total - Operations & Maintenance	1,563,989	228,288	1,335,701	1,411,144	51,655	1,359,489
Pupil Transportation Services						
Salaries, Taxes, & Benefits	42,451	-	42,451	16,484	-	16,484
Contracted Transportation	190,757	20,657	170,100	173,250	-	173,250
Field Trips	4,000	-	4,000	4,000	-	4,000
Indirect Costs	3,681	3,681	-	-	-	-
Total - Pupil Transportation Services	240,889	24,338	216,551	193,734	-	193,734
Other Support Services						
Pupil Activities						
Supplies	84,733	84,733	-	-	-	-
Indirect Costs	15,099	15,099	-	-	-	-
Total - Pupil Activities	99,833	99,833	-	-	-	-
Community Services						
Contracted Services	177,333	177,333	-	-	-	-
Software & Equipment	3,200	3,200	-	-	-	-
Indirect Costs	32,171	32,171	-	-	-	-
Total - Community Activities	212,704	212,704	-	-	-	-
Outgoing Transfer to School Service Fund	-	-	-	-	-	-
Total Expenditures & Other Transactions	11,382,408	3,459,999	7,922,409	9,565,038	1,771,979	7,793,059
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	(0)	-	(0)	(0)	(0)	(0)
Beginning Fund Balance (7/1)	52,022	-	52,022	244,859	-	244,859
Ending Fund Balance	52,022	-	52,022	244,859	(0)	244,859

School Service Fund**REVENUE**

Department of Agriculture - Lunch	358,322	-	358,322	380,426	-	380,426
Department of Agriculture - Breakfast	108,930	-	108,930	107,345	-	107,345
Total Food Service Revenue	467,252	-	467,252	487,771	-	487,771
Transfer In from General Fund	-	-	-	-	-	-
Total Revenue and Incoming Transfers	467,252	-	467,252	487,771	-	487,771

EXPENDITURES**Operations & Maintenance**

Lease of Building	-	-	-	22,403	-	22,403
Total Operations & Maintenance	-	-	-	22,403	-	22,403

Food Services

Supplies, Materials including Commodities expense	450,471	-	450,471	494,301	-	494,301
Salaries & Wages	4,844	-	4,844	4,966	-	4,966
Total Food Service Expenditures	455,315	-	455,315	499,267	-	499,267

Total Expenditures & Other Transactions	455,315	-	455,315	521,670	-	521,670
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**Revenues and Other Financing Sources Over
(Under) Expenditures and Other Uses**

	11,937	-	11,937	(33,899)	-	(33,899)
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Beginning Fund Balance (7/1)	40,650	-	40,650	96,156	-	96,156
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Ending Food Service Fund Balance	52,587	-	52,587	62,256	-	62,256
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Andrew J. Brown Academy

Balance Sheet

As of June 30, 2023

(UNAUDITED)

	General Fund	General Fixed Assets Acct Group	School Services Fund	Total (Memorandum Only)
ASSETS				
Cash	1,355,012	-	-	1,355,012
Accounts Receivable	463,746	-	3,746	467,492
Due from Management Co	-	-	40,651	40,651
Fixed Assets, Net of Depreciation	-	182,167	-	182,167
Total Assets	1,818,757	182,167	44,397	2,045,321
LIABILITIES & FUND BALANCE				
LIABILITIES				
Deferred Revenue	74,180	-	39	74,219
Due to Management Co	1,668,525	-	-	1,668,525
Acct Payables	52	-	-	52
Total Liabilities	1,742,757	-	39	1,742,796
FUND BALANCE				
Beginning Fund Balance	259,930	-	96,156	356,086
Current Yr Activity	(183,930)	182,167	(51,797)	(53,560)
Ending Fund Balance	76,001	182,167	44,358	302,526
TOTAL LIABILITIES & FUND BALANCE	1,818,757	182,167	44,397	2,045,321

Andrew J. Brown Academy

Combined Statement of Revenues, Expenditures and Changes in Fund Balance
For the 12 months ending June 30, 2023

(UNAUDITED)

	General			School Svc			Total (Memorandum Only)			
	YTD	Annual		YTD	Annual		YTD	Annual	Variance	% of Budget
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget		Remaining
REVENUE										
State Aid	5,336,384	5,327,666	(8,718)	3,776	-	(3,776)	5,340,160	5,327,666	(12,493)	-0.23%
Other State Sources	230,552	384,776	154,224	-	-	-	230,552	384,776	154,224	40.08%
Local Sources	-	-	-	-	-	-	-	-	-	0.00%
Federal Grants	1,584,091	2,776,894	1,192,803	544,478	487,771	(56,707)	2,128,569	3,264,665	1,136,096	34.80%
Private Sources	17,505	15,000	(2,505)	59	-	(59)	17,564	15,000	(2,564)	-17.09%
Contribution from Management Company	1,005,266	1,060,702	55,436	-	-	-	1,005,266	1,060,702	55,436	5.23%
Total Revenues and Transfers	8,173,797	9,565,038	1,391,241	548,312	487,771	(60,541)	8,722,110	10,052,809	1,330,700	13.24%
EXPENDITURES - CONTRACTED SERVICE FEE:										
Instruction										
Basic Instruction	2,968,131	3,270,012	301,881	-	-	-	2,968,131	3,270,012	301,881	9.23%
Added Needs	1,101,587	1,515,745	414,158	-	-	-	1,101,587	1,515,745	414,158	27.32%
Support Services										
Pupil Services	305,714	890,973	585,258	-	-	-	305,714	890,973	585,258	65.69%
Instructional Staff Support	941,687	1,299,585	357,898	-	-	-	941,687	1,299,585	357,898	27.54%
General Administration	185,078	134,598	(50,481)	-	-	-	185,078	134,598	(50,481)	-37.50%
School Administration	566,773	525,166	(41,606)	-	-	-	566,773	525,166	(41,606)	-7.92%
Business & Internal Services	91,320	85,397	(5,923)	-	-	-	91,320	85,397	(5,923)	-6.94%
Central Services	231,196	238,685	7,489	-	-	-	231,196	238,685	7,489	3.14%
Operations & Maintenance	1,497,746	1,411,144	(86,603)	-	-	-	1,497,746	1,411,144	(86,603)	-6.14%
Pupil Transportation Services	221,529	193,734	(27,795)	-	-	-	221,529	193,734	(27,795)	-14.35%
Other Support Services	28,033	-	(28,033)	572,632	521,670	(50,961)	600,665	521,670	(78,995)	-15.14%
Community Services										
Community Activities	64,243	-	(64,243)	-	-	-	64,243	-	(64,243)	0.00%
Welfare Activities	-	-	-	-	-	-	-	-	-	0.00%
Total Expenditures	8,203,038	9,565,039	1,362,001	572,632	521,670	(50,961)	8,775,670	10,086,709	1,311,039	13.00%
EXCESS OF REVENUES OVER EXPENDITURES	(29,241)	-	29,241	(24,320)	(33,899)	(9,580)	(53,560)	(33,899)	19,661	
Transfer Between Funds	27,477	-	(27,477)	(27,477)	-	27,477	-	-	-	
FUND BALANCE, BEGINNING OF YEAR	259,930	244,859	(15,071)	96,156	96,156	-	356,086	341,015	(15,071)	
CURRENT FUND BALANCE (UNRESTRICTED)	258,167	244,859	(13,307)	44,358	62,256	17,897	302,526	307,116	4,590	

Andrew J. Brown Academy
For the 12 months ending June 30, 2023
(UNAUDITED)

	YTD Actual	YTD Budget	Annual Budget	COVID Actual	COVID Annual Budget	Excluding COVID Actual	Excluding COVID Annual Budget
General Fund							
REVENUE							
State Aid	5,336,384	5,327,666	5,327,666	-	-	5,336,384	5,327,666
Revenue from State Sources	230,552	384,776	384,776	-	-	230,552	384,776
Restricted-Federal 'Pass thru' Grants - Title I	455,934	798,959	798,959	-	-	455,934	798,959
Restricted-Federal 'Pass thru' Grants - Title II	40,007	43,665	43,665	-	-	40,007	43,665
Restricted-Federal 'Pass thru' Grants - Title III	21,918	26,105	26,105	-	-	21,918	26,105
Restricted-Federal 'Pass thru' Grants - IDEA	162,637	136,186	136,186	-	-	162,637	136,186
Restricted-Federal 'Pass thru' Grants - ESSER	890,664	1,771,979	1,771,979	890,664	1,771,979	-	-
Restricted-Federal 'Pass thru' Grants - Other	12,931	-	-	12,931	-	-	-
Revenue from Private Sources	13,945	15,000	15,000	-	-	13,945	15,000
Revenue from Pupil Activities	3,560	-	-	-	-	3,560	-
Contribution from Management Company	1,005,266	1,060,702	1,060,702	-	-	1,005,266	1,060,702
Total Revenue & Other Transactions	8,173,797	9,565,038	9,565,038	903,595	1,771,979	7,270,202	7,793,059
EXPENDITURES							
Basic Instruction							
Salaries, Taxes, & Benefits	2,335,752	2,820,729	2,820,729	376,156	720,280	1,959,596	2,100,449
Local Meetings	12,115	7,225	7,225	-	-	12,115	7,225
Printing and Binding	17,587	28,500	28,500	-	-	17,587	28,500
Teaching Supplies	20,000	27,000	27,000	-	-	20,000	27,000
Textbooks, Workbooks & Digital Curriculum	106,934	177,401	177,401	-	57,783	106,934	119,619
Software & Equipment	1,656	1,300	1,300	-	-	1,656	1,300
Equipment Lease	62,008	56,430	56,430	-	-	62,008	56,430
Equipment Purchases	150,383	-	-	146,409	-	3,973	-
Dues/Memberships	-	4,100	4,100	-	-	-	4,100
Field trips	399	7,250	7,250	-	-	399	7,250
Contracted Services	162,923	87,500	87,500	-	-	162,923	87,500
Employment Expenses	8,391	6,750	6,750	-	-	8,391	6,750
Finger Printing & Background Checks	2,628	3,000	3,000	-	-	2,628	3,000
Board Funds	-	35,000	35,000	-	-	-	35,000
Indirect Costs	71,348	7,827	7,827	71,348	7,625	-	202
Miscellaneous	16,007	-	-	-	0	16,007	(0)
Total - Basic Instruction	2,968,131	3,270,012	3,270,012	593,912	785,688	2,374,218	2,484,324
Added Needs							
Compensatory Education							
Salaries, Taxes, & Benefits	681,090	1,072,010	1,072,010	36,676	393,897	644,413	678,113
Teaching Supplies	17,827	-	-	10,181	-	7,646	-
Textbooks, Workbooks & Digital Curriculum	20,098	-	-	2,368	-	17,729	-
Software & Equipment	(1,787)	-	-	(1,787)	-	-	-
Equipment Purchases	1,895	-	-	1,895	-	-	-
Indirect Costs	9,926	2,728	2,728	9,926	2,728	-	-
Miscellaneous	225	-	-	-	-	225	-
Subtotal - Compensatory Education	729,273	1,074,738	1,074,738	59,259	396,625	670,014	678,113
Special Education							
Salaries, Taxes, & Benefits	255,451	431,422	431,422	4,377	-	251,074	431,422
Instructional Services	114,480	3,000	3,000	-	-	114,480	3,000
Local Meetings	13	375	375	-	-	13	375
Workshops and Conferences	599	1,109	1,109	-	-	599	1,109
Teaching Supplies	1,101	2,380	2,380	-	-	1,101	2,380
Software & Equipment	-	2,721	2,721	-	-	-	2,721
Indirect Costs	671	-	-	671	-	-	-
Subtotal - Special Education	372,315	441,008	441,008	5,048	-	367,266	441,008
Total - Added Needs	1,101,587	1,515,745	1,515,745	64,308	396,625	1,037,280	1,119,120
Pupil Services							
Guidance Services	1,628	202,230	202,230	-	82,619	1,628	119,611
Occupational Therapist Services	91,312	134,621	134,621	-	-	91,312	134,621
Psychological Services	23,139	82,323	82,323	-	-	23,139	82,323
Speech Pathology	76,897	110,534	110,534	3,195	-	73,702	110,534
Social Work Services	33,315	285,776	285,776	1,969	-	31,345	285,776
Other (Including Recess Aides)	79,425	75,489	75,489	55,785	21,099	23,641	54,390
Total - Pupil Services	305,714	890,973	890,973	60,949	103,718	244,765	787,255
Instructional Staff Support							
Salaries, Taxes, & Benefits	598,642	635,968	635,968	56,039	58,333	542,603	577,635
Local Meetings	4,732	25	25	-	-	4,732	25
Workshops and Conferences	400	5,487	5,487	400	-	-	5,487
Office Supplies	13,248	13,556	13,556	-	-	13,248	13,556
Equipment Purchases	60	-	-	-	-	60	-
Improvement of Instruction	95,808	95,988	95,988	-	-	95,808	95,988
Professional Development	58,431	41,728	41,728	-	-	58,431	41,728
Library Books	-	4,000	4,000	-	-	-	4,000
Technology	107,466	465,859	465,859	-	372,312	107,466	93,546
Special Education	36,519	33,253	33,253	-	-	36,519	33,253

Contracted Services	14,171	-	-	14,171	-	-	-
Indirect Costs	12,210	3,722	3,722	12,210	3,649	-	73
Total - Instructional Staff Support	941,687	1,299,585	1,299,585	82,819	434,294	858,867	865,291
General Administration							
Board of Education							
Board of Education Administration	36,843	36,028	36,028	-	-	36,843	36,028
Legal Fees	13,010	11,500	11,500	-	-	13,010	11,500
Audit	12,180	11,500	11,500	-	-	12,180	11,500
Travel & Expense Staff	930	500	500	-	-	930	500
Insurance	7,487	11,900	11,900	-	-	7,487	11,900
Contracted Services	608	-	-	-	-	608	-
Miscellaneous	72	-	-	-	-	72	-
Subtotal - Board of Education	71,130	71,428	71,428	-	-	71,130	71,428
Executive Administration							
Executive Administration	73,141	26,313	26,313	-	-	73,141	26,313
Oversight Fee	40,808	36,857	36,857	-	-	40,808	36,857
Subtotal - Executive Administration	113,949	63,170	63,170	-	-	113,949	63,170
Grant Procurement							
Subtotal - Grant Procurement	-	-	-	-	-	-	-
Total - General Administration	185,078	134,598	134,598	-	-	185,078	134,598
School Administration							
Office of the Principal							
Salaries, Taxes, & Benefits	275,922	262,935	262,935	-	-	275,922	262,935
Local Meetings	51,176	9,540	9,540	-	-	51,176	9,540
Workshops and Conferences	2,897	5,672	5,672	-	-	2,897	5,672
Mailing	6,739	5,400	5,400	-	-	6,739	5,400
Printing & Binding	1,593	2,250	2,250	-	-	1,593	2,250
Office Supplies	21,883	6,000	6,000	-	-	21,883	6,000
Dues/Memberships	-	3,500	3,500	-	-	-	3,500
Equipment Purchases	1,756	-	-	-	-	1,756	-
Contracted Services	4,552	5,645	5,645	-	-	4,552	5,645
Employment Services	52	-	-	-	-	52	-
Finger Printing & Background Checks	1,321	-	-	-	-	1,321	-
Bank Charges	172	640	640	-	-	172	640
Miscellaneous	4,019	-	-	-	-	4,019	-
Subtotal - Office of the Principal	372,082	301,582	301,582	-	-	372,082	301,582
Other School Administration							
Admissions & Other Administrative Support	117,966	118,432	118,432	-	-	117,966	118,432
Salaries, Taxes, & Benefits	18,763	26,778	26,778	-	-	18,763	26,778
Advertising	54,087	75,925	75,925	-	-	54,087	75,925
Local Meetings	2,440	500	500	-	-	2,440	500
Workshops and Conferences	701	450	450	-	-	701	450
Mailing	236	1,500	1,500	-	-	236	1,500
Printing & Binding	450	-	-	-	-	450	-
Office Supplies	49	-	-	-	-	49	-
Subtotal - Other School Administration	194,691	223,584	223,584	-	-	194,691	223,584
Total - School Administration	566,773	525,166	525,166	-	-	566,773	525,166
Business & Internal Services							
Fiscal Services	88,561	82,532	82,532	-	-	88,561	82,532
Internal Distribution Services	2,759	2,865	2,865	-	-	2,759	2,865
Total - Business & Internal Services	91,320	85,397	85,397	-	-	91,320	85,397
Central Services							
Planning, Research, Development	7,805	6,844	6,844	-	-	7,805	6,844
Information Services	39,144	42,164	42,164	-	-	39,144	42,164
Staff/Personnel Services	131,860	151,301	151,301	-	-	131,860	151,301
Data Processing Services	27,049	28,100	28,100	-	-	27,049	28,100
Other Central Services	19,430	10,275	10,275	-	-	19,430	10,275
Indirect Costs	893	-	-	893	-	-	-
Miscellaneous	5,013	-	-	5,013	-	-	-
Total - Central Services	231,196	238,685	238,685	5,907	-	225,289	238,685
Operations & Maintenance							
Internal Building Services	12,017	15,787	15,787	-	-	12,017	15,787
Other Purchased Service (Janitorial)	164,399	184,925	184,925	315	30,925	164,085	154,000
Telephone	1,239	2,500	2,500	-	-	1,239	2,500
Gas	15,767	12,425	12,425	-	-	15,767	12,425
Electric	74,533	73,725	73,725	-	-	74,533	73,725
Water & Sewer	16,765	12,875	12,875	-	-	16,765	12,875
Waste & Trash Disposal	9,877	7,850	7,850	-	-	9,877	7,850
Building Maintenance & Repair	169,033	128,340	128,340	1,656	-	167,377	128,340
Equipment Maintenance & Repair	6,411	6,640	6,640	-	-	6,411	6,640
Lease of Building	794,717	794,717	794,717	-	-	794,717	794,717
Lease of Equipment	6,475	7,760	7,760	-	-	6,475	7,760
Supplies	3,212	12,149	12,149	-	12,149	3,212	-
Software & Equipment	395	400	400	-	-	395	400
Equipment Purchases	58,989	12,150	12,150	-	-	58,989	12,150
Liability Insurance	91	120	120	-	-	91	120
Property Taxes	113,698	114,140	114,140	-	-	113,698	114,140

Property Insurance	20,207	12,400	12,400	-	-	20,207	12,400
Safety & Security	24,798	11,740	11,740	23,605	8,080	1,193	3,660
Indirect Costs	4,521	501	501	4,521	501	-	-
Miscellaneous	601	-	-	-	-	601	-
Total - Operations & Maintenance	1,497,746	1,411,144	1,411,144	30,097	51,655	1,467,649	1,359,489
Pupil Transportation Services							
Salaries, Taxes, & Benefits	24,744	16,484	16,484	-	-	24,744	16,484
Contracted Transportation	195,859	173,250	173,250	-	-	195,859	173,250
Field Trips	772	4,000	4,000	-	-	772	4,000
Miscellaneous	154	-	-	-	-	154	-
Total - Pupil Transportation Services	221,529	193,734	193,734	-	-	221,529	193,734
Other Support Services							
Pupil Activities							
Salaries, Taxes, & Benefits	14,025	-	-	-	-	14,025	-
Contracted Services	7,650	-	-	-	-	7,650	-
Supplies	6,358	-	-	-	-	6,358	-
Total - Pupil Activities	28,033	-	-	-	-	28,033	-
Community Services							
Community Activities							
Supplies	58,691	-	-	58,691	-	-	-
Indirect Costs	5,552	-	-	5,552	-	-	-
Total - Community Activities	64,243	-	-	64,243	-	-	-
Welfare Activities							
Total - Welfare Activities	-	-	-	-	-	-	-
Outgoing Transfer to School Service Fund	(27,477)	-	-	-	-	(27,477)	-
Total Expenditures & Other Transactions	8,175,560	9,565,039	9,565,039	902,235	1,771,979	7,273,325	7,793,059
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	(1,763)	-	-	1,360	-	(3,123)	-
Beginning Fund Balance (7/1)	259,930	244,859	244,859	-	-	259,930	244,859
Ending Fund Balance	258,167	244,859	244,859	1,360	-	256,807	244,859

School Service Fund**REVENUE**

Food Sales to Pupils	59	-	-	-	-	59	-
State Revenue	3,776	-	-	-	-	3,776	-
Department of Agriculture - Lunch	414,510	380,426	380,426	-	-	414,510	380,426
Department of Agriculture - Breakfast	129,968	107,345	107,345	-	-	129,968	107,345
Total Food Service Revenue	548,312	487,771	487,771	-	-	548,312	487,771

Transfer In from General Fund	(27,477)	-	-	-	-	(27,477)	-
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Total Revenue and Incoming Transfers	520,835	487,771	487,771	-	-	520,835	487,771
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EXPENDITURES**Operations & Maintenance**

Lease of Building	22,403	22,403.00	22,403.00	-	-	22,403	22,403
Total Operations & Maintenance	22,403	22,403	22,403	-	-	22,403	22,403

Food Services

Supplies, Materials including Commodities expense	536,095	494,301	494,301	-	-	536,095	494,301
Salaries & Wages	14,134	4,966	4,966	-	-	14,134	4,966
Total Food Service Expenditures	550,229	499,267	499,267	-	-	550,229	499,267

Total Expenditures & Other Transactions	572,632	521,670	521,670	-	-	572,632	521,670
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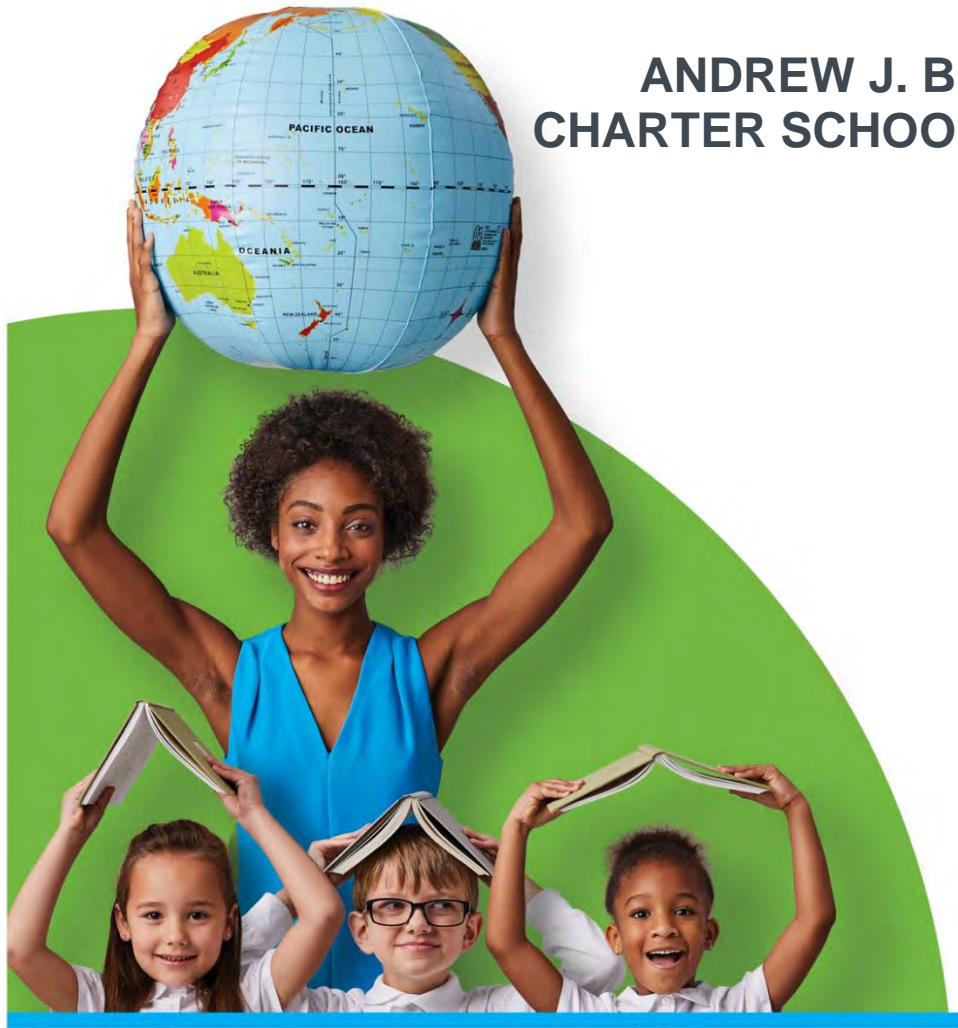
Revenues and Other Financing Sources Over

(Under) Expenditures and Other Uses	(51,797)	(33,899)	(33,899)	-	-	(51,797)	(33,899)
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Beginning Fund Balance (7/1)	96,156	96,156	96,156	-	-	96,156	96,156
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Ending Food Service Fund Balance	44,358	62,256	62,256	-	-	44,358	62,256
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ANDREW J. BROWN CHARTER SCHOOL, INC.



Financial Statements and Federal Awards
Supplemental Information as of and for the
Years Ended June 30, 2022 and 2021, and
Independent Auditor's Reports

**NATIONAL
HERITAGE
ACADEMIES** 

ANDREW J. BROWN CHARTER SCHOOL, INC.**TABLE OF CONTENTS**

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Independent Auditor's Report

To the Board of Directors
Andrew J. Brown Charter School, Inc.

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Andrew J. Brown Charter School, Inc. (the "School"), which comprise the statement of financial position as of June 30, 2022 and 2021 and the related statements of activities and changes in net assets and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the School's financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022 and 2021 and the changes in its financial position and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the School and to meet our ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

To the Board of Directors
 Andrew J. Brown Charter School, Inc.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Andrew J. Brown Charter School, Inc.'s financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), is presented for the purpose of additional analysis and is not a required part of the financial statements.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 19, 2022 on our consideration of Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Andrew J. Brown Charter School, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and compliance.

Plante & Morse, PLLC

December 19, 2022

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022 and 2021**

	2022	2021
ASSETS		
CURRENT ASSETS:		
Cash	\$ 1,957,559	\$ 2,249,239
Due from governmental revenue sources	405,373	2,689,631
Less allowance for doubtful accounts	<u>-</u>	<u>(2,252,626)</u>
Total due from governmental revenue sources, net of allowance for doubtful accounts	<u>405,373</u>	<u>437,005</u>
Total current assets	<u>2,362,932</u>	<u>2,686,244</u>
NON-CURRENT ASSETS:		
Capital assets	291,172	291,172
Less accumulated depreciation	<u>(98,048)</u>	<u>(87,091)</u>
Total capital assets, net of accumulated depreciation	<u>193,124</u>	<u>204,081</u>
TOTAL	<u>\$ 2,556,056</u>	<u>\$ 2,890,325</u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 87,367	\$ 32,804
Accounts payable	52	-
Contracted service fee payable	<u>2,112,551</u>	<u>2,601,416</u>
Total liabilities	<u>2,199,970</u>	<u>2,634,220</u>
NET ASSETS — Net Assets without Donor Restriction	<u>356,086</u>	<u>256,105</u>
TOTAL	<u>\$ 2,556,056</u>	<u>\$ 2,890,325</u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2022 AND 2021**

CHANGES IN NET ASSETS WITHOUT DONOR RESTRICTIONS

	2022	2021
REVENUES AND OTHER SUPPORT:		
State aid	\$ 5,279,001	\$ 4,764,055
Other state sources	287,942	912,582
Federal sources	1,789,328	1,465,457
Private sources	38,737	46,376
Contribution of nonfinancial assets	<u>894,261</u>	<u>483,085</u>
Total revenues and other support	8,289,269	7,671,555
EXPENSES:		
Contracted service fee	8,143,044	7,636,555
Board expenses	35,287	29,091
Depreciation	<u>10,957</u>	<u>10,957</u>
Total expenses	<u>8,189,288</u>	<u>7,676,603</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	99,981	(5,048)
NET ASSETS		
Beginning of year	<u>256,105</u>	<u>261,153</u>
End of year	<u><u>\$ 356,086</u></u>	<u><u>\$ 256,105</u></u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF CASH FLOWS
YEARS ENDED JUNE 30, 2022 AND 2021**

	2022	2021
CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES		
State aid	\$ 5,279,001	\$ 4,790,789
Other state sources	371,310	912,582
Federal sources	1,820,960	1,095,025
Private sources	9,932	53,936
Payments for services rendered	<u>(7,772,883)</u>	<u>(5,751,412)</u>
 NET (DECREASE) INCREASE IN CASH	 (291,680)	 1,100,920
 CASH - Beginning of year	 <u>2,249,239</u>	 <u>1,148,319</u>
 CASH - End of year	 <u><u>\$ 1,957,559</u></u>	 <u><u>\$ 2,249,239</u></u>
 RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION TO NET CASH PROVIDED BY (USED IN) PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ 99,981	\$ (5,048)
Depreciation	10,957	10,957
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	31,632	(343,699)
Change in accounts payable	52	-
Change in deferred revenue	54,563	7,560
Change in contracted service fee payable	<u>(488,865)</u>	<u>1,431,150</u>
 NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	 <u><u>\$ (291,680)</u></u>	 <u><u>\$ 1,100,920</u></u>
 NON-CASH ACTIVITY — Contribution of nonfinancial assets	 <u><u>\$ 894,261</u></u>	 <u><u>\$ 483,085</u></u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Andrew J. Brown Charter School, Inc. (the "School") is a public benefit not-for-profit organization established under the laws of the State of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation.

The School operates a public charter school established under Indiana Code 20-24-3-1 and is sponsored by the Mayor of the Consolidated City of Indianapolis, which is responsible for oversight of the School's operations. Under this Charter, the School has agreed to pay to the Mayor of the Consolidated City of Indianapolis an annual fee equal to 1% of the state tuition support, which is included in the expenses assumed by NHA as described below. This amounted to \$52,790 for the fiscal year 2022. The charter expires on June 30, 2024 and is subject to renewal. The School is exempt from taxation as a governmental entity pursuant to Internal Revenue Code Section 115. The School qualifies for public charity status by meeting the requirements of Internal Revenue Code Sections 509(1) and 170(b)(1)(A)(ii).

The Board of Directors of the School entered into a management agreement (the "agreement") with National Heritage Academies, Inc. ("NHA") which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives all School revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the School as compensation for management services rendered. Revenues – Contribution of nonfinancial assets represents a contribution granted by NHA for the excess of the Academy's expenditures over revenue available.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting – The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

Cash — Cash represents bank deposits with a carrying amount and bank balance of \$1,957,559 and \$2,249,239 as of June 30, 2022 and 2021, respectively, of which \$1,707,559 and \$1,999,239 was uninsured and uncollateralized by federal depository insurance as of June 30, 2022 and 2021, respectively. The School does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The School believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the School evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

Deferred Revenue— Deferred revenue as of June 30, 2022 and 2021 consists of grant funds received in advance of eligible expenses incurred.

Contracted Service Fee Payable — Contracted service fee payable as of June 30, 2022 and 2021 represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Leasehold improvements are depreciated using the straight-line method over useful life of 30 years. Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Net Assets without Donor Restriction* — Net assets which are not subject to donor imposed or governmental stipulations. All net assets as of June 30, 2022 and 2021 are considered to be without donor restrictions.
- *Net Assets with Donor Restriction* – Net assets subject to stipulations imposed by donors and grantors. As of June 30, 2022 and 2021, no net assets are considered to be with donor restrictions.

Revenues and contributions are reported as follows:

- Revenues and other support are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in unrestricted net assets. Other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets. For the years ended June 30, 2022 and 2021, all revenue sources were without donor restrictions.

- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Income Taxes — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Contribution of Nonfinancial Assets — Included as revenue and other support in the Statement of Activities are contributions of nonfinancial assets also known as gifts in-kind. Contributed professional services are recognized if the services received a) create or enhance non-financial assets or b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. These services are recognized as program revenue and expense and are valued at the estimated fair market value for the services as provided by the donor.

Adoption of a New Accounting Pronouncements — As of July 1, 2021, the School adopted the Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) No. 2016-02, *Leases*. The ASU requires organizations to recognize a right-to-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affect the pattern of expense recognition in the statement of financial position. The School elected to adopt the ASU using the modified retrospective method as of July 1, 2021. The impact of the adoption was not significant as the facility sublease agreement with NHA is considered short-term as disclosed in Note 9.

Adoption of a New Accounting Pronouncement — In September 2020, the FASB issued ASU 2020-07, *Not-for-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. This standard requires contributed nonfinancial assets be presented as a separate line item in the statement of activities, apart from contributions of cash and other financial assets. It also adds disclosure requirements for contributed nonfinancial assets including qualitative information such as whether the contribution was monetized or utilized, how it was utilized (if applicable), the School's policy for monetizing vs. utilizing, a description of donor-imposed restrictions, and a description of how the fair value was determined. This standard was adopted for the year ended June 30, 2022.

3. DUE FROM GOVERNMENTAL REVENUE SOURCES

The School's due from balance consists of amounts due from the State of Indiana for tuition support relating to a) the first six months of the School's initial school year and b) enrollment growth occurring in subsequent school years.

Pursuant to IC § 20-49-7, the State Board of Education was authorized to advance funds to charter schools via the State's Common School Fund thereby allowing charter schools to finance operations for periods when adequate tuition support was not received. These cash advances were made to charter schools through executed loan agreements with repayment terms that are defined in the statute.

In April 2013, the Indiana General Assembly repealed IC § 20-49-7 with the passing of House Bill 1001 and established an appropriation to forgive charter schools for cash advances previously made through the Common School Fund. The amounts forgiven under House Bill 1001 were to be applied against the related due from balance previously recorded by the School. The School did not receive funds from the Common School Fund and as such, no amount was forgiven by the State.

Members of the Indiana General Assembly have been informed that a number of charter schools remain with a due from balance and those charter schools believe that the State remains obligated for amounts not reimbursed through the provisions of House Bill 1001. On August 29, 2017, the School entered into a lawsuit against the State of Indiana and the Indiana Department of Education. The School alleges failure to pay proper tuition support amounts for the January 2013 to June 2013 semester. As of the report date, the lawsuit has concluded in favor of the State. The School had recorded a reduction in state aid in the prior year in the amount of \$2,252,626 that was not reimbursed through the provisions of House Bill 1001. This reduction was not recorded for fiscal year 2022. The remaining balance of \$405,373 and \$437,005 in the due from relates to routine amounts due from other state programs and federal programs as of June 30, 2022 and 2021, respectively.

4. LIQUIDITY

The School has \$2,362,932 and \$2,686,244 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures as of June 30, 2022 and 2021, respectively, consisting of cash of \$1,957,559 and \$2,249,239 and amounts due from governmental revenue sources of \$405,373 and \$437,005 at June 30, 2022 and 2021, respectively. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The School has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,339,000 and \$1,279,000 at June 30, 2022 and 2021, respectively.

While the School will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required make contributions to the School if the School's expenditures exceed the school's revenue during the year.

5. FUNCTIONAL EXPENSES

The School provides educational services to its students. Expenses related to providing these services are as follows for the years ended June 30, 2022 and 2021, respectively:

	2022	2021
Program services		
Contracted service fee	\$ 7,401,444	\$ 6,974,064
Board expenses	35,287	29,091
Depreciation	<u>10,957</u>	<u>10,957</u>
Total program services	7,447,688	7,014,112
Management and general		
Contracted service fee	<u>741,600</u>	<u>662,491</u>
Total	<u>\$ 8,189,288</u>	<u>\$ 7,676,603</u>

The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function and require an allocation on a reasonable basis that is consistently applied. Management and general expenses consist of expenditures incurred by the School based on their usage of management company services. Usage of management company services are calculated on a variety of different allocation methods based on various cost centers.

6. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2022 or 2021, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

7. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2022, was as follows:

Year Ended June 30, 2022	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Other equipment	\$ 26,674	\$ -	\$ -	\$ 26,674
Leasehold improvements	<u>264,498</u>	<u>-</u>	<u>-</u>	<u>264,498</u>
Total capital assets at historical cost	<u>291,172</u>	<u>-</u>	<u>-</u>	<u>291,172</u>
Less accumulated depreciation — equipment	(20,965)	(2,140)	-	(23,105)
Leasehold improvements	<u>(66,126)</u>	<u>(8,817)</u>	<u>-</u>	<u>(74,943)</u>
Total accumulated depreciation	<u>(87,091)</u>	<u>(10,957)</u>	<u>-</u>	<u>(98,048)</u>
Total capital asset activity, net	<u>\$204,081</u>	<u>\$ (10,957)</u>	<u>\$ -</u>	<u>\$ 193,124</u>

Capital asset activity for the year ended June 30, 2021, was as follows:

Year Ended June 30, 2021	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Other equipment	\$ 26,674	\$ -	\$ -	\$ 26,674
Leasehold improvements	<u>264,498</u>	<u>-</u>	<u>-</u>	<u>264,498</u>
Total capital assets at historical cost	<u>291,172</u>	<u>-</u>	<u>-</u>	<u>291,172</u>
Less accumulated depreciation — equipment	(18,825)	(2,140)	-	(20,965)
Leasehold improvements	<u>(57,309)</u>	<u>(8,817)</u>	<u>-</u>	<u>(66,126)</u>
Total accumulated depreciation	<u>(76,134)</u>	<u>(10,957)</u>	<u>-</u>	<u>(87,091)</u>
Total capital asset activity, net	<u>\$215,038</u>	<u>\$ (10,957)</u>	<u>\$ -</u>	<u>\$ 204,081</u>

8. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

9. LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2021 through June 30, 2022. Annual rental payments required by the lease are \$817,120 payable in twelve monthly payments of \$68,152. The lease agreement can be cancelled upon termination of the NHA services agreement. The lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the School or NHA.

The School is not a party to any leasing arrangements that meet the criteria for recognition of lease assets or liabilities under FASB ASU No. 2016-02, *Leases* based on the noncancellable period being less than twelve months and applicability of the short-term lease exception of the facility lease agreement.

10. CONTRIBUTION OF NONFINANCIAL ASSETS

In-kind donations recognized by the School for the year ended June 30, 2022 and 2021 were \$894,261 and \$483,065, respectively, for professional and other services. Professional and other services are valued at the estimated fair value based on current rates for similar services.

11. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2022 have been evaluated through December 15, 2022, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

SUPPLEMNTAL INFORMATION

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Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors
Andrew J. Brown Charter School, Inc.

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Andrew J. Brown Charter School, Inc. (the "School"), which comprise the statement of financial position as of and for the year then ended June 30, 2022 and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 19, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To Management and the Board of Directors
Andrew J. Brown Charter School, Inc.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Morse, PLLC

December 19, 2022

**Plante & Moran, PLLC**

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**Report on Compliance for Each Major Federal Program and
 Report on Internal Control Over Compliance Required by the Uniform Guidance**

Independent Auditor's Report

To the Board of Directors
 Andrew J. Brown Charter School, Inc.

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Andrew J. Brown Charter School, Inc.'s (the "School") compliance with the types of compliance requirements identified as subject to audit in the Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on the major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal program.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

Our consideration of internal control over compliance was for the limited purpose described in the *Auditor's Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Plante & Moreau, PLLC

December 19, 2022

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2022

Program Title/Project Number/Subrecipient Name	Grant/Project Number	CFDA Number	Expenditures	Current Year Cash Transferred to Subrecipient
Clusters:				
Child Nutrition Cluster - U.S. Department of Agriculture - Passed through the Indiana Department of Education:				
Cash Assistance:				
National School Lunch Program 2021-22	N/A	10.555	\$ 471,315	\$ -
National School Breakfast Program 2021-22	N/A	10.553	123,248	-
Total Child Nutrition Cluster			594,563	-
Special Education Cluster - U.S. Department of Education - Passed through the Indian Department of Education:				
Special Education - Grants to States Flowthrough:				
IDEA Flowthrough 2022	220450	84.027	95,101	-
COVID-19 ARP IDEA Flowthrough 2022	221280	84.027	42,790	-
Total IDEA Flowthrough			137,891	-
Total Special Education Cluster		84.027	137,891	-
Other federal awards:				
Passed through the Indiana Department of Education:				
Title I Grants to Local Educational Agencies:				
Title I Part A 20-21	S010A200014	84.010	56,275	-
Title I Part A 21-22	S010A210014	84.010	321,654	-
Total Title I Part A		84.010	377,929	-
Title II Part A - Improving Teacher Quality:				
Title II Part A 20-21	S367A210013	84.367	4,940	-
Title II Part A 21-22	S367A220013	84.367	34,704	-
Total Title II Part A		84.367	39,644	-
Title III - English Language Acquisition:				
Title III 20-21	01121-095	84.365	11,569	-
Title III 21-22	01122-095	84.365	8,240	-
Total Title III		84.365	19,809	-
Total noncluster programs passed through the Indiana Department of Education			437,382	-
Education Stabilization Fund Program - U.S. Department of Education Passed through Indiana Department of Education				
COVID-19 ESSER Formula Fund I	203710	84.425D	195,088	-
COVID-19 ESSER Formula Fund II	213712	84.425D	282,529	-
COVID-19 ESSER Formula Fund III ARP	213713	84.425U	141,875	-
Total Education Stabilization Fund Program		84.425	619,492	-
Total federal awards			\$ 1,789,328	\$ -

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Andrew J. Brown Charter School, Inc. (the "School") under programs of the federal government for the year ended June 30, 2022. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported in the Schedule are reported on the same basis of accounting as the basic financial statements. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

The School has elected not to use the 10 percent de minimis indirect cost rate to recover indirect costs as allowed under the Uniform Guidance.

Note 3 - Grant Auditor Report

Management has utilized the Cash Management System (CMS) Grant Auditor Report in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

Note 4 - Noncash Assistance

The value of the noncash assistance received was determined in accordance with the provisions of the Uniform Guidance and is included in the schedule of expenditures of federal awards.

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

Noncompliance material to financial statements noted?

_____ Yes X None reported

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

Type of auditor's report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516(a)?

_____ Yes X No

Identification of major programs:

CFDA Number	Name of Federal Program or Cluster	Opinion
84.425	Education Stabilization Fund	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

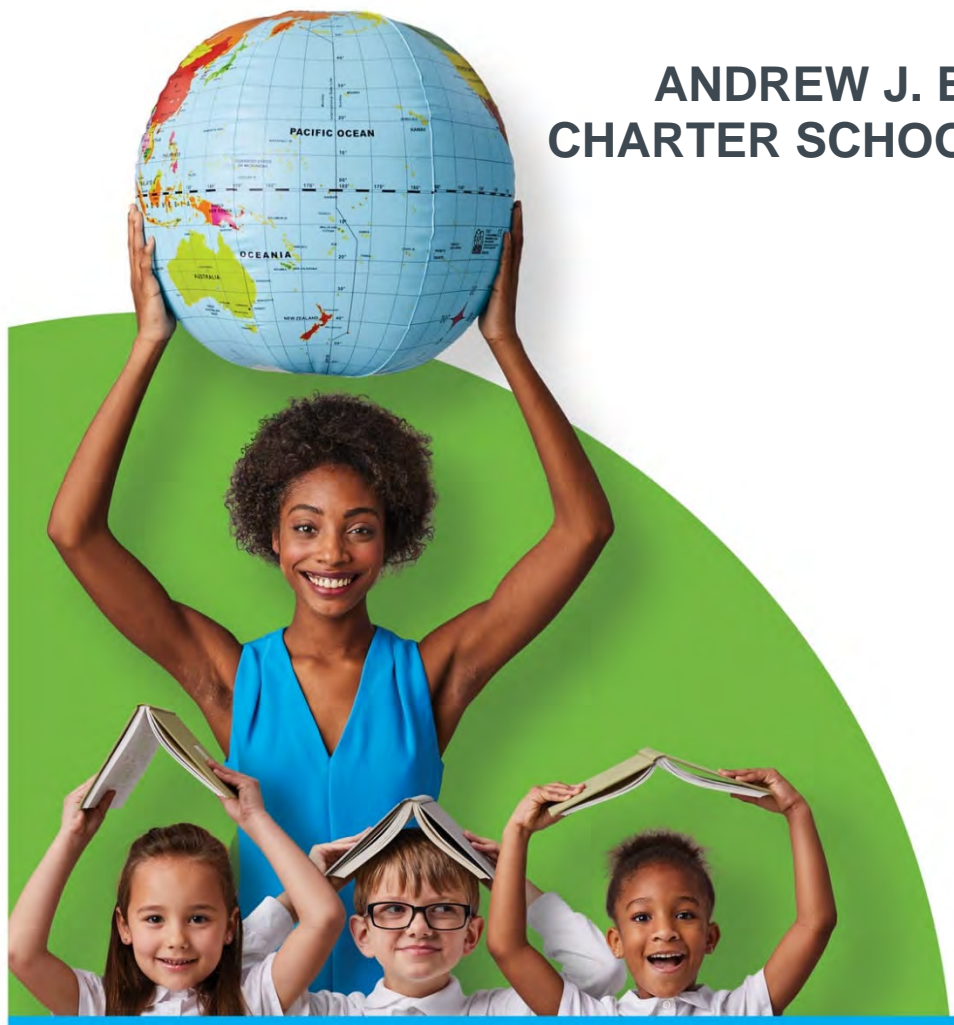
 X Yes _____ No

Section II - Financial Statement Audit Findings

Current Year None

Section III - Federal Program Audit Findings

Current Year None



ANDREW J. BROWN CHARTER SCHOOL, INC.

Financial Statements and Federal
Awards Supplemental Information as of
and for the Years Ended June 30, 2021
and 2020, and Independent Auditor's
Reports

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ANDREW J. BROWN CHARTER SCHOOL, INC.**TABLE OF CONTENTS**

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Independent Auditor's Report

To the Board of Directors
Andrew J. Brown Charter School, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Andrew J. Brown Charter School, Inc. (the "School"), which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and change in net assets and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Andrew J. Brown Charter School, Inc. as of June 30, 2021 and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

Report on Prior Year Financial Statements

The financial statements of Andrew J. Brown Charter School, Inc. as of June 30, 2020 were audited by other auditors, whose report dated December 21, 2020 expressed an unqualified opinion on those statements.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Andrew J. Brown Charter School, Inc.'s financial statements. The schedule of expenditures of federal awards, as identified in the table of contents, and as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), are presented for purposes of additional analysis and are not a required part of the financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021 on our consideration of Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and compliance.

Plante & Moran, PLLC

October 28, 2021

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF FINANCIAL POSITION****JUNE 30, 2021 AND 2020**

	2021	2020
ASSETS		
CURRENT ASSETS:		
Cash	\$ 2,249,239	\$ 1,148,319
Due from governmental revenue sources	2,689,631	2,345,932
Less allowance for doubtful accounts	<u>(2,252,626)</u>	<u>(2,252,626)</u>
 Total due from governmental revenue sources, net of allowance for doubtful accounts	 <u>437,005</u>	 <u>93,306</u>
 Total current assets	 <u>2,686,244</u>	 <u>1,241,625</u>
NON-CURRENT ASSETS:		
Capital assets	291,172	291,172
Less accumulated depreciation	<u>(87,091)</u>	<u>(76,134)</u>
 Total capital assets, net of accumulated depreciation	 <u>204,081</u>	 <u>215,038</u>
 TOTAL	 <u>\$ 2,890,325</u>	 <u>1,456,663</u>
 LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 32,804	\$ 25,244
Contracted service fee payable	<u>2,601,416</u>	<u>1,170,266</u>
 Total liabilities	 <u>2,634,220</u>	 <u>1,195,510</u>
 NET ASSETS — Net Assets without Donor Restriction	 <u>256,105</u>	 <u>261,153</u>
 TOTAL	 <u>\$ 2,890,325</u>	 <u>1,456,663</u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
REVENUES, AND SUPPORT:		
State aid	\$ 4,764,055	4,945,936
Other state sources	912,582	933,055
Federal sources	1,465,457	1,066,838
Private sources	46,376	58,920
In-kind contribution — NHA	<u>483,085</u>	<u>246,389</u>
Total revenues, and support	7,671,555	7,251,138
EXPENSES:		
Contracted service fee	7,636,555	7,216,138
Depreciation	10,957	11,484
Board expenses	<u>29,091</u>	<u>52,136</u>
Total expenses	<u>7,676,603</u>	<u>7,279,758</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	(5,048)	(28,620)
NET ASSETS:		
Beginning of year	<u>261,153</u>	<u>289,773</u>
End of year	<u>\$ 256,105</u>	<u>261,153</u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF CASH FLOWS
YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES:		
State aid	\$ 4,790,789	\$ 4,969,507
Other state sources	912,582	933,055
Federal sources	1,095,025	1,166,587
Private sources	53,936	60,513
Payments for services rendered	<u>(5,751,412)</u>	<u>(7,044,591)</u>
NET INCREASE IN CASH	1,100,920	85,071
CASH — Beginning of year	<u>1,148,319</u>	<u>1,063,248</u>
CASH — End of year	<u>\$ 2,249,239</u>	<u>\$ 1,148,319</u>
RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION TO NET CASH NEWS PROVIDED BY (USED IN) OPERATING ACTIVITIES:		
Change in net assets	\$ (5,048)	\$ (28,620)
Depreciation	10,957	11,484
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	(343,699)	123,319
Change in contracted service fee payable	1,431,150	1,593
Change in deferred revenue	<u>7,560</u>	<u>(22,705)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>\$ 1,100,920</u>	<u>\$ 85,071</u>
NON CASH ACTIVITY:		
In-kind contribution from NHA	<u>\$ 483,085</u>	<u>\$ 246,389</u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2021

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Andrew J. Brown Charter School, Inc. (the "School") is a public benefit not-for-profit organization established under the laws of the State of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation.

The School operates as a public charter school established under Indiana Code 20-24-3-1 and is sponsored by the Mayor of the Consolidated City of Indianapolis, which is responsible for oversight of the School's operations. Under this Charter, the School has agreed to pay to the Mayor of the Consolidated City of Indianapolis an annual fee equal to 1% of the state tuition support, which is included in the expenses assumed by NHA as described above. This amounted to \$37,098 and \$38,337 during the years ended June 30, 2021 and 2020, respectively. The charter expires on June 30, 2024 and is subject to renewal. The School is exempt from taxation as a governmental entity pursuant to Internal Revenue Code Section 115. The School qualifies for public charity status by meeting the requirements of Internal Revenue Code Sections 509(1) and 170(b)(1)(A)(ii).

The Board of Directors of the School entered into a management agreement (the "agreement") with National Heritage Academies, Inc. ("NHA") which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives all School revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the School as compensation for management services rendered. Revenues — In-kind contribution — NHA represent a contribution granted by NHA for the excess of School expenditures over revenues available.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported

amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

Cash — Cash represents bank deposits with a carrying amount and bank balance of \$2,249,239 and \$1,148,319 as of June 30, 2021 and 2020, respectively, of which \$1,999,239 and \$898,319 was uninsured and uncollateralized by federal depository insurance as of June 30, 2021 and 2020, respectively. The School does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The School believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the School evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

Deferred Revenue— Deferred revenue as of June 30, 2021 and 2020 consists of grant funds received in advance of eligible expenses incurred.

Contracted Service Fee Payable — Contracted service fee payable as of June 30, 2021 and 2020 represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Leasehold improvements are depreciated using the straight-line method over useful lives of 30 years. Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Net Assets without Donor Restriction* — Net assets which are not subject to donor imposed or governmental stipulations. All net assets as of June 30, 2021 and 2020 are considered to be without donor restrictions.

Revenues and contributions are reported as follows:

- Revenues and other support are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in net assets without donor restrictions. Other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets. For the years ended June 30, 2021 and 2020, all revenue sources were without donor restrictions.

- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Income Taxes — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Recent Accounting Pronouncements — In February 2016, the Financial Accounting Standards Board (FASB) issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the Statement of Activities. Currently, leases are classified as either capital or operating, with only capital leases recognized on the Statement of Financial Position. The reporting of lease-related expenses in the Statements of Activities and Cash Flows will be generally consistent with the current guidance. The new lease guidance will be effective for the School's year ending June 30, 2023 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined, but is expected to have minimal impact on the statement of activities and will include a right-of-use asset and related lease liability when adopted.

In September 2020, the FASB issued ASU 2020-07, *Not-for-Profit Entities* (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets. The ASU provides for additional disclosures to support clearer financial information about important noncash contributions charities and other not-for-profit organizations receive, known as gifts in kind (GIKs). Contributed nonfinancial assets will be reported by category within the financial statements and there will be additional disclosures included for each category including whether the nonfinancial assets were monetized or used during the reporting period, the policy for monetizing nonfinancial contributions, and description of the fair value techniques used to arrive at a fair value measurement. The new guidance will be effective for the Organization's year ending June 30, 2022 and will be applied using the retrospective method.

3. DUE FROM GOVERNMENTAL REVENUE SOURCES

The School's due from balance consists of amounts due from the State of Indiana for tuition support relating to a) the first six months of the School's initial school year and b) enrollment growth occurring in subsequent school years.

Pursuant to IC § 20-49-7, the State Board of Education was authorized to advance funds to charter schools via the State's Common School Fund thereby allowing charter schools to finance operations for periods when adequate tuition support was not received. These cash advances were made to charter schools through executed loan agreements with repayment terms that are defined in the statute.

In April 2013, the Indiana General Assembly repealed IC § 20-49-7 with the passing of House Bill 1001 and established an appropriation to forgive charter schools for cash advances previously made through the Common School Fund. The amounts forgiven under House Bill 1001 were to be applied against the related due from balance previously recorded by the School. The School did not receive funds from the Common School Fund and as such, no amount was forgiven by the State.

Members of the Indiana General Assembly have been informed that a number of charter schools remain with a due from balance and those charter schools believe that the State remains obligated for amounts not reimbursed through the provisions of House Bill 1001. On August 29, 2017, the School entered into a lawsuit against the State of Indiana and the Indiana Department of Education. The School alleges failure to pay proper tuition support amounts for the January 2013 to June 2013 semester. As of the report date, the lawsuit remains outstanding and legal efforts continue to resolve any outstanding obligations of the State. The School has recorded a reduction in state aid in a prior year in the amount of \$2,252,626 that was not reimbursed through the provisions of House Bill 1001. The remaining balance of \$437,005 and \$93,306 in the due from relates to routine amounts due from other state programs and federal programs as of June 30, 2021 and 2020, respectively.

4. LIQUIDITY

The School has \$2,686,244 and \$1,241,625 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures as of June 30, 2021 and 2020, respectively, consisting of cash of \$2,249,239 and \$1,148,318, and amounts due from governmental revenue sources of \$437,005 and \$93,306 at June 30, 2021 and 2020, respectively. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The School has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,279,000 and \$1,209,000 at June 30, 2021 and 2020, respectively.

While the School will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required make contributions to the School if the School's expenditures exceed the school's revenue during the year.

5. FUNCTIONAL EXPENSES

The School provides educational services to its students. Expenses related to providing these services are as follows for the years ended June 30, 2021 and 2020, respectively:

	2021	2020
Program services		
Contracted service fee	\$ 6,974,064	\$ 6,526,997
Board expenses	29,091	52,136
Depreciation	10,957	11,484
Total program services	<u>7,014,112</u>	<u>6,590,617</u>
Management and general		
Contracted service fee	<u>662,491</u>	<u>689,141</u>
Total	<u>\$ 7,676,603</u>	<u>\$ 7,279,758</u>

The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function and require an allocation on a reasonable basis that is consistently applied. Management and general expenses consist of expenditures incurred by the School based on their usage of management company services. Usage of management company services are calculated on a variety of different allocation methods based on various cost centers.

6. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2021 or 2020, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

7. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	\$ 26,674	\$ -	\$ -	\$ 26,674
Leasehold improvements	<u>264,498</u>	<u>-</u>	<u>-</u>	<u>264,498</u>
Total capital assets at historical cost	<u>291,172</u>	<u>-</u>	<u>-</u>	<u>291,172</u>
Less accumulated depreciation —				
Other equipment	(18,825)	(2,140)	-	(20,965)
Leasehold improvements	<u>(57,309)</u>	<u>(8,817)</u>	<u>-</u>	<u>(66,126)</u>
Total accumulated depreciation	<u>(76,134)</u>	<u>(10,957)</u>	<u>-</u>	<u>(87,091)</u>
Total capital asset activity, net	<u>\$ 215,038</u>	<u>\$ (10,957)</u>	<u>\$ -</u>	<u>\$ 204,081</u>

Capital asset activity for the year ended June 30, 2020, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	\$ 26,674	\$ -	\$ -	\$ 26,674
Leasehold improvements	<u>264,498</u>	<u>-</u>	<u>-</u>	<u>264,498</u>
Total capital assets at historical cost	<u>291,172</u>	<u>-</u>	<u>-</u>	<u>291,172</u>
Less accumulated depreciation —				
Other equipment	(16,158)	(2,667)	-	(18,825)
Leasehold improvements	<u>(48,492)</u>	<u>(8,817)</u>	<u>-</u>	<u>(57,309)</u>
Total accumulated depreciation	<u>(64,650)</u>	<u>(11,484)</u>	<u>-</u>	<u>(76,134)</u>
Total capital asset activity, net	<u>\$ 226,522</u>	<u>\$ (11,484)</u>	<u>\$ -</u>	<u>\$ 215,038</u>

8. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

9. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2020 through June 30, 2021. Annual rental payments required by the lease are \$817,116 payable in twelve monthly payments of \$68,093 for the years ended June 30, 2021 and 2020.

The School subsequently renewed the sublease with NHA for the period of July 1, 2021 through June 30, 2022 at the same rental rate.

10. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2021 have been evaluated through October 28, 2021, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

SUPPLEMENTAL INFORMATION



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Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors
Andrew J. Brown Charter School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Andrew J. Brown Charter School, Inc. (the "School"), which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and change in net assets and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 28, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Andrew J. Brown Charter School, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

To Management and the Board of Directors
Andrew J. Brown Charter School, Inc.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Andrew J. Brown Charter School, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Moran, PLLC

October 28, 2021



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Report on Compliance for Each Major Federal Program and
 Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Directors
 Andrew J. Brown Charter School, Inc.

Report on Compliance for Each Major Federal Program

We have audited Andrew J. Brown Charter School, Inc.'s (the "School") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2021. Andrew J. Brown Charter School, Inc.'s major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Andrew J. Brown Charter School, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Andrew J. Brown Charter School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Andrew J. Brown Charter School, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Andrew J. Brown Charter School, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

To the Board of Directors
Andrew J. Brown Charter School, Inc.

Report on Internal Control Over Compliance

Management of Andrew J. Brown Charter School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Andrew J. Brown Charter School, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Plante & Moran, PLLC

October 28, 2021

ANDREW J. BROWN CHARTER SCHOOL, INC.**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021**

Program Title/Project Number/Subrecipient Name	Grant/Project Number	CFDA Number	Expenditures	Current Year Cash Transferred to Subrecipient
Clusters:				
Child Nutrition Cluster - U.S. Department of Agriculture - Passed through the Indiana Department of Education:				
Cash Assistance:				
National School Lunch Program 2020-21	N/A	10.555	\$ 152,104	\$ -
National School Breakfast Program 2020-21	N/A	10.553	57,702	-
Total Child Nutrition Cluster			209,806	-
Other federal awards:				
Passed through the Indiana Department of Education:				
Title I Part A:				
Title I Part A 1920	S010A190014	84.010	16,298	-
Title I Part A 2021	S010A200014	84.010	644,537	-
Total Title I Part A		84.010	660,835	-
Title II Part A - Improving Teacher Quality:				
Title II Part A 1819	S367A190013	84.367	180	-
Title II Part A 1920	S367A200013	84.367	8,455	-
Title II Part A 2021	S367A210013	84.367	53,085	-
Total Title II Part A		84.367	61,720	-
Title III - English Language Acquisition:				
Title III 1920	01120-095	84.365	8,000	-
Title III 2021	01121-095	84.365	19,596	-
Total Title III		84.365	27,596	-
Total noncluster programs passed through the Indiana Department of Education			750,151	-
Education Stabilization Fund Program - U.S. Department of Education Passed through Indiana Department of Education				
COVID-19 ESSER Formula Fund I	203710	84.425D	264,867	-
COVID-19 ESSER Formula Fund II	213712	84.425D	94,286	-
COVID-19 ESSER Formula Fund III ARP		84.425U	119,447	-
Total ESSER			478,600	-
Passed through Marion County				
COVID-19 Governor's Emergency Education Relief Fund (GEER)	201200	84.425C	26,900	-
Total Education Stabilization Fund Program		84.425	505,500	-
Total federal awards			<u>\$ 1,465,457</u>	<u>\$ -</u>

ANDREW J. BROWN CHARTER SCHOOL, INC.

**Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021****Note 1 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Andrew J. Brown Charter School, Inc. (the "School") under programs of the federal government for the year ended June 30, 2021. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported in the Schedule are reported on the same basis of accounting as the basic financial statements. Such expenditures are recognized following the cost principles contained in *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Pass-through entity identifying numbers are presented where available.

The Academy has elected not to use the 10 percent de minimis indirect cost rate to recover indirect costs as allowed under the Uniform Guidance.

Note 3 - Grant Auditor Report

Management has utilized the Cash Management System (CMS) Grant Auditor Report in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

ANDREW J. BROWN CHARTER SCHOOL, INC.**Schedule of Findings and Questioned Costs
Year Ended June 30, 2021****Section I - Summary of Auditor's Results****Financial Statements**

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted?

☐ Yes ☒ None reported**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516(a)?

☐ Yes ☒ No

Identification of major programs:

CFDA Number	Name of Federal Program or Cluster	Opinion
84.010	Title 1, Part A	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No**Section II - Financial Statement Audit Findings**

Reference Number	Finding	Questioned Costs
------------------	---------	------------------

Current Year None**Section III - Federal Program Audit Findings**

Reference Number	Finding	Questioned Costs
------------------	---------	------------------

Current Year None

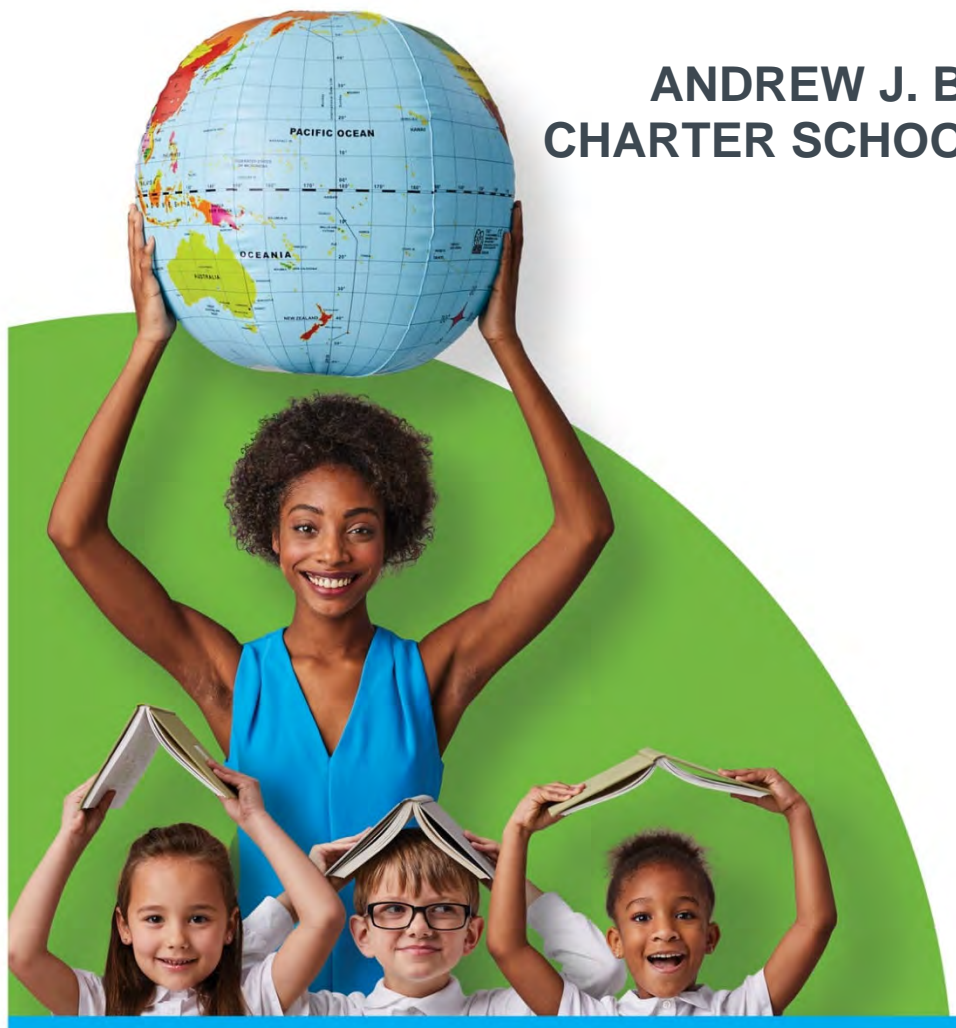
ANDREW J BROWN CHARTER SCHOOL, INC.

OTHER REPORT FOR THE YEAR ENDED JUNE 30, 2021

The reports presented herein were prepared in addition to another official report prepared for Andrew J. Brown Charter School, Inc. as listed below:

Supplemental Audit Report of Andrew J. Brown Charter School, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.



ANDREW J. BROWN CHARTER SCHOOL, INC.

Financial Statements, Additional
Information, and Federal Awards
Supplemental Information as of and for
the Years Ended June 30, 2020 and 2019,
and Independent Auditors' Reports

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ANDREW J. BROWN CHARTER SCHOOL, INC.**TABLE OF CONTENTS**

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Independent Auditors' Report

The Board of Directors
Andrew J. Brown Charter School, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Andrew J. Brown Charter School, Inc., which comprise the statements of financial position as of June 30, 2020 and 2019, and the related statements of activities and change in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Andrew J. Brown Charter School, Inc. as of June 30, 2020 and 2019 and the changes in its net assets, functional expenses, and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2020 on our consideration of Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Andrew J. Brown Charter School, Inc.'s internal control over financial reporting and compliance.

DONOVAN



Indianapolis, Indiana
December 21, 2020

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENTS OF FINANCIAL POSITION****JUNE 30, 2020 AND 2019**

	2020	2019
ASSETS		
CURRENT ASSETS:		
Cash	\$ 1,148,319	\$ 1,063,248
Grants receivable	<u>93,306</u>	<u>216,625</u>
Total current assets	<u>1,241,625</u>	<u>1,279,873</u>
CAPITAL ASSETS:		
Leasehold improvements	26,674	26,674
Other equipment	264,498	264,498
Less: accumulated depreciation	<u>(76,134)</u>	<u>(64,650)</u>
Total capital assets, net of accumulated depreciation	<u>215,038</u>	<u>226,522</u>
TOTAL	<u><u>\$ 1,456,663</u></u>	<u><u>\$ 1,506,395</u></u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 25,244	\$ 23,651
Contracted service fee payable	<u>1,170,266</u>	<u>1,192,971</u>
Total liabilities	1,195,510	1,216,622
NET ASSETS:		
Net assets without donor restrictions	<u>261,153</u>	<u>289,773</u>
TOTAL	<u><u>\$ 1,456,663</u></u>	<u><u>\$ 1,506,395</u></u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2020 AND 2019**

	2020	2019
REVENUES AND SUPPORT		
State aid	\$ 4,945,936	\$ 4,705,286
Other state sources	933,055	701,985
Federal sources	1,066,838	1,220,128
Private sources	58,920	38,034
In-kind contribution from NHA	<u>246,389</u>	<u>563,563</u>
Total revenues and support	<u>7,251,138</u>	<u>7,228,996</u>
EXPENSES		
Contracted service fee	7,216,138	7,193,995
Depreciation	11,484	11,483
Expenses of Board of Directors	<u>52,136</u>	<u>47,107</u>
Total expenses	<u>7,279,758</u>	<u>7,252,585</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	(28,620)	(23,589)
NET ASSETS:		
Beginning of year	<u>289,773</u>	<u>313,362</u>
End of year	<u><u>\$ 261,153</u></u>	<u><u>\$ 289,773</u></u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2020**

	Program Services	Management and General	Total
Contracted service fee:			
Salaries and wages	\$ 2,915,442	\$ -	\$ 2,915,442
Retirement contributions	52,968	-	52,968
Other employee benefits	605,263	-	605,263
Payroll taxes	224,014	-	224,014
Accounting fees	23,064	65,502	88,566
Curriculum, textbooks, and supplies	176,683	-	176,683
Postage and shipping	2,860	-	2,860
Occupancy	1,317,427	12,074	1,329,501
Food service	377,906	-	377,906
Equipment rental and maintenance	31,133	-	31,133
Printing and publications	28,234	-	28,234
Travel	9,204	-	9,204
Conferences and meetings	91,217	-	91,217
Professional fees	457,380	-	457,380
Instructional support	-	130,616	130,616
Academic and general support	-	132,552	132,552
Enrollment and parent relations	-	37,814	37,814
Board support	-	61,784	61,784
Human resources	-	113,491	113,491
Support services	-	28,591	28,591
Technology	9,784	82,349	92,133
Marketing and business development	37,924	24,368	62,292
Insurance	25,433	-	25,433
Miscellaneous	141,061	-	141,061
Total contracted service fee	6,526,997	689,141	7,216,138
Depreciation	11,484	-	11,484
Expenses of Board of Directors	52,136	-	52,136
Total expenses	\$ 6,590,617	\$ 689,141	\$ 7,279,758

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2019**

	Program Services	Management and General	Total
Contracted service fee:			
Salaries and wages	\$ 2,835,572	\$ -	\$ 2,835,572
Retirement contributions	47,254	-	47,254
Other employee benefits	598,724	-	598,724
Payroll taxes	218,346	-	218,346
Accounting fees	20,676	64,157	84,833
Curriculum, textbooks, and supplies	186,350	-	186,350
Postage and shipping	2,336	-	2,336
Occupancy	1,246,163	11,420	1,257,583
Food service	455,208	-	455,208
Equipment rental and maintenance	42,460	-	42,460
Printing and publications	46,170	-	46,170
Travel	21,472	-	21,472
Conferences and meetings	82,168	-	82,168
Professional fees	494,428	-	494,428
Instructional support	-	121,104	121,104
Academic and general support	-	126,116	126,116
Enrollment and parent relations	-	32,131	32,131
Board support	-	62,594	62,594
Human resources	-	107,596	107,596
Support services	-	25,310	25,310
Technology	9,121	81,628	90,749
Marketing and business development	20,224	27,318	47,542
Insurance	24,556	-	24,556
Miscellaneous	183,393	-	183,393
Total contracted service fee	6,534,621	659,374	7,193,995
Depreciation	11,483	-	11,483
Expenses of Board of Directors	47,107	-	47,107
Total expenses	\$ 6,593,211	\$ 659,374	\$ 7,252,585

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.**STATEMENTS OF CASH FLOWS****YEARS ENDED JUNE 30, 2020 AND 2019**

	2020	2019
CASH FLOWS PROVIDED BY (USED IN)		
OPERATING ACTIVITIES:		
State aid	\$ 4,969,507	\$ 4,881,256
Other state sources	933,055	701,985
Federal sources	1,166,587	1,053,809
Private sources	60,513	36,039
Payments for services rendered	<u>(7,044,591)</u>	<u>(6,799,003)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	85,071	(125,914)
CASH - Beginning of year	<u>1,063,248</u>	<u>1,189,162</u>
CASH - End of year	<u><u>\$ 1,148,319</u></u>	<u><u>\$ 1,063,248</u></u>
RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:		
Change in net assets without donor restrictions	\$ (28,620)	\$ (23,589)
Depreciation	11,484	11,483
Adjustments to reconcile change in net assets without donor restrictions to net cash provided by (used in) operating activities:		
Change in grants receivable	123,319	9,650
Change in deferred revenue	1,593	(121,463)
Change in contracted service fee payable	<u>(22,705)</u>	<u>(1,995)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u><u>\$ 85,071</u></u>	<u><u>\$ (125,914)</u></u>
NON CASH ACTIVITY:		
In-kind contribution from NHA	<u><u>\$ 246,389</u></u>	<u><u>\$ 563,563</u></u>

See independent auditors' report and notes to the financial statements.

ANDREW J. BROWN CHARTER SCHOOL, INC.

NOTES TO THE FINANCIAL STATEMENTS

AS OF AND FOR THE YEARS ENDED JUNE 30, 2020 AND 2019

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Andrew J. Brown Charter School, Inc. (the “Academy”) is a public benefit not-for-profit organization established under the laws of the State of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The Academy provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The Academy served approximately 705 students during the 2019-2020 school year (665 students during the 2018-2019 school year).

The Academy operates a public charter school established under Indiana Code 20-24-3-1 and is sponsored by the Office of Education Innovation (“OEI”) of the Mayor of the Consolidated City of Indianapolis, which is responsible for oversight of the Academy’s operations. Under this Charter, the Academy has agreed to pay to OEI an annual fee equal to 1% of the state tuition support, which is included in the expenses assumed by National Heritage Association (“NHA”) as described below. This amounted to \$38,337 and \$36,198 during the years ended June 30, 2020 and 2019, respectively. The charter expires on June 30, 2024 and is subject to renewal.

The Board of Directors of the Academy entered into a management agreement (the “agreement”) with NHA, which requires NHA to provide administration, strategic planning, and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the Academy operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the Academy or NHA.

Under the terms of the agreement, NHA receives all Academy revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the Academy as compensation for management services rendered.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

Cash — Cash represents bank deposits with a carrying amount and bank balance of \$1,148,319 and \$1,063,248 as of June 30, 2020 and 2019, respectively, of which \$898,319 and \$813,248 was uninsured and uncollateralized by federal depository insurance as of June 30, 2020 and 2019, respectively. The Academy does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The Academy believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the Academy evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

Contracted Service Fee Payable — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which includes leasehold improvements and other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the Academy as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Leasehold improvements are depreciated using the straight-line method over useful lives of 30 years. Other equipment is depreciated using the straight-line method over useful lives of 3 – 10 years.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Net Assets Without Donor Restrictions* — Net assets which are not subject to donor imposed or governmental stipulations.

Revenues and contributions are reported as follows:

- Revenues and other support are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in net assets without donor restrictions. Other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Income Taxes — The Academy operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Academy has received notification from the Internal Revenue Service (IRS) that they are considered exempt from federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Professional accounting standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ending after 2016 are open to audit for both federal and state purposes.

Recent Accounting Pronouncements — In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*, which will supersede the current revenue recognition requirements in Topic 605, *Revenue Recognition*. The ASU is based on the principle that revenue is recognized to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The ASU also requires additional disclosure about the nature, amount, timing, and uncertainty of revenue and cash flows arising from customer contracts, including significant judgements and changes in judgements and assets recognized from costs incurred to obtain or fulfill a contract. The new guidance was to be effective for the Academy's year ending June 30, 2020, but in May 2020, the Financial Accounting Standards Board allowed for a one-year deferral, which the Academy elected. The ASU permits application of the new revenue recognition guidance to be applied using one of two retrospective application methods. The Academy has not yet determined which application method it will use. The Academy is in the process of evaluating potential effects of the new standard on the financial statements.

In February 2016, the Financial Accounting Standards Board (FASB) issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the statements of activities and change in net assets. Currently, leases are classified as either capital or operating, with only capital leases recognized on the statements of financial position. The reporting of lease-related expenses in the statements of activities and change in net assets and cash flows will be generally consistent with the current guidance. The new lease guidance will be effective for the Academy's year ending June 30, 2022 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined, but is expected to have minimal impact when adopted.

Subsequent Events — The Academy has evaluated subsequent events through December 21, 2020, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

3. GRANTS RECEIVABLE

Grants receivable relate primarily to activities funded under federal programs and legislation enacted by the State of Indiana. The Academy believes it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

4. LIQUIDITY

The Academy's financial assets include cash and grants receivable, which totaled \$1,241,625 and \$1,279,873 as of June 30, 2020 and 2019, respectively, all of which were available to meet cash needs for general expenditures within one year.

From time to time, the Academy receives donor-restricted contributions. Because donor restrictions require resources to be used in a particular manner or in a future period, the Academy must maintain sufficient resources to meet those responsibilities to its donors. Thus, financial assets may not be available for general expenditure within one year. As part of the Academy's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

The Academy has a goal to maintain financial assets on hand to meet 60 days of normal operating expenses, which are on average approximately \$1,200,000 as of both June 30, 2020 and 2019.

While the Academy will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required to make contributions to the Academy if the Academy's expenditures exceed the school's revenue during the year.

5. RISK MANAGEMENT

The Academy is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2020, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

6. CONTINGENCIES

The Academy has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

7. OPERATING LEASE

The Academy has entered into a sublease agreement with NHA for a facility to house the Academy. The lease term was from July 1, 2019 through June 30, 2020. Annual rental payments required by the lease were \$817,120 payable in twelve monthly payments of \$68,093.

The Academy subsequently renewed the sublease with NHA for the period of July 1, 2020 through June 30, 2021 at the same rental rate.

8. RETIREMENT PLAN

The Academy maintains a 401(k) retirement savings plan. Employees are eligible to participate in the 401(k) plan immediately upon date of hire or transition into an eligible position, subject to the terms and conditions of the plan. Under the plan, the Academy has elected to match a portion of an employee's contributions, up to 3% of pay. Retirement plan expense was \$52,968 and \$47,254 for the years ended June 30, 2020 and 2019, respectively.

9. FUNCTIONAL EXPENSES

The costs of providing the educational activities have been summarized on a functional basis in the statements of activities and change in net assets. Management of the Academy has categorized expenses as program services or management and general according to the underlying nature of the expense. As such, no allocation of specific transactions between these categories was required.

SUPPLEMENTAL INFORMATION

ANDREW J. BROWN CHARTER SCHOOL, INC.**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS****FOR THE YEAR ENDED JUNE 30, 2020**

Federal Grantor Agency/Pass-Through Entity/Cluster Title/ Program Title/ Project Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Total Federal Awards Expended
<u>U.S. DEPARTMENT OF AGRICULTURE</u>			
Pass-through Indiana Department of Education			
Child Nutrition Cluster			
School Breakfast Program	10.553	N/A	\$ 73,510
COVID-19 School Breakfast Program	10.553	N/A	16,777
National School Lunch Program	10.555	N/A	246,158
COVID -19 National School Lunch Program	10.555	N/A	<u>35,935</u>
<i>Total U.S. Department of Agriculture</i>			<u>372,380</u>
<u>U.S. DEPARTMENT OF EDUCATION</u>			
Pass-through Indiana Department of Education			
Title I, Grants to Local Educational Agencies	84.010	S010A180014	12,499
	84.010	S010A190014	574,917
Supporting Effective Instruction			
State Grants	84.367	S367A170013	12,305
	84.367	S367A190013	36,665
English Language Acquisition			
State Grants	84.365	01118-101-PN01	3,275
	84.365	01119-100-PN01	5,167
	84.365	01120-095	20,438
Student Support and Academic Enrichment Program	84.424	2018-424-326	<u>29,192</u>
<i>Total U.S. Department of Education</i>			<u>694,458</u>
<i>Total federal awards expended</i>			\$ <u><u>1,066,838</u></u>

See independent auditors' report and accompanying notes to this schedule.

ANDREW J. BROWN CHARTER SCHOOL, INC.**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2020**

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Andrew J. Brown Charter School, Inc. (the "Academy") under programs of the federal government for the year ended June 30, 2020. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the Academy, it is not intended to and does not present the financial position, changes in net assets, functional expenses, or cash flows of the Academy.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. INDIRECT COST RATE

The Academy has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.



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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Directors
Andrew J. Brown Charter School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Andrew J. Brown Charter School, Inc., which comprise the statement of financial position as of June 30, 2020, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 21, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Andrew J. Brown Charter School, Inc.'s internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Andrew J. Brown Charter School, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Andrew J. Brown Charter School, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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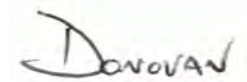
Compliance and Other Matters

As part of obtaining reasonable assurance about whether Andrew J. Brown Charter School, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Andrew J. Brown Charter School, Inc.'s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Andrew J. Brown Charter School, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

DONOVAN

A handwritten signature in dark ink, appearing to read "DONOVAN", is written over a light blue rectangular background.

Indianapolis, Indiana
December 21, 2020



Donovan CPAs

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH *THE UNIFORM GUIDANCE*

The Board of Directors
Andrew J. Brown Charter School, Inc.

Report on Compliance for Each Major Federal Program

We have audited Andrew J. Brown Charter School, Inc.'s compliance with the types of compliance requirements described in the U.S. *Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on each of the Academy's major federal programs for the year ended June 30, 2020. Andrew J. Brown Charter School, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Andrew J. Brown Charter School, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Andrew J. Brown Charter School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Andrew J. Brown Charter School, Inc.'s compliance.

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Opinion on Each Major Federal Program

In our opinion, Andrew J. Brown Charter School, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as items 2020-001 and 2020-002. Our opinion on each major federal program is not modified with respect to this matter.

Report on Internal Control over Compliance

Management of Andrew J. Brown Charter School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Andrew J. Brown Charter School, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Andrew J. Brown Charter School, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.


A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2020-001 and 2020-002 to be significant deficiencies.

Andrew J. Brown Charter School, Inc.'s response to the noncompliance finding identified in our audit is included on page 23. Andrew J. Brown Charter School, Inc.'s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

DONOVAN

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Indianapolis, Indiana
December 21, 2020

ANDREW J. BROWN CHARTER SCHOOL, INC.**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2020**

I. Summary of Auditors' Results***Financial Statements***

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness identified?	No
• Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
• Material weakness identified?	No
• Significant deficiency identified?	Yes
Type of auditors' report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	Yes
Identification of major programs:	

CFDA Number**Name of Federal Program or Cluster**

84.010

Title I, Grants to Local Educational Agencies

Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

II. Financial Statement Findings

No matters are reportable.

III. Federal Award Findings and Questioned Costs

FINDING 2020-001 RECORDS RETENTION SIGNIFICANT DEFICIENCY

Federal Program: Title I

CFDA Number: 84.010

Condition

Andrew J. Brown Charter School, Inc. (the “Academy”) was unable to provide documentation to support student transfers for students selected for testing from the October 1, 2018 Real Time Data report submitted to the State of Indiana. This report is used as part of the application for Title I funds. Data on transfers provides information on students removed from the regularly adjusted cohort.

Criteria

2 CFR part 200.334 requires that “Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient.”

Cause

The Academy did not properly maintain documentation.

Effect

Compliance with Special Tests and Provisions requirements from the Compliance Supplement could not be verified.

Recommendation

We recommend the Academy develop internal controls requiring the maintenance of documentation used in preparation of the Real Time Data reports.

Views of Responsible Officials

The Academy’s Corrective Action Plan is included on page 23.

III. Federal Award Findings and Questioned Costs, Continued

FINDING 2020-002 MAINTENANCE OF EFFORT SIGNIFICANT DEFICIENCY

Federal Program: Title I

CFDA Number: 84.010

Condition

The Indiana Department of Education completes the maintenance of effort calculation using the Form 9 report issued by the School, which is a cash-basis report. The following issues were identified with the reporting of expenses on these reports:

1. The School believed that it was not allowed to show any negative ending balances on funds reported on the Form 9. Schools can show a negative balance if the balances are the result of awaiting reimbursements. To not show negative balances, the School adjusted the balance of expenses to be in line with receipts on all funds but fund 300.
2. It was identified that \$5,736 of retirement expenses and \$67,300 of utilities were coded to the wrong object code on the Form 9.

Criteria

2 CFR part 200, Appendix XI, Compliance Supplement 2020, Section 4-84.000-13, states "An LEA may receive funds under an applicable program only if the SEA finds that the combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year, unless specifically waved".

Cause

The School was not reporting expenses in line with guidelines set by the Indiana Department of Education.

Effect

Maintenance of effort calculations prepared by the Indiana Department of Education could be impacted by incorrect reporting of expense transactions.

Recommendation

We recommend the School develop internal controls to ensure expenses are properly reported on the Form 9 report in line with guidelines.

Views of Responsible Officials

The School's Corrective Action Plan is included on page 23.



CORRECTIVE ACTION PLAN – Federal Award Findings and Questioned Costs

Finding 2020-001: *The Academy was unable to provide documentation to support student transfers for students selected from the October 1, 2018 Real Time Data report.*

2 CFR part 200.334 requires that “Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient.

Response: Although the Academy did provide all withdrawal forms for students that had moved to another district, they did not keep the request for record transfers on file. The Academy will now ensure they maintain the request for record transfers for the recommended three year period of time.

Responsible Person: The Academy’s Office Personnel along with Management Company Enrollment Team

Date of Completion: December 21, 2020

Finding 2020-002: *The Academy believed they were not allowed to show negative balances in any funds reported on Form 9. In addition, it was identified that \$5,736 of retirement expenses and \$67,300 of utilities were coded to the wrong object code on Form 9.*

2 CFR part 200, Appendix XI, Compliance Supplement 2020, Section 4-84.000-13, state “An LEA may receive funds under an applicable program only if the LEA finds that the combined fiscal effort per student or the aggregate expenditures for the LEA from state and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year, unless specifically waved.”

Response: The Academy’s accrual basis accounting needs to be converted to cash basis for the required Form 9. The Academy will ensure that balances in the Form 9 will accurately reflect ending balances in funds and that accounts will be coded to the correct object codes in future filings.

Responsible Person: The Academy’s Business Analyst

Date of Completion: December 21, 2020

ANDREW J. BROWN CHARTER SCHOOL, INC.

OTHER REPORT

FOR THE YEAR ENDED JUNE 30, 2020

The reports presented herein were prepared in addition to another official report prepared for Andrew J. Brown Charter School, Inc. as listed below:

Supplemental Audit Report of Andrew J. Brown Charter School, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.



CliftonLarsonAllen LLP
CLAconnect.com

Board of Directors
Aspire Charter Academy, Inc.
Anderson, Indiana

We have audited the financial statements of Aspire Charter Academy, Inc. as of and for the year ended June 30, 2021, and have issued our report thereon dated January 14, 2022. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, and "Guidelines for the Audits of Charter Schools Performed by Private Examiners" issued by the Indiana State Board of Accounts as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Aspire Charter Academy, Inc. are described in Note 2 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during 2021.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

- Management's estimate of the functional allocation of expenses shared between programs, and management and general is based on a reasonable and consistent basis using factors such as direct payroll allocation, full time equivalents within each department, and total direct expenses. We evaluated the key factors and assumptions used to develop the allocation in determining that it is reasonable in relation to the financial statements taken as a whole.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.



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Board of Directors
Aspire Charter Academy, Inc.
Page 2

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures. Management provided related entries for property and equipment activity and in-kind contribution activity for inclusion in the financial statements as part of their financial statement preparation process.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the attached management representation letter.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Audit including use of a component auditor

We noted no matters related to the component auditors agreed upon procedures performed that we consider to be significant to the responsibilities of those charged with governance of the group.

Quality of component auditor's work

There were no instances in which our evaluation of the work of the component auditor gave rise to a concern about the quality of that auditor's work.

Board of Directors
Aspire Charter Academy, Inc.
Page 3

Limitations on the group audit

There were no restrictions on our access to information from the component auditors agreed upon procedures or other limitations on the audit.

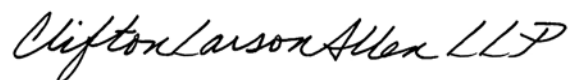
Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

Other audit findings or issues

The single audit and required reports have not yet been completed due to a delay in the issuance of the Compliance Supplement Addendum, which is expected late fall 2021.

* * *

This communication is intended solely for the information and use of the board of directors and management of Aspire Charter Academy, Inc., and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 14, 2022

January 14, 2022

CliftonLarsonAllen LLP
9365 Counselors Row, Suite 200
Indianapolis, Indiana 46240

This representation letter is provided in connection with your audit of the financial statements of Aspire Charter Academy, Inc., which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to misstatements that are material. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

We confirm, to the best of our knowledge and belief, as of January 14, 2022, the following representations made to you during your audit of the financial statements.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement agreement dated May 21, 2021, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. We acknowledge and have fulfilled our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control over the receipt and recording of contributions.
5. We have identified all accounting estimates that could be material to the financial statements, including the key factors and significant assumptions used in making those estimates, and we believe the estimates and the significant assumptions used in making those accounting estimates are reasonable.
6. Significant estimates have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP. Significant estimates are estimates at the financial statement date that could change materially within the next year.

January 14, 2022
CliftonLarsonAllen LLP
Page 2

7. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
8. All events occurring subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
9. We have not identified or been notified of any uncorrected financial statement misstatements.
10. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims, or assessments.
11. Material concentrations have been properly disclosed in accordance with U.S. GAAP. Concentrations refer to individual or group concentrations of contributors, grantors, clients, customers, suppliers, lenders, products, services, fund-raising events, sources of labor or materials, licenses or other rights, or operating areas or markets for which events could occur that would significantly disrupt normal finances within the next year.
12. Receivables recorded in the financial statements represent valid claims against debtors for sales or other charges arising on or before the financial statement date and have been reduced to their estimated net realizable value.
13. We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or net asset balances.
14. We have reviewed long-lived assets to be held and used for impairment whenever events or changes in circumstances have indicated that the carrying amount of assets might not be recoverable and, when necessary, have appropriately recorded the adjustment.
15. The cost allocation methods used to allocate the entity's expenses to the appropriate functional classification as program services, management and general, and fundraising are properly supported by the entity's books and records. The cost allocation methods used are rational, systematic, and consistently applied. The bases used for allocation of functional expenses are reasonable.

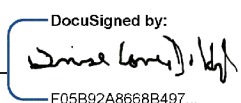
Information Provided

1. We have provided you with:
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records (including information obtained from within and outside of the general and subsidiary ledgers), documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.

- d. Complete minutes of the meetings of the governing board and related committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.
2. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
3. All transactions have been recorded in the accounting records and are reflected in the financial statements.
4. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
5. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - a. Management;
 - b. Employees who have significant roles in internal control; or
 - c. Others when the fraud could have a material effect on the financial statements.
6. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, grantors, regulators, or others.
7. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations and provisions of contracts and grant agreements, or waste or abuse whose effects should be considered when preparing financial statements.
8. We are not aware of any pending or threatened litigation, claims, or assessments, or unasserted claims or assessments, that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims, or assessments.
9. There are no other material liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with U.S. GAAP.
10. We have disclosed to you the identity of all the entity's related parties and all the related-party relationships and transactions of which we are aware, including any side agreements.
11. The entity has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.
12. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to Aspire Charter Academy, Inc.; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

January 14, 2022
CliftonLarsonAllen LLP
Page 4

13. We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
14. Aspire Charter Academy, Inc. is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the entity's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up to date.
15. We agree with the findings of the component auditor's agreed upon procedures in evaluating the break-down and allocation of the contracted service expense and have adequately considered the qualifications of the component auditor in determining the amounts and disclosures used in the financial statements and underlying accounting records. We did not give or cause any instructions to be given to the component auditor with respect to the values or amounts derived in an attempt to bias their work, and we are not otherwise aware of any matters that have had an effect on the independence of objectivity of the component auditor.
16. We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
17. We have taken timely and appropriate steps to remedy fraud or noncompliance with provisions of laws, regulations, contracts, and grant agreements, or waste or abuse that you have reported to us.
18. We have a process to track the status of audit findings and recommendations.
19. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
20. We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.

Signature:  Title: Board President- Aspire Academy

Signature:  Title: Director of Treasury



CliftonLarsonAllen LLP
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Board of Directors and Management
Aspire Charter Academy, Inc.
Gary, Indiana

In planning and performing our audit of the financial statements of Aspire Charter Academy, Inc. as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Other deficiencies in internal control and other matters

During our audit, we became aware of other deficiencies in internal control and other matters that are opportunities to strengthen your internal control and improve the efficiency of your operations. While the nature and magnitude of the other deficiencies in internal control were not considered important enough to merit the attention of the board of directors and management, they are considered of sufficient importance to merit management's attention and are included herein to provide a single, comprehensive communication for both those charged with governance and management.

- **Form 9 Testing**

During our testing of the Form 9 report for the six-month period ended June 30, 2021, we noted that financial information was submitted timely by the July 31, 2021 deadline but the certifications were not submitted until August 12, 2021. As the submission is not considered complete without the certifications, the filing was considered late. We recommend that timely information be provided to the certifies to ensure both the financial data and the certifications are able to be filed within the required timeframe.

We will review the status of these comments during our next audit engagement. We have already discussed the comments and suggestions with various entity personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of the matters, or to assist you in implementing the recommendations.



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Board of Directors and Management
Aspire Charter Academy, Inc.
Page 2

This communication is intended solely for the information and use of management, the board of directors, and others within the entity, and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 14, 2022



CliftonLarsonAllen LLP
CLAAconnect.com

Board of Directors
Aspire Charter Academy, Inc.
Indianapolis, Indiana

We have audited the financial statements of Aspire Charter Academy, Inc. as of and for the year ended June 30, 2020, and have issued our report thereon dated January 22, 2021. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and "Guidelines for the Audits of Charter Schools Performed by Private Examiners" issued by the Indiana State Board of Accounts, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Aspire Charter Academy, Inc. are described in Note 2 to the financial statements.

As described in Note 2, the entity changed accounting policies related to revenue from contracts with customers and contributions by adopting Financial Accounting Standards Board (FASB) Accounting Standards Update Nos. 2014-09 and 2018-08, *Revenue from Contracts with Customers (Topic 606)* and *Accounting Guidance for Contributions Received and Made (Topic 958)*, respectively, in 2020. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

- Management's estimate of the functional allocation of expenses shared between programs, and management and general is based on a reasonable and consistent basis using factors such as direct payroll allocation, full time equivalents within each department, and total direct expenses. We evaluated the key factors and assumptions used to develop the allocation in determining that it is reasonable in relation to the financial statements taken as a whole.

Board of Directors
Aspire Charter Academy, Inc.
Page 2

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

While we did not experience any difficulties with management, we did experience challenges in completing the audit. Audit service provider transitions can be challenging as the parties have to establish communication protocols and learn systems in place at the organization. This particular transition was challenging for both the organization's leadership team and the audit team as we were engaged by the Charter Authorizer to perform the audit in late July 2020, which resulted in a compressed time frame to complete the audit. This, combined with the challenges that the organization has been facing related to the COVID-19 pandemic, resulted in time compression and delivery of the reports later than was originally planned.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify, and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify, and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the attached management representation letter.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Board of Directors
Aspire Charter Academy, Inc.
Page 3

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Audit including use of a component auditor

We noted no matters related to the component auditor's agreed upon procedures performed that we consider to be significant to the responsibilities of those charged with governance of the group.

Quality of component auditor's work

There were no instances in which our evaluation of the work of the component auditor gave rise to a concern about the quality of that auditor's work.

Limitations on the group audit

There were no restrictions on our access to information from the component auditor's agreed upon procedures or other limitations on the audit.

Other information in documents containing audited financial statements

With respect to the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated January 22, 2021.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of Aspire Charter Academy, Inc., and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Indianapolis, Indiana
January 22, 2021



January 22, 2021

CliftonLarsonAllen LLP
9365 Counselors Row, Suite 200
Indianapolis, Indiana 46240


This representation letter is provided in connection with your audit of the financial statements of Aspire Charter Academy, Inc., which comprise the statement of financial position as of June 30, 2020, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of January 22, 2021, the following representations made to you during your audit of the financial statements as of and for the year ended June 30, 2020, and the following representations as they apply to the financial statements as of and for the year ended June 30, 2019, which were audited by other auditors.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated August 27, 2020 for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. We acknowledge and have fulfilled our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.


- 
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control over the receipt and recording of contributions.
 5. Significant assumptions used by us in making accounting estimates are reasonable.
 6. Significant estimates have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP. Significant estimates are estimates at the financial statement date that could change materially within the next year.
 7. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
 8. All events occurring subsequent to the date of the financial statements and for which U.S. GAAP required adjustment or disclosure have been adjusted or disclosed.
 9. We have not identified or been notified of any uncorrected financial statement misstatements.
 10. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, or which would affect federal award programs, and we have not consulted a lawyer concerning litigation, claims, or assessments.
 11. Material concentrations have been properly disclosed in accordance with U.S. GAAP. Concentrations refer to individual or group concentrations of contributors, grantors, clients, customers, suppliers, lenders, products, services, fund-raising events, sources of labor or materials, licenses or other rights, or operating areas or markets for which events could occur that would significantly disrupt normal finances within the next year.
 12. Receivables recorded in the financial statements represent valid claims against debtors for sales or other charges arising on or before the financial statement date and have been reduced to their estimated net realizable value.
 13. Designations of net assets, or reclassifications of net assets, have been properly authorized, approved, and reflected in the financial statements.
 14. The cost allocation methods used to allocate the entity's expenses to the appropriate functional classification as program services, management and general, and fundraising are properly supported by the entity's books and records. The cost allocation methods used are rational, systematic, and consistently applied. The bases used for allocation of functional expenses are reasonable.
 15. Upon implementation of ASU 2014-9, revenue from contracts with customers has been appropriately accounted for and disclosed in accordance with FASB ASC 606, Revenue from Contracts with Customers. All contracts underlying revenue recognized in the


financial statements have commercial substance and have been approved by appropriate parties. We have considered side agreements, implied promises, and unstated customary business practices in identifying performance obligations in the contracts. We have sufficient and appropriate documentation supporting all estimates and judgments underlying the amount and timing of revenue recognized in the financial statements.

16. We have adopted Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2018-08, Not-For-Profit Entities (Topic 958): Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made. There was no material impact on the entity's financial position or change in net assets upon adoption of the new standard.

Information Provided


1. We have provided you with:
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Complete minutes of the meetings of the governing board and related committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.
 - e. Access to all audit or relevant monitoring reports, if any, received from funding sources.
2. All transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
3. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
4. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - a. Management;
 - b. Employees who have significant roles in internal control; or,
 - c. Others when the fraud could have a material effect on the financial statements.


- 
5. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, grantors, regulators, or others.
 6. We have no knowledge of any instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, and grant agreements, or waste or abuse whose effects should be considered when preparing financial statements.
 7. We are not aware of any pending or threatened litigation, claims, or assessments, or unasserted claims or assessments, that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, or which would affect federal award programs, and we have not consulted a lawyer concerning litigation, claims, or assessments.
 8. There are no other material liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with U.S. GAAP.
 9. We have disclosed to you the identity of the entity's related parties and all the related-party relationships and transactions of which we are aware.
 10. The entity has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.
 11. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements, including compliance with provisions of the *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools* issued by the Indiana State Board of Accounts, applicable to Aspire Charter Academy, Inc.; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
 12. We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
 13. Aspire Charter Academy, Inc. is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the entity's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

- 
14. We understand that you prepared the trial balance for use during the audit and that your preparation of the trial balance was limited to formatting information into a working trial balance based on management's chart of accounts.
15. We agree with the findings of the component auditor's agreed upon procedures in evaluating the break-down and allocation of the contracted service expense and have adequately considered the qualifications of the component auditor in determining the amounts and disclosures used in the financial statements and underlying accounting records. We did not give or cause any instructions to be given to the component auditor with respect to the values or amounts derived in an attempt to bias their work, and we are not otherwise aware of any matters that have had an effect on the independence or objectivity of the component auditor.
16. With respect to federal award programs:
- a. We are responsible for understanding and complying with, and have complied with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) including requirements relating to preparation of the schedule of expenditures of federal awards.
 - b. We acknowledge our responsibility for presenting the schedule of expenditures of federal awards (SEFA) and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement and presentation of the SEFA have not changed from those used in the prior period (or, if they have changed, the reasons for such change), and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA.
 - c. If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issued the SEFA and the auditors' report thereon.
 - d. We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and included in the SEFA expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
 - e. We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and

disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.

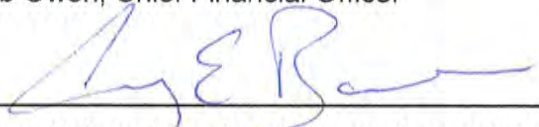
- f. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- g. We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- h. We have received no requests from a federal agency to audit one or more specific programs as a major program.
- i. We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
- j. We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditors' report.
- k. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditors' report.
- l. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E).
- m. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- n. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.

- 
- o. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
 - p. There are no known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.
 - q. We have disclosed to you whether any changes in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies and/or material weaknesses in internal control over compliance, have occurred subsequent to the period covered by the auditors' report.
 - r. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
 - s. The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
 - t. We have charged costs to federal awards in accordance with applicable cost principles.
 - u. We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
 - v. We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
 - w. We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
 - x. We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.
17. We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.

- 
18. We have taken timely and appropriate steps to remedy fraud or noncompliance with provisions of laws, regulations, contracts, and grant agreements, or waste or abuse that you have reported to us.
 19. We have a process to track the status of audit findings and recommendations.
 20. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.



Bob Owen, Chief Financial Officer



Corey Balkon, Director of Accounting and Financial Reporting

**SUPPLEMENTAL AUDIT REPORT
OF
ASPIRE CHARTER ACADEMY, INC.**

LAKE COUNTY INDIANA

JULY 1, 2020 TO JUNE 30, 2021



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**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
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**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
SCHOOL OFFICIALS
JULY 1, 2020 TO JUNE 30, 2021**

<u>Office</u>	<u>Official</u>	<u>Term</u>
Board President	Denise Dillard	07/01/20 – 06/30/21
Board Treasurer	Rachael Wright	07/01/20 – 06/30/21
School Leader	Ranae Robinson	07/01/20 – 06/30/21



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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

We have audited the financial statements of Aspire Charter Academy, Inc. (the Academy) as of and for the year ended June 30, 2021 and have issued our report thereon dated January 14, 2022. As part of our audit, we tested the Academy's compliance with provisions of the *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools* issued by the Indiana State Board of Accounts and related provisions of laws, regulations, contracts, and grant agreements. Reported in the Audit Results and Comments are matters where we believe the Academy was not in compliance with those provisions.

A handwritten signature in dark blue ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 14, 2022



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**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
AUDIT RESULTS AND COMMENTS
JULY 1, 2020 TO JUNE 30, 2021**

VENDOR DISBURSEMENTS TESTING

Sales tax can be avoided or reimbursed for purchases eligible under the state tax exemption guidelines. There were five (5) instances of the twenty-five (25) selections where the Academy inappropriately paid sales tax.

Charter schools are eligible for an exemption from the state sales tax on purchases. To obtain the exemption for a Sales Tax Exemption Certificate, application shall be made to the Sales Tax Division of the Department of Revenue. This certificate must be presented at the time a purchase is made to avoid paying sales tax. If sales tax is paid erroneously, a refund application may be obtained from the Sales Tax Division (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 10).

AVERAGE DAILY MAINTENANCE (ADM) TESTING – ENROLLMENT

Enrollment documents and attendance records are required to be maintained by the School in accordance with guidance by the Indiana Department of Education (IDOE). A student claimed for ADM must be an eligible pupil. During our testing, we noted that there was one (1) student of the 60 students selected that was not of age to be attending kindergarten that was included in the Fall 2020 count date.

Officials shall maintain records (enrollment applications, attendance records, reporting forms, etc.) which substantiate the number of students claimed for ADM. A student claimed for ADM must be an “eligible pupil”. An eligible pupil is a student that is enrolled and attending. IC 20-43-1-11: “‘Eligible pupil’ refers to an individual who qualifies as an eligible pupil under IC 20- 43-4-1”. IC 20-43-1-11.5 defines “Enrolled” as registered with a school corporation to attend educational programs offered by or through the school corporation; and attending these educational programs or receiving education services. IC 20-43-1-7.5 defines “Attending” as physical or virtual presence of a student with the expectation of continued services in the education programs for which the student is registered.

School officials shall contact the Indiana Department of Education, Division of School Finance, to determine possible steps to be taken to correct any overpayment to the school because of incorrect reporting.

AVERAGE DAILY MAINTENANCE (ADM) TESTING – REPORTING CERTIFICATIONS

The Organizer is responsible for reporting ADM to the Indiana Department of Education (IDOE). The ADM Summary Report shall provide a written certification of ADM to properly document responsibility. During our testing, we noted that the Fall 2020 and Spring 2020 certifications did not include the trustee/corporate treasurer’s signature.

The ADM Summary Report must be signed by the Superintendent/Principal/Director of Schools and the Trustee/Corporate Treasurer and be uploaded to IDOE for each reporting period in the fiscal year. Supporting documentation of enrollment and attendance/engagement information by grade and school must be maintained for audit. (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 9).

**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
EXIT CONFERENCE
JULY 1, 2020 TO JUNE 30, 2021**

The contents of this report were discussed on January 14, 2022, with school officials Denise Dillard and Rachael Wright, along with Janet Thatcher from National Heritage Academies. Official response has been made part of this report and may be found beginning on page 5.



Response to Audit Results and Comments

Finding: *Vendor Disbursement Testing – Sales tax can be avoided or reimbursed for purchases eligible under the sales tax exemption guidelines.*

Charter schools are eligible for an exemption from the state sales tax on purchases. To obtain the exemption for a Sales Tax Exemption Certificate, application shall be made to the Sales Tax Division of the Department of Revenue. This certificate must be presented at the time a purchase is made to avoid paying sales tax. If sales tax is paid erroneously, a refund application may be obtained from the Sales Tax Division (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 10).

Response: The Academy respectfully disagrees with this comment. Although Charter schools are eligible from state sales tax on purchases, due to the agreement the Academy has with its management company, the Academy is not making the purchases directly. Any purchases made are made by the management company on the Academy's behalf. The Indiana Department of Revenue has ruled that because the management company is making purchases on behalf of the Academy, the management company must pay sales tax regardless of who is the end user of the purchase.

Finding: *Enrollment documents and attendance records are required to be maintained by the school in Accordance with guidance by the Indiana Department of Education. A student claimed for ADM must be an eligible pupil. During tested there was one (1) student of the 60 students selected that was not of age to be attending kindergarten that was included in the Fall 2020 count date.*

Officials shall maintain records (enrollment applications, attendance records, reporting forms, etc.) which substantiate the number of students claimed for ADM. A student claimed for ADM must be an "eligible pupil". An eligible pupil is a student that is enrolled and attending. IC 20-43-1-11: "Eligible pupil refers to an individual who qualifies as an eligible pupil under IC 10-43-4-1". IC 20-43-1-11.5 defines "Enrolled" as registered with a school cooperation to attend educational programs offered by or through the school corporation; and attending these educational programs or receiving education services. IC 20-43-1-7.5 defines "Attending" as physical or virtual presence of a student with the expectation of continued services in the education programs for which the student is registered.

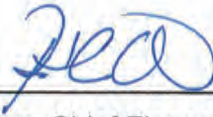
Response: In this specific situation, the first birth certificate submitted for the student was illegible. Each student is given a 30-day grace period after enrollment to submit the proper documentation. During this time is also when count day occurred so the student was included in the school count. Subsequent to count day, the student's birth certificate was submitted

which showed the student was not of age to be attending kindergarten and the student was withdrawn at that time.

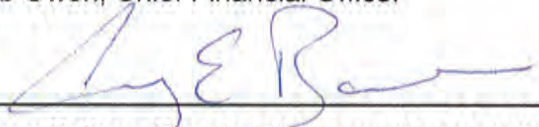
The Academy will work with the Indiana Department of Education (IDOE) to correct discrepancies, if any, because of incorrect reporting.

Finding: *The Organizer is responsible for reporting ADM to the Indiana Department of Education (IDOE). The ADM Summary Report shall provide a written certification of ADM to properly document responsibility.*

Response: The individual serving as the fiscal treasurer was diagnosed with cancer during this time. He subsequently passed away and the Academy did not have sufficient time to fill the fiscal treasurer position before the ADM reports were due. The Academy does now have a new fiscal treasurer in place and will ensure all ADM reports have the second signature as required.



Bob Owen, Chief Financial Officer



Corey Balkon, Director of Accounting and Financial Reporting

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Board of Directors and Management
Aspire Charter Academy, Inc.
Gary, Indiana

In planning and performing our audit of the financial statements of Aspire Charter Academy, Inc. as of and for the year ended June 30, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Other deficiencies in internal control and other matters

During our audit, we became aware of other deficiencies in internal control and other matters that are opportunities to strengthen your internal control and improve the efficiency of your operations. While the nature and magnitude of the other deficiencies in internal control were not considered important enough to merit the attention of the board of directors and management, they are considered of sufficient importance to merit management's attention and are included herein to provide a single, comprehensive communication for both those charged with governance and management.

- **Form 9 Testing**

During our testing of the Form 9 report for the six-month period ended June 30, 2020, we noted that financial information was submitted timely by the July 31, 2020 deadline but the certifications were not submitted until August 7, 2020. As the submission is not considered complete without the certifications, the filing was considered late. We recommend that timely information be provided to the certifiers to ensure both the financial data and the certifications are able to be filed within the required timeframe.

Board of Directors and Management
Aspire Charter Academy, Inc.
Page 2

- Average Daily Maintenance (ADM) Testing

Enrollment documents required to be maintained by the Indiana Department of Education (IDOE) include, at a minimum, birth certificates, enrollment application, and proof of residency for each student. In addition to the IDOE required documents, the School has adopted a policy requiring additional documents to be obtained at enrollment. There was 1 student of the 75 student selections that was missing the proof of residency documentation as required by the IDOE.

Records such as paper or electronic enrollment applications, as well as copies of birth certificates and proof of residency, etc. as determined by policy or normal practice by the school should be maintained (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 9).

We recommend that enrollment policies and procedures be strengthened to ensure all residency documentation is properly obtained and retained.

We will review the status of these comments during our next audit engagement. We have already discussed the comments and suggestions with various entity personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of the matters, or to assist you in implementing the recommendations.

* * *

This communication is intended solely for the information and use of management, Board of Directors, and others within the entity, and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Indianapolis, Indiana
January 22, 2021

**SUPPLEMENTAL AUDIT REPORT
OF
ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY INDIANA
JULY 1, 2019 TO JUNE 30, 2020**



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**WEALTH ADVISORY
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**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
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**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
SCHOOL OFFICIALS
JULY 1, 2019 TO JUNE 30, 2020**

<u>Office</u>	<u>Official</u>	<u>Term</u>
Board President	Denise Dillard	07/01/19 – 06/30/20
Board Treasurer	Rachael Wright	07/01/19 – 06/30/20
School Leader	Ranae Robinson	07/01/19 – 06/30/20



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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

We have audited the financial statements of Aspire Charter Academy, Inc. (the Academy) as of and for the year ended June 30, 2020, and have issued our report thereon dated January 22, 2021. As part of our audit, we tested the Academy's compliance with provisions of the *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools* issued by the Indiana State Board of Accounts and related provisions of laws, regulations, contracts and grant agreements. Reported in the Audit Results and Comments are matters where we believe the Academy was not in compliance with those provisions.

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 22, 2021

**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
AUDIT RESULTS AND COMMENTS
JULY 1, 2019 TO JUNE 30, 2020**

VENDOR DISBURSEMENTS TESTING

Sales tax can be avoided or reimbursed for purchases eligible under the state tax exemption guidelines. There were twelve (12) instances of the forty (40) selections where the Academy inappropriately paid sales tax.

Charter schools are eligible for an exemption from the state sales tax on purchases. To obtain the exemption for a Sales Tax Exemption Certificate, application shall be made to the Sales Tax Division of the Department of Revenue. This certificate must be presented at the time a purchase is made to avoid paying sales tax. If sales tax is paid erroneously, a refund application may be obtained from the Sales Tax Division (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 10).

**ASPIRE CHARTER ACADEMY, INC.
LAKE COUNTY, INDIANA
EXIT CONFERENCE
JULY 1, 2019 TO JUNE 30, 2020**

The contents of this report were discussed on January 22, 2021, with school officials Denise Dillard, Rachael Wright, and Ranae Robinson, along with Janet Thatcher and Andrew Gayle from National Heritage Academies. The Official Response has been made part of this report and may be found beginning on page 5.



Response to Audit Results and Comments

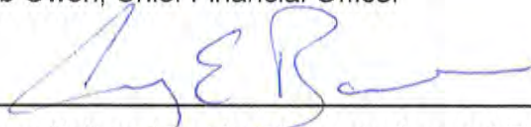
Finding: *Vendor Disbursement Testing – Sales tax can be avoided or reimbursed for purchases eligible under the sales tax exemption guidelines.*

Charter schools are eligible for an exemption from the state sales tax on purchases. To obtain the exemption for a Sales Tax Exemption Certificate, application shall be made to the Sales Tax Division of the Department of Revenue. This certificate must be presented at the time a purchase is made to avoid paying sales tax. If sales tax is paid erroneously, a refund application may be obtained from the Sales Tax Division (Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools, Part 10).

Response: The Academy respectfully disagrees with this comment. Although Charter schools are eligible from state sales tax on purchases, due to the agreement the Academy has with its management company, the Academy is not making the purchases directly. Any purchases made are made by the management company on the Academy's behalf. The Indiana Department of Revenue has ruled that because the management company is making purchases on behalf of the school, the management company must pay sales tax regardless of who is the end user of the purchase.



Bob Owen, Chief Financial Officer



Corey Balkon, Director of Accounting and Financial Reporting



MEMORANDUM

To: Aspire Charter Academy Board of Directors
Subject: 2022-23 Amended Budget
Date: October, 17 2022

Please find attached the amended budget for the 2022-23 school year for your consideration and approval. This budget is being amended to reflect the most current information available at this time.

The budget has been constructed with the following assumptions:

- 662 students
- 28 classrooms utilized
- \$8,196 per pupil funding

Student counts shown above are as of fall 2022 and do not necessarily reflect the blended or full-time equivalent counts used by the states to determine state aid funding. Each state has a different method of measuring student counts for purposes of allocating funds.

There are four similar reports included in this package:

The first report, entitled "**A Resolution to the Board of Directors**", is for your approval of the amended budget as it is being presented. A signed board resolution is required as an acknowledgement of the board's approval of the budget. The budget is presented in two funds:

The **General Fund** contains the activity of the school pertaining to the general or main functions at the school. This fund contains the primary revenue sources such as state and local student aid and the primary expenditures.

The **School Service Fund** contains the activity for the food service program at the school. This fund includes the revenue generated for the food service program from federal (Department of Agriculture) and state sources, as well as from parents. It also includes the expenditures related to the food service program.

We recognize that the School Service Fund may need assistance from the General Fund to balance its budget. Therefore, a fund transfer is indicated on the "Transfer between funds" line on the budget as necessary. The total of these funds will be the basis for the comparisons on the following pages.

The second report, entitled "**2022-23 Amended Budget - Detail**", shows the amended budget for the current school year at a greater level of detail.

The third report, entitled "**2022-23 Initial Budget Comparison to 2022-23 Amended Budget**", compares the amended budget for the current school year to the initial budget that was presented to the board for approval in the spring of 2022. Certain comparative figures have been reclassified to conform to the current year presentation.

Changes between budgets are primarily due to changes in student counts, classrooms, and updated investment plans for grants. The amended budget that is being presented at this time is based on actual student enrollment for fall 2022 and updated funding information. We also have more information about available grant allotments and the investment plans for those allotments, which may result in variances when compared to the budget presented last spring. The 2022-23 Initial Budget included placeholders for anticipated grant investments, but in many cases the budget preceded the actual investment planning. As a result, there may be significant shifts in expense categories particularly for COVID-related grants. Any changes in grant revenue will have an accompanying change in grant expense. Because the budget being presented is for fiscal year 2022-23 only, it may not reflect all grant dollars awarded; often, grant investments cross fiscal



MEMORANDUM

years and are budgeted accordingly. The amended budget reflects the anticipated grant investment for the 2022-23 fiscal year.

For comparison, the initial budget presented to you last spring was based on the following assumptions:

685 students
28 classrooms utilized
\$8,196 per pupil funding

The fourth report, entitled "**2021-22 Compared to 2022-23 Amended Budget**", compares the actual results from last year to last year's final budget and to this current year amended budget. Certain comparative figures have been reclassified to conform to the current year presentation.

For your reference, we have included a supplemental detailed comparison of the 2022-23 Initial Budget to the 2022-23 Amended Budget with COVID-related grants broken out separately.

To follow is a brief explanation of budget line items:

REVENUES:

State Aid – The per pupil funding provided by the state for general education.

Other State Sources – The portion of state funding allocated for special education as well as grant funds issued by the state and state funding for food services, where applicable.

Local Sources – Special education funds that flow through the local school district as well as grant funds and student aid issued by local municipalities.

Federal Sources – Grant funds issued by the federal government such as charter school grants and entitlement program grants for specific education purposes. Also included in Federal Sources is the Department of Agriculture reimbursement for the food services program. ESSER grants and most other COVID-related grant funds are also from Federal sources.

Private Sources – Any non-governmental funds, e.g., privately funded grants, including those from authorizers or private foundations, as well as any amount paid to the school by parents.

Contribution from NHA - The contribution from NHA if the overall revenues are not sufficient to cover all expenses.

EXPENDITURES:

Instruction:

Basic Instruction – Expenses incurred for the basic educational experience at the school including items such as salaries and benefits for teachers, curriculum and textbooks, classroom supplies, and field trips, as well as Board discretionary expense. Since we cannot anticipate how the Board will utilize the board funds, we include a line in Basic Instruction. When the funds are spent, they will be accounted for in the appropriate expense category. Investment of ESSER and other COVID-related grants for before and after-school tutors, teacher stipends, supplemental curricular tools, and classroom supplies is included in Basic Instruction.

Added Needs – Costs associated with at-risk programs designed to meet the needs of children who are academically or economically challenged. Costs include items such as salaries and benefits for interventionists, supplemental curricular tools and teaching materials, and classroom supplies. ESSER and other COVID-related grants specifically planned for at-risk students and summer school are included in Added Needs.

Special Education – Expenses for serving students with special education needs in the classroom, including costs incurred in the Resource Room and for individual aides within a classroom setting.

Support Services:



MEMORANDUM

Pupil Services— Costs related to the special education student's individualized instruction, including speech and language services, occupational therapy, physical therapy, social work services, and psychology services. Also included are health services for the general school population, including nurse services, where applicable, and health supplies, as well as other pupil support such as wages for recess aides. Investment of ESSER and other COVID-related grants for supplemental social emotional services is included in Pupil Services.

Instructional Staff Support – Costs for services focused on working with staff to better enhance the educational experience for all students. Included in this category are salaries and benefits for deans and library/technology personnel, as well as supplies and equipment for these school functions. Professional development costs for teaching staff are also included here. Investment of ESSER and other COVID-related grants for educational technology coordinators and improved internet access for students is included in Instructional Staff Support.

Board of Education – Board supporting services such as legal and audit costs, board insurance, and NHA board relations assistance.

Executive Administration – Support services representing the general administration and oversight cost from the authorizer (where applicable) and NHA.

School Administration – Costs associated with the operating the school office, including salaries and benefits for the principal and office staff, as well as office supplies, postage, printing, and general fees.

Other School Administration – Services in support of student admissions and parent relations, as well as support to ensure school quality. Salaries and benefits for admissions representatives and school ambassadors are included as Other School Administration.

Business & Internal Services – The shared services costs for accounting, financial reporting, payroll, purchasing, and compliance services.

Central Services – Costs associated with the recruiting and hiring of staff, employee relations, and benefits management, as well as development and deployment of marketing and technology strategies. Also included is the design and delivery of professional development to school leadership.

Operations & Maintenance – Costs related to leasing, maintaining, and operating the school facility, as well as the purchase of any general equipment for use in the building. Costs related to maintaining school safety and security are also included. Investment of ESSER and other COVID-related grants for personal protective equipment and COVID-related cleaning and cleaning supplies is included in Operations and Maintenance.

Other Support Services:

Pupil Transportation Services – Costs related to transporting pupils to and from school.

Other Support Services – Costs related to activities such as athletics and food services, that are supplemental to the academic program. These costs include stipends for coaches, salaries and benefits for personnel supporting food programs, and travel, equipment and supplies related to these activities.

Community Services:

Community Activities – Costs related to activities such as Communities in Schools, including those funded with ESSER or COVID-related grants.

If you have any questions on this, please direct them to your Partner Services Representative.

Aspire Charter Academy
A Resolution of the Board of Directors
2022-2023 Amended Budget

Fiscal Year 2022-2023

	General	School Services	Total (Memorandum Only)
REVENUE			
State Aid	6,118,951	-	6,118,951
Other State Sources	529,901	-	529,901
Local Sources	-	-	-
Federal Grants	3,155,287	499,373	3,654,660
Private Sources	17,500	-	17,500
Contribution from Management Company	620,008		620,008
Total Revenues and Transfers	10,441,647	499,373	10,941,020
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	3,113,043	-	3,113,043
Added Needs	2,166,408	-	2,166,408
Support Services			
Pupil Services	906,084	-	906,084
Instructional Staff Support	1,294,994	-	1,294,994
General Administration	205,603	-	205,603
School Administration	668,670	-	668,670
Business & Internal Services	85,397	-	85,397
Central Services	233,362	-	233,362
Operations & Maintenance	1,641,360	5,996	1,647,356
Pupil Transportation Services	56,725	-	56,725
Other Support Services	-	515,539	515,539
Community Services			
Community Activities	70,000	-	70,000
Total Expenditures	10,441,647	521,535	10,963,183
EXCESS OF REVENUES OVER EXPENDITURES	(0)	(22,162)	(22,162)
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	46,470	87,138	133,608
CURRENT FUND BALANCE	46,470	64,975	111,445

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Board of Directors
at a properly noticed meeting, held on 12/8/2022
where a quorum of the board was present.

Signed By: _____

Dated: 12/8/2022

Aspire Charter Academy
2022-2023 Amended Budget Detail

	2022-2023 Amended	COVID Funding	Excluding COVID
General Fund			
REVENUE			
State Aid	6,118,951	-	6,118,951
Revenue from State Sources	529,901	-	529,901
Restricted-Federal 'Pass thru' Grants - Title I	1,708,590	-	1,708,590
Restricted-Federal 'Pass thru' Grants - Title II	92,462	-	92,462
Restricted-Federal 'Pass thru' Grants - IDEA	141,918	-	141,918
Restricted-Federal 'Pass thru' Grants - ESSER	1,212,318	1,212,318	-
Restricted-Federal 'Pass thru' Grants - Other	(0)	-	(0)
Revenue from Private Sources	17,500	-	17,500
Contribution from Management Company	620,008	-	620,008
Total Revenue & Other Transactions	10,441,647	1,212,318	9,229,329
EXPENDITURES			
Basic Instruction			
Salaries, Taxes, & Benefits	2,471,704	113,625	2,358,079
Local Meetings	7,440	-	7,440
Printing and Binding	29,450	-	29,450
Teaching Supplies	28,900	-	28,900
Textbooks, Workbooks & Digital Curriculum	367,145	214,362	152,782
Software & Equipment	1,300	-	1,300
Equipment Lease	55,530	-	55,530
Equipment Purchases	-	-	-
Dues/Memberships	4,100	-	4,100
Field trips	6,550	-	6,550
Contracted Services	91,375	-	91,375
Employment Expenses	6,975	-	6,975
Finger Printing & Background Checks	3,100	-	3,100
Board Funds	35,000	-	35,000
Indirect Costs	4,474	3,739	735
Miscellaneous	(0)	(0)	0
Total - Basic Instruction	3,113,043	331,727	2,781,316
Added Needs			
Compensatory Education			
Salaries, Taxes, & Benefits	1,380,045	375,685	1,004,360
Textbooks, Workbooks & Digital Curriculum	38,672	38,672	-
Equipment Purchases	-	-	-
Indirect Costs	1,922	1,413	509
Miscellaneous	(0)	-	(0)
Subtotal - Compensatory Education	1,420,639	415,770	1,004,869

Special Education

Salaries, Taxes, & Benefits	678,906	-	678,906
Instructional Services	63,000	-	63,000
Local Meetings	375	-	375
Workshops and Conferences	1,109	-	1,109
Teaching Supplies	2,380	-	2,380
Dues/Memberships			
Subtotal - Special Education	745,770	-	745,770

Total - Added Needs

2,166,408	415,770	1,750,638
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Pupil Services

Guidance Services	61,998	-	61,998
Occupational Therapist Services	187,217	-	187,217
Psychological Services	52,992	-	52,992
Speech Pathology	128,333	-	128,333
Social Work Services	352,855	-	352,855
Other (Including Recess Aides)	122,689	15,589	107,100
Total - Pupil Services	906,084	15,589	890,495

Instructional Staff Support

Salaries, Taxes, & Benefits	619,518	9,183	610,335
Local Meetings	25	-	25
Workshops and Conferences	38,450	-	38,450
Office Supplies	14,475	-	14,475
Improvement of Instruction	98,752	-	98,752
Professional Development	39,803	-	39,803
Library Books	4,000	-	4,000
Technology	452,511	355,690	96,821
Special Education	22,967	-	22,967
Indirect Costs	4,493	4,055	438
Miscellaneous	(0)	(0)	0
Total - Instructional Staff Support	1,294,994	368,928	926,067

General Administration**Board of Education**

Board of Education Administration	36,028	-	36,028
Legal Fees	11,500	-	11,500
Travel & Expense Staff	500	-	500
Insurance	10,500	-	10,500
Subtotal - Board of Education	58,528	-	58,528

Executive Administration

Executive Administration	26,313	-	26,313
Oversight Fee	120,762	-	120,762
Miscellaneous	(0)	-	(0)
Subtotal - Executive Administration	147,075	-	147,075

Grant Procurement

Grant Procurement	-	-	-
Subtotal - Grant Procurement	-	-	-

Total - General Administration

205,603	-	205,603
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School Administration**Office of the Principal**

Salaries, Taxes, & Benefits	321,079	-	321,079
Local Meetings	9,940	-	9,940
Workshops and Conferences	5,672	-	5,672
Mailing	5,580	-	5,580
Printing & Binding	2,325	-	2,325
Office Supplies	6,200	-	6,200
Dues/Memberships	3,500	-	3,500
Contracted Services	5,645	-	5,645
Bank Charges	640	-	640
Miscellaneous	0	-	0

Subtotal - Office of the Principal

360,581	-	360,581
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Other School Administration

Admissions & Other Administrative Support	111,581	-	111,581
Salaries, Taxes, & Benefits	26,278	-	26,278
Advertising	169,280	-	169,280
Local Meetings	500	-	500
Workshops and Conferences	450	-	450
Miscellaneous	0	-	0

Subtotal - Other School Administration

308,089	-	308,089
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Total - School Administration

668,670	-	668,670
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Business & Internal Services

Fiscal Services	82,532	-	82,532
Internal Distribution Services	2,865	-	2,865
Miscellaneous	(0)	-	(0)

Total - Business & Internal Services

85,397	-	85,397
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Central Services

Planning, Research, Development	6,844	-	6,844
Information Services	31,496	-	31,496
Staff/Personnel Services	156,246	-	156,246
Data Processing Services	28,501	-	28,501
Other Central Services	10,275	-	10,275
Miscellaneous	0	-	0

Total - Central Services

233,362	-	233,362
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Operations & Maintenance

Internal Building Services	15,787	-	15,787
Other Purchased Service (Janitorial)	204,476	30,726	173,750
Telephone	2,500	-	2,500
Gas	19,900	-	19,900
Electric	100,900	-	100,900
Water & Sewer	22,250	-	22,250
Waste & Trash Disposal	9,125	-	9,125
Building Maintenance & Repair	113,410	-	113,410
Equipment Maintenance & Repair	6,710	-	6,710
Lease of Building	907,504	-	907,504
Lease of Equipment	7,710	-	7,710
Software & Equipment	600	-	600

Dues/Memberships	-	-	-
Equipment Purchases	12,150	-	12,150
Liability Insurance	120	-	120
Property Taxes	148,430	-	148,430
Property Insurance	18,000	-	18,000
Safety & Security	50,883	48,673	2,210
Indirect Costs	905	905	-
Miscellaneous	(0)	-	(0)
Total - Operations & Maintenance	1,641,360	80,304	1,561,056
Pupil Transportation Services			
Contracted Transportation	50,650	-	50,650
Field Trips	6,075	-	6,075
Indirect Costs	-	-	-
Total - Pupil Transportation Services	56,725	-	56,725
Community Services			
Community Activities			
Contracted Services	70,000	-	70,000
Total - Community Activities	70,000	-	70,000
Outgoing Transfer to School Service Fund	-	-	-
Total Expenditures & Other Transactions	10,441,647	1,212,318	9,229,330
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	(0)	0	(0)
Beginning Fund Balance (7/1)	46,470	-	46,470
Ending Fund Balance	46,470	0	46,470

School Service Fund**REVENUE**

Food Sales to Pupils	-	-	-
State Revenue	-	-	-
Department of Agriculture - Lunch	397,925	-	397,925
Department of Agriculture - Breakfast	101,448	-	101,448
Department of Agriculture - Snack	-	-	-
Commodities	-	-	-
Other	-	-	-
Total Food Service Revenue	499,373	-	499,373
Transfer In from General Fund	-	-	-
Total Revenue and Incoming Transfers	499,373	-	499,373

EXPENDITURES**Operations & Maintenance**

Supplies, Materials including Commodities expense	700	-	700
Lease of Building	5,296	-	5,296
Other	-	-	-
Total Operations & Maintenance	5,996	-	5,996

Food Services

Supplies, Materials including Commodities expense	510,573	-	510,573
Salaries & Wages	4,966	-	4,966
Total Food Service Expenditures	515,539	-	515,539

Total Expenditures & Other Transactions	521,535	-	521,535
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**Revenues and Other Financing Sources Over
(Under) Expenditures and Other Uses**

Beginning Fund Balance (7/1)	87,138	-	87,138
Ending Food Service Fund Balance	64,975	-	64,975

Aspire Charter Academy

2022-23 Initial Budget Comparison to 2022-23 Amended Budget

	2022-23 Initial Budget Proposal	2022-23 Amended Budget Proposal	Change
REVENUE			
State Aid	6,425,769	6,118,951	(306,818)
Other State Sources	523,404	529,901	6,497
Local Sources	-	-	-
Federal Grants	8,261,422	3,654,660	(4,606,762)
Private Sources	17,500	17,500	-
Contribution from Management Company	309,014	620,008	310,994
Total Revenues and Transfers	15,537,110	10,941,020	(4,596,090)
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	3,878,698	3,113,043	(765,655)
Added Needs	5,969,787	2,166,408	(3,803,379)
Support Services			
Pupil Services	846,737	906,084	59,347
Instructional Staff Support	1,298,523	1,294,994	(3,529)
General Administration	209,232	205,603	(3,629)
School Administration	673,032	668,670	(4,362)
Business & Internal Services	42,478	85,397	42,919
Central Services	198,492	233,362	34,870
Operations & Maintenance	1,878,003	1,647,356	(230,647)
Pupil Transportation Services	10,311	56,725	46,414
Other Support Services	495,322	515,539	20,217
Community Services			
Community Activities	3,770	70,000	66,230
Total Expenditures	15,504,386	10,963,183	(4,541,203)
EXCESS OF REVENUES OVER EXPENDITURES	32,724	(22,162)	(54,886)
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	106,377	133,608	27,231
CURRENT FUND BALANCE	139,101	111,445	(27,656)

Aspire Charter Academy

2021-22 Comparison to 2022-23 Amended Budget

	2021-22 Unaudited	2021-22 Final Budget	2022-23 Amended Budget Proposal
REVENUE			
State Aid	5,940,408	6,025,661	6,118,951
Other State Sources	437,959	470,807	529,901
Local Sources	-	-	-
Federal Grants	2,336,321	3,985,224	3,654,660
Private Sources	15,920	18,000	17,500
Contribution from Management Company	123,204	139,500	620,008
Total Revenues and Transfers	8,853,812	10,639,192	10,941,020
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	2,471,454	3,846,287	3,113,043
Added Needs	1,414,136	2,028,634	2,166,408
Support Services			
Pupil Services	523,795	310,372	906,084
Instructional Staff Support	758,416	835,680	1,294,994
General Administration	259,959	226,184	205,603
School Administration	646,560	623,649	668,670
Business & Internal Services	88,107	64,118	85,397
Central Services	257,604	265,941	233,362
Operations & Maintenance	1,809,833	1,892,306	1,647,356
Pupil Transportation Services	6,720	6,344	56,725
Other Support Services	483,825	471,541	515,539
Community Services			
Community Activities	30,112	-	70,000
Total Expenditures	8,750,521	10,571,055	10,963,183
EXCESS OF REVENUES OVER EXPENDITURES	103,291	68,137	(22,162)
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	38,240	38,240	133,608
CURRENT FUND BALANCE	141,531	106,377	111,445

Aspire Charter Academy
2022-23 Initial Budget Comparison to 2022-23 Amended Budget

	2022-2023 Initial	COVID Funding	Excluding COVID	2022-2023 Amended	COVID Funding	Excluding COVID
General Fund						
REVENUE						
State Aid	6,425,769	-	6,425,769	6,118,951	-	6,118,951
Revenue from State Sources	523,404	-	523,404	529,901	-	529,901
Restricted-Federal 'Pass thru' Grants - Title I	1,288,334	-	1,288,334	1,708,590	-	1,708,590
Restricted-Federal 'Pass thru' Grants - Title II	79,479	-	79,479	92,462	-	92,462
Restricted-Federal 'Pass thru' Grants - Title IV	1,704	-	1,704	-	-	-
Restricted-Federal 'Pass thru' Grants - IDEA	114,355	-	114,355	141,918	-	141,918
Restricted-Federal 'Pass thru' Grants - ESSER	6,289,002	6,289,002	-	1,212,318	1,212,318	-
Restricted-Federal 'Pass thru' Grants - Other	-	-	-	(0)	-	(0)
Revenue from Private Sources	17,500	-	17,500	17,500	-	17,500
Contribution from Management Company	309,014	-	309,014	620,008	-	620,008
Total Revenue & Other Transactions	15,048,562	6,289,002	8,759,559	10,441,647	1,212,318	9,229,329
EXPENDITURES						
Basic Instruction						
Salaries, Taxes, & Benefits	3,019,310	621,661	2,397,649	2,471,704	113,625	2,358,079
Local Meetings	7,655	-	7,655	7,440	-	7,440
Printing and Binding	30,400	-	30,400	29,450	-	29,450
Teaching Supplies	89,743	60,193	29,550	28,900	-	28,900
Textbooks, Workbooks & Digital Curriculum	159,241	56,191	103,050	367,145	214,362	152,782
Software & Equipment	53,471	52,171	1,300	1,300	-	1,300
Equipment Lease	45,090	-	45,090	55,530	-	55,530
Equipment Purchases	156,221	156,221	-	-	-	-
Dues/Memberships	4,100	-	4,100	4,100	-	4,100
Field trips	6,600	-	6,600	6,550	-	6,550
Contracted Services	92,812	-	92,812	91,375	-	91,375
Employment Expenses	7,200	-	7,200	6,975	-	6,975
Finger Printing & Background Checks	3,200	-	3,200	3,100	-	3,100
Board Funds	35,000	-	35,000	35,000	-	35,000
Indirect Costs	168,655	168,655	-	4,474	3,739	735
Miscellaneous	-	-	-	(0)	(0)	0
Total - Basic Instruction	3,878,698	1,115,092	2,763,606	3,113,043	331,727	2,781,316
Added Needs						
Compensatory Education						
Salaries, Taxes, & Benefits	4,006,195	3,327,256	678,939	1,380,045	375,685	1,004,360
Teaching Supplies	323,423	165,796	157,626	-	-	-
Textbooks, Workbooks & Digital Curriculum	20,000	20,000	-	38,672	38,672	-
Contracted Services	120,000	120,000	-	-	-	-
Indirect Costs	690,060	652,162	37,898	1,922	1,413	509
Miscellaneous	26,667	26,667	0	(0)	-	(0)
Subtotal - Compensatory Education	5,186,345	4,311,881	874,463	1,420,639	415,770	1,004,869
Special Education						
Salaries, Taxes, & Benefits	779,587	-	779,587	678,906	-	678,906
Instructional Services	-	-	-	63,000	-	63,000
Local Meetings	375	-	375	375	-	375
Workshops and Conferences	1,100	-	1,100	1,109	-	1,109
Teaching Supplies	2,380	-	2,380	2,380	-	2,380
Subtotal - Special Education	783,442	-	783,442	745,770	-	745,770
Total - Added Needs	5,969,787	4,311,881	1,657,906	2,166,408	415,770	1,750,638
Pupil Services						
Guidance Services	61,306	-	61,306	61,998	-	61,998
Occupational Therapist Services	183,033	-	183,033	187,217	-	187,217
Psychological Services	49,605	-	49,605	52,992	-	52,992
Speech Pathology	124,013	-	124,013	128,333	-	128,333
Social Work Services	326,241	21,966	304,274	352,855	-	352,855
Other (Including Recess Aides)	102,539	-	102,539	122,689	15,589	107,100
Total - Pupil Services	846,737	21,966	824,771	906,084	15,589	890,495
Instructional Staff Support						
Salaries, Taxes, & Benefits	760,567	224,545	536,022	619,518	9,183	610,335
Local Meetings	25	-	25	25	-	25
Workshops and Conferences	-	-	-	38,450	-	38,450
Office Supplies	14,475	-	14,475	14,475	-	14,475
Improvement of Instruction	114,392	-	114,392	98,752	-	98,752
Professional Development	66,079	26,577	39,502	39,803	-	39,803

Textbooks	86,172	86,172	-	-	-	-
Library Books	4,000	-	4,000	4,000	-	4,000
Technology	154,281	58,829	95,452	452,511	355,690	96,821
Special Education	27,943	-	27,943	22,967	-	22,967
Indirect Costs	70,589	70,589	-	4,493	4,055	438
Miscellaneous	-	-	-	(0)	(0)	0
Total - Instructional Staff Support	1,298,523	466,712	831,811	1,294,994	368,928	926,067
General Administration						
Board of Education						
Board of Education Administration	35,261	-	35,261	36,028	-	36,028
Legal Fees	11,500	-	11,500	11,500	-	11,500
Travel & Expense Staff	500	-	500	500	-	500
Insurance	10,500	-	10,500	10,500	-	10,500
Subtotal - Board of Education	57,761	-	57,761	58,528	-	58,528
Executive Administration						
Executive Administration	24,363	-	24,363	26,313	-	26,313
Oversight Fee	127,108	-	127,108	120,762	-	120,762
Miscellaneous	-	-	-	(0)	-	(0)
Subtotal - Executive Administration	151,471	-	151,471	147,075	-	147,075
Total - General Administration	209,232	-	209,232	205,603	-	205,603
School Administration						
Office of the Principal						
Salaries, Taxes, & Benefits	324,988	7,033	317,955	321,079	-	321,079
Local Meetings	9,740	-	9,740	9,940	-	9,940
Workshops and Conferences	5,371	-	5,371	5,672	-	5,672
Mailing	5,760	-	5,760	5,580	-	5,580
Printing & Binding	2,400	-	2,400	2,325	-	2,325
Office Supplies	6,400	-	6,400	6,200	-	6,200
Dues/Memberships	3,500	-	3,500	3,500	-	3,500
Contracted Services	5,345	-	5,345	5,645	-	5,645
Bank Charges	640	-	640	640	-	640
Indirect Costs	1,253	1,253	-	-	-	-
Miscellaneous	-	-	-	0	-	0
Subtotal - Office of the Principal	365,398	8,286	357,111	360,581	-	360,581
Other School Administration						
Admissions & Other Administrative Support	105,306	-	105,306	111,581	-	111,581
Salaries, Taxes, & Benefits	31,668	-	31,668	26,278	-	26,278
Advertising	169,745	-	169,745	169,280	-	169,280
Local Meetings	500	-	500	500	-	500
Workshops and Conferences	415	-	415	450	-	450
Miscellaneous	-	-	-	0	-	0
Subtotal - Other School Administration	307,635	-	307,635	308,089	-	308,089
Total - School Administration	673,032	8,286	664,746	668,670	-	668,670
Business & Internal Services						
Fiscal Services	40,175	-	40,175	82,532	-	82,532
Internal Distribution Services	2,303	-	2,303	2,865	-	2,865
Miscellaneous	-	-	-	(0)	-	(0)
Total - Business & Internal Services	42,478	-	42,478	85,397	-	85,397
Central Services						
Planning, Research, Development	-	-	-	6,844	-	6,844
Information Services	29,809	-	29,809	31,496	-	31,496
Staff/Personnel Services	159,801	-	159,801	156,246	-	156,246
Data Processing Services	-	-	-	28,501	-	28,501
Other Central Services	8,881	-	8,881	10,275	-	10,275
Miscellaneous	-	-	-	0	-	0
Total - Central Services	198,492	-	198,492	233,362	-	233,362
Operations & Maintenance						
Internal Building Services	12,780	-	12,780	15,787	-	15,787
Other Purchased Service (Janitorial)	199,709	22,959	176,750	204,476	30,726	173,750
Telephone	2,500	-	2,500	2,500	-	2,500
Gas	6,850	-	6,850	19,900	-	19,900
Electric	92,625	-	92,625	100,900	-	100,900
Water & Sewer	13,250	-	13,250	22,250	-	22,250
Waste & Trash Disposal	8,375	-	8,375	9,125	-	9,125
Building Maintenance & Repair	127,410	14,000	113,410	113,410	-	113,410
Equipment Maintenance & Repair	6,710	-	6,710	6,710	-	6,710
Lease of Building	902,007	-	902,007	907,504	-	907,504
Lease of Equipment	6,550	-	6,550	7,710	-	7,710

Software & Equipment	600	-	600	600	-	600
Equipment Purchases	31,483	19,333	12,150	12,150	-	12,150
Liability Insurance	120	-	120	120	-	120
Property Taxes	185,210	-	185,210	148,430	-	148,430
Property Insurance	18,000	-	18,000	18,000	-	18,000
Safety & Security	215,744	213,514	2,230	50,883	48,673	2,210
Indirect Costs	48,079	48,079	-	905	905	-
Miscellaneous	-	-	-	(0)	-	(0)
Total - Operations & Maintenance	1,878,003	317,886	1,560,118	1,641,360	80,304	1,561,056
Pupil Transportation Services						
Salaries, Taxes, & Benefits	3,320	3,320	-	-	-	-
Contracted Transportation	250	-	250	50,650	-	50,650
Field Trips	6,150	-	6,150	6,075	-	6,075
Indirect Costs	592	592	-	-	-	-
Total - Pupil Transportation Services	10,311	3,911	6,400	56,725	-	56,725
Other Support Services						
Pupil Activities						
Supplies	33,524	33,524	-	-	-	-
Indirect Costs	5,974	5,974	-	-	-	-
Total - Pupil Activities	39,498	39,498	-	-	-	-
Community Services						
Contracted Services	-	-	-	70,000	-	70,000
Software & Equipment	3,200	3,200	-	-	-	-
Indirect Costs	570	570	-	-	-	-
Total - Community Activities	3,770	3,770	-	70,000	-	70,000
Outgoing Transfer to School Service Fund	-	-	-	-	-	-
Total Expenditures & Other Transactions	15,048,561	6,289,002	8,759,559	10,441,647	1,212,318	9,229,330
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	0	0	0	(0)	0	(0)
Beginning Fund Balance (7/1)	38,240	-	38,240	46,470	-	46,470
Ending Fund Balance	38,240	0	38,240	46,470	0	46,470

School Service Fund**REVENUE**

Department of Agriculture - Lunch	341,369	-	341,369	397,925	-	397,925
Department of Agriculture - Breakfast	147,179	-	147,179	101,448	-	101,448
Total Food Service Revenue	488,548	-	488,548	499,373	-	499,373

Transfer In from General Fund	-	-	-	-	-	-
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Total Revenue and Incoming Transfers	488,548	-	488,548	499,373	-	499,373
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EXPENDITURES**Operations & Maintenance**

Supplies, Materials including Commodities expense	-	-	-	700	-	700
Lease of Building	-	-	-	5,296	-	5,296
Total Operations & Maintenance	-	-	-	5,996	-	5,996

Food Services

Supplies, Materials including Commodities expense	450,981	-	450,981	510,573	-	510,573
Salaries & Wages	4,844	-	4,844	4,966	-	4,966
Total Food Service Expenditures	455,824	-	455,824	515,539	-	515,539

Total Expenditures & Other Transactions	455,824	-	455,824	521,535	-	521,535
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**Revenues and Other Financing Sources Over
(Under) Expenditures and Other Uses**

	32,724	-	32,724	(22,162)	-	(22,162)
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Beginning Fund Balance (7/1)	68,137	-	68,137	87,138	-	87,138
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Ending Food Service Fund Balance	100,860	-	100,860	64,975	-	64,975
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Aspire Charter Academy

Balance Sheet

As of June 30, 2023

(UNAUDITED)

	General Fund	General Fixed Assets Acct Group	School Services Fund	Total (Memorandum Only)
ASSETS				
Cash	613,350	-	-	613,350
Accounts Receivable	558,212	-	8,309	566,521
Due from Management Co	-	-	67,111	67,111
Fixed Assets, Net of Depreciation	-	1,021	-	1,021
Total Assets	1,171,562	1,021	75,420	1,248,002
LIABILITIES & FUND BALANCE				
LIABILITIES				
Deferred Revenue	-	-	12	12
Due to Management Co	1,125,793	-	-	1,125,793
Total Liabilities	1,125,793	-	12	1,125,805
FUND BALANCE				
Beginning Fund Balance	46,470	-	87,138	133,608
Current Yr Activity	(701)	1,021	(11,730)	(11,410)
Ending Fund Balance	45,769	1,021	75,408	122,198
TOTAL LIABILITIES & FUND BALANCE	1,171,562	1,021	75,420	1,248,002

Aspire Charter Academy

Combined Statement of Revenues, Expenditures and Changes in Fund Balance
For the 12 months ending June 30, 2023

(UNAUDITED)

	General			School Svc			Total (Memorandum Only)			
	YTD	Annual		YTD	Annual		YTD	Annual		% of Budget
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Remaining
REVENUE										
State Aid	6,196,917	6,118,951	(77,965)	3,479	-	(3,479)	6,200,395	6,118,951	(81,444)	-1.33%
Other State Sources	500,239	529,901	29,662	-	-	-	500,239	529,901	29,662	5.60%
Local Sources	-	-	-	-	-	-	-	-	-	0.00%
Federal Grants	2,123,179	3,155,287	1,032,108	615,776	499,373	(116,403)	2,738,955	3,654,660	915,706	25.06%
Private Sources	34,294	17,500	(16,794)	49	-	(49)	34,343	17,500	(16,843)	-96.24%
Contribution from Management Company	346,415	620,008	273,593	-	-	-	346,415	620,008	273,593	44.13%
Total Revenues and Transfers	9,201,044	10,441,647	1,240,604	619,303	499,373	(119,930)	9,820,347	10,941,020	1,120,673	10.24%
EXPENDITURES - CONTRACTED SERVICE FEE:										
Instruction										
Basic Instruction	3,488,064	3,113,043	(375,021)	-	-	-	3,488,064	3,113,043	(375,021)	-12.05%
Added Needs	1,331,591	2,166,408	834,817	-	-	-	1,331,591	2,166,408	834,817	38.53%
Support Services										
Pupil Services	474,150	906,084	431,934	-	-	-	474,150	906,084	431,934	47.67%
Instructional Staff Support	840,712	1,294,994	454,283	-	-	-	840,712	1,294,994	454,283	35.08%
General Administration	289,752	205,603	(84,149)	-	-	-	289,752	205,603	(84,149)	-40.93%
School Administration	684,374	668,670	(15,703)	-	-	-	684,374	668,670	(15,703)	-2.35%
Business & Internal Services	91,320	85,397	(5,923)	-	-	-	91,320	85,397	(5,923)	-6.94%
Central Services	223,187	233,362	10,175	-	-	-	223,187	233,362	10,175	4.36%
Operations & Maintenance	1,646,422	1,641,360	(5,061)	-	-	-	1,646,422	1,641,360	(5,061)	-0.31%
Pupil Transportation Services	20,483	56,725	36,242	-	-	-	20,483	56,725	36,242	63.89%
Other Support Services	39,897	-	(39,897)	626,639	521,535	(105,103)	666,536	521,535	(145,001)	-27.80%
Community Services										
Community Activities	75,167	70,000	(5,167)	-	-	-	75,167	70,000	(5,167)	-7.38%
Welfare Activities	-	-	-	-	-	-	-	-	-	0.00%
Total Expenditures	9,205,118	10,441,647	1,236,529	626,639	521,535	(105,103)	9,831,757	10,963,183	1,131,426	10.32%
EXCESS OF REVENUES OVER EXPENDITURES	(4,075)	-	4,075	(7,336)	(22,162)	(14,827)	(11,410)	(22,162)	(10,752)	
Transfer Between Funds	4,394	-	(4,394)	(4,394)	-	4,394	-	-	-	
FUND BALANCE, BEGINNING OF YEAR	46,470	46,470	-	87,138	87,138	-	133,608	133,608	-	
CURRENT FUND BALANCE (UNRESTRICTED)	46,790	46,470	(319)	75,408	64,975	(10,433)	122,198	111,446	(10,752)	

Aspire Charter Academy
For the 12 months ending June 30, 2023
(UNAUDITED)

	YTD Actual	YTD Budget	Annual Budget	COVID Actual	COVID Annual Budget	Excluding COVID Actual	Excluding COVID Annual Budget
General Fund							
REVENUE							
State Aid	6,196,917	6,118,951	6,118,951	-	-	6,196,917	6,118,951
Revenue from State Sources	500,239	529,901	529,901	-	-	500,239	529,901
Restricted-Federal 'Pass thru' Grants - Title I	976,244	1,708,590	1,708,590	-	-	976,244	1,708,590
Restricted-Federal 'Pass thru' Grants - Title II	48,120	92,462	92,462	-	-	48,120	92,462
Restricted-Federal 'Pass thru' Grants - IDEA	167,372	141,918	141,918	-	-	167,372	141,918
Restricted-Federal 'Pass thru' Grants - ESSER	924,048	1,212,318	1,212,318	924,048	1,212,318	-	-
Restricted-Federal 'Pass thru' Grants - Other	7,394	-	-	7,394	-	-	-
Revenue from Private Sources	27,068	17,500	17,500	-	-	27,068	17,500
Revenue from Pupil Activities	7,226	-	-	-	-	7,226	-
Contribution from Management Company	346,415	620,008	620,008	-	-	346,415	620,008
Total Revenue & Other Transactions	9,201,044	10,441,647	10,441,647	931,442	1,212,318	8,269,601	9,229,330
EXPENDITURES							
Basic Instruction							
Salaries, Taxes, & Benefits	2,835,583	2,471,704	2,471,704	414,639	113,625	2,420,944	2,358,079
Local Meetings	5,209	7,440	7,440	-	-	5,209	7,440
Printing and Binding	14,861	29,450	29,450	-	-	14,861	29,450
Teaching Supplies	70,928	28,900	28,900	41,432	-	29,496	28,900
Textbooks, Workbooks & Digital Curriculum	129,993	367,145	367,145	-	214,362	129,993	152,782
Software & Equipment	1,656	1,300	1,300	-	-	1,656	1,300
Equipment Lease	58,359	55,530	55,530	-	-	58,359	55,530
Equipment Purchases	152,245	-	-	149,978	-	2,267	-
Dues/Memberships	-	4,100	4,100	-	-	-	4,100
Field trips	15,215	6,550	6,550	-	-	15,215	6,550
Contracted Services	122,190	91,375	91,375	-	-	122,190	91,375
Employment Expenses	5,791	6,975	6,975	-	-	5,791	6,975
Finger Printing & Background Checks	2,611	3,100	3,100	-	-	2,611	3,100
Board Funds	-	35,000	35,000	-	-	-	35,000
Indirect Costs	64,875	4,474	4,474	64,875	3,739	-	735
Miscellaneous	8,550	-	-	255	-	8,295	-
Total - Basic Instruction	3,488,064	3,113,043	3,113,043	671,179	331,727	2,816,885	2,781,316
Added Needs							
Compensatory Education							
Salaries, Taxes, & Benefits	852,705	1,380,045	1,380,045	137,615	375,685	715,090	1,004,360
Teaching Supplies	1,563	-	-	-	-	1,563	-
Textbooks, Workbooks & Digital Curriculum	19,562	38,672	38,672	7,819	38,672	11,742	-
Software & Equipment	(1,849)	-	-	(1,849)	-	-	-
Equipment Purchases	(26,286)	-	-	(26,382)	-	96	-
Indirect Costs	24,626	1,922	1,922	24,626	1,413	-	509
Miscellaneous	833	-	-	-	-	833	-
Subtotal - Compensatory Education	871,154	1,420,639	1,420,639	141,830	415,770	729,325	1,004,869
Special Education							
Salaries, Taxes, & Benefits	433,541	678,906	678,906	2,142	-	431,399	678,906
Instructional Services	20,150	63,000	63,000	-	-	20,150	63,000
Local Meetings	-	375	375	-	-	-	375
Workshops and Conferences	1,708	1,109	1,109	-	-	1,708	1,109
Teaching Supplies	2,993	2,380	2,380	-	-	2,993	2,380
Contracted Services	1,046	-	-	-	-	1,046	-
Miscellaneous	1,000	-	-	-	-	1,000	-
Subtotal - Special Education	460,437	745,770	745,770	2,142	-	458,295	745,770
Total - Added Needs	1,331,591	2,166,408	2,166,408	143,972	415,770	1,187,620	1,750,638
Pupil Services							
Guidance Services	(5,450)	61,998	61,998	-	-	(5,450)	61,998
Occupational Therapist Services	163,883	187,217	187,217	-	-	163,883	187,217
Psychological Services	74,452	52,992	52,992	-	-	74,452	52,992
Speech Pathology	107,539	128,333	128,333	-	-	107,539	128,333
Social Work Services	47,367	352,855	352,855	-	-	47,367	352,855
Other (Including Recess Aides)	86,359	122,689	122,689	-	15,589	86,359	107,100
Total - Pupil Services	474,150	906,084	906,084	-	15,589	474,150	890,495
Instructional Staff Support							
Salaries, Taxes, & Benefits	532,887	619,518	619,518	23,015	9,183	509,871	610,335
Local Meetings	13,911	25	25	-	-	13,911	25
Workshops and Conferences	3,600	38,450	38,450	-	-	3,600	38,450
Office Supplies	10,573	14,475	14,475	-	-	10,573	14,475
Dues/Memberships	(35)	-	-	-	-	(35)	-
Improvement of Instruction	98,652	98,752	98,752	-	-	98,652	98,752
Professional Development	52,604	39,803	39,803	-	-	52,604	39,803
Library Books	-	4,000	-	-	-	-	4,000
Technology	98,457	452,511	452,511	-	355,690	98,457	96,821
Special Education	27,402	22,967	22,967	-	-	27,402	22,967
Indirect Costs	2,661	4,493	4,493	2,661	4,055	-	438

Total - Instructional Staff Support	840,712	1,294,994	1,294,994	25,676	368,928	815,035	926,067
General Administration							
Board of Education							
Board of Education Administration	36,843	36,028	36,028	-	-	36,843	36,028
Legal Fees	8,780	11,500	11,500	-	-	8,780	11,500
Audit	344	-	-	-	-	344	-
Travel & Expense Staff	1,853	500	500	-	-	1,853	500
Insurance	7,334	10,500	10,500	-	-	7,334	10,500
Miscellaneous	300	-	-	-	-	300	-
Subtotal - Board of Education	55,454	58,528	58,528	-	-	55,454	58,528
Executive Administration							
Executive Administration	73,141	26,313	26,313	-	-	73,141	26,313
Oversight Fee	161,157	120,762	120,762	-	-	161,157	120,762
Subtotal - Executive Administration	234,299	147,075	147,075	-	-	234,299	147,075
Grant Procurement							
Subtotal - Grant Procurement	-	-	-	-	-	-	-
Total - General Administration	289,752	205,603	205,603	-	-	289,752	205,603
School Administration							
Office of the Principal							
Salaries, Taxes, & Benefits	327,886	321,079	321,079	5,611	-	322,275	321,079
Local Meetings	13,815	9,940	9,940	-	-	13,815	9,940
Workshops and Conferences	8,082	5,672	5,672	-	-	8,082	5,672
Mailing	9,261	5,580	5,580	-	-	9,261	5,580
Printing & Binding	4,366	2,325	2,325	-	-	4,366	2,325
Office Supplies	11,375	6,200	6,200	-	-	11,375	6,200
Dues/Memberships	-	3,500	3,500	-	-	-	3,500
Equipment Purchases	3,905	-	-	-	-	3,905	-
Contracted Services	4,817	5,645	5,645	-	-	4,817	5,645
Employment Services	63	-	-	-	-	63	-
Bank Charges	1,055	640	640	-	-	1,055	640
Indirect Costs	997	-	-	997	-	-	-
Miscellaneous	6,405	-	-	-	-	6,405	-
Subtotal - Office of the Principal	392,027	360,581	360,581	6,608	-	385,419	360,581
Other School Administration							
Admissions & Other Administrative Support	111,814	111,581	111,581	-	-	111,814	111,581
Salaries, Taxes, & Benefits	13,239	26,278	26,278	-	-	13,239	26,278
Advertising	165,448	169,280	169,280	-	-	165,448	169,280
Local Meetings	978	500	500	-	-	978	500
Workshops and Conferences	596	450	450	-	-	596	450
Office Supplies	70	-	-	-	-	70	-
Miscellaneous	200	-	-	-	-	200	-
Subtotal - Other School Administration	292,346	308,089	308,089	-	-	292,346	308,089
Total - School Administration	684,374	668,670	668,670	6,608	-	677,766	668,670
Business & Internal Services							
Fiscal Services	88,561	82,532	82,532	-	-	88,561	82,532
Internal Distribution Services	2,759	2,865	2,865	-	-	2,759	2,865
Total - Business & Internal Services	91,320	85,397	85,397	-	-	91,320	85,397
Central Services							
Planning, Research, Development	7,805	6,844	6,844	-	-	7,805	6,844
Information Services	27,858	31,496	31,496	-	-	27,858	31,496
Staff/Personnel Services	136,743	156,246	156,246	-	-	136,743	156,246
Data Processing Services	27,319	28,501	28,501	-	-	27,319	28,501
Other Central Services	19,430	10,275	10,275	-	-	19,430	10,275
Indirect Costs	361	-	-	361	-	-	-
Miscellaneous	3,669	-	-	2,029	-	1,640	-
Total - Central Services	223,187	233,362	233,362	2,390	-	220,797	233,362
Operations & Maintenance							
Internal Building Services	12,210	15,787	15,787	-	-	12,210	15,787
Other Purchased Service (Janitorial)	180,396	179,726	179,726	-	30,726	180,396	149,000
Telephone	2,095	2,500	2,500	-	-	2,095	2,500
Gas	27,259	19,900	19,900	-	-	27,259	19,900
Electric	43,138	100,900	100,900	-	-	43,138	100,900
Water & Sewer	(2,700)	22,250	22,250	-	-	(2,700)	22,250
Waste & Trash Disposal	8,173	9,125	9,125	-	-	8,173	9,125
Building Maintenance & Repair	158,358	113,410	113,410	-	-	158,358	113,410
Equipment Maintenance & Repair	8,099	6,710	6,710	-	-	8,099	6,710
Lease of Building	937,716	907,504	907,504	-	-	937,716	907,504
Lease of Equipment	56,446	7,710	7,710	-	-	56,446	7,710
Supplies	3,058	-	-	-	-	3,058	-
Software & Equipment	595	600	600	-	-	595	600
Equipment Purchases	32,519	12,150	12,150	3,208	-	29,311	12,150
Liability Insurance	91	120	120	-	-	91	120
Property Taxes	145,084	148,430	148,430	-	-	145,084	148,430
Property Insurance	20,626	18,000	18,000	-	-	20,626	18,000
Safety & Security	13,260	75,633	75,633	-	48,673	13,260	26,960
Indirect Costs	-	905	905	-	905	-	-
Miscellaneous	-	-	-	-	-	-	-

Total - Operations & Maintenance	1,646,422	1,641,360	1,641,360	3,208	80,304	1,643,214	1,561,056
Pupil Transportation Services							
Contracted Transportation	16,150	50,650	50,650	-	-	16,150	50,650
Field Trips	4,333	6,075	6,075	-	-	4,333	6,075
Total - Pupil Transportation Services	20,483	56,725	56,725	-	-	20,483	56,725
Other Support Services							
Pupil Activities							
Salaries, Taxes, & Benefits	17,478	-	-	-	-	17,478	-
Contracted Services	9,331	-	-	-	-	9,331	-
Supplies	1,552	-	-	-	-	1,552	-
Equipment Purchases	7,609	-	-	-	-	7,609	-
Travel & Meals	1,942	-	-	-	-	1,942	-
Miscellaneous	1,985	-	-	-	-	1,985	-
Total - Pupil Activities	39,897	-	-	-	-	39,897	-
Community Services							
Community Activities							
Contracted Services	75,167	70,000	70,000	-	-	75,167	70,000
Total - Community Activities	75,167	70,000	70,000	-	-	75,167	70,000
Welfare Activities							
Total - Welfare Activities	-	-	-	-	-	-	-
Outgoing Transfer to School Service Fund	(4,394)	-	-	-	-	(4,394)	-
Total Expenditures & Other Transactions	9,200,724	10,441,647	10,441,647	853,033	1,212,318	8,347,691	9,229,330
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	319	-	-	78,409	-	(78,090)	-
Beginning Fund Balance (7/1)	46,470	46,470	46,470	-	-	46,470	46,470
Ending Fund Balance	46,790	46,470	46,470	78,409	-	(31,620)	46,470

School Service Fund**REVENUE**

Food Sales to Pupils	49	-	-	-	-	49	-
State Revenue	3,479	-	-	-	-	3,479	-
Department of Agriculture - Lunch	441,614	397,925	397,925	-	-	441,614	397,925
Department of Agriculture - Breakfast	174,095	101,448	101,448	-	-	174,095	101,448
Department of Agriculture - Snack	67	-	-	-	-	67	-
Total Food Service Revenue	619,303	499,373	499,373	-	-	619,303	499,373
Transfer In from General Fund	(4,394)	-	-	-	-	(4,394)	-
Total Revenue and Incoming Transfers	614,909	499,373	499,373	-	-	614,909	499,373

EXPENDITURES**Operations & Maintenance**

Supplies, Materials including Commodities expense	700	700	700	-	-	700	700
Lease of Building	5,296	5,296.04	5,296.04	-	-	5,296	5,296
Total Operations & Maintenance	5,996	5,996	5,996	-	-	5,996	5,996

Food Services

Supplies, Materials including Commodities expense	612,385	510,573	510,573	-	-	612,385	510,573
Salaries & Wages	8,258	4,966	4,966	-	-	8,258	4,966
Total Food Service Expenditures	620,643	515,539	515,539	-	-	620,643	515,539

Total Expenditures & Other Transactions	626,639	521,535	521,535	-	-	626,639	521,535
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**Revenues and Other Financing Sources Over
(Under) Expenditures and Other Uses**

	(11,730)	(22,162)	(22,162)	-	-	(11,730)	(22,162)
Beginning Fund Balance (7/1)	87,138	87,138	87,138	-	-	87,138	87,138
Ending Food Service Fund Balance	<u>75,408</u>	<u>64,975</u>	<u>64,975</u>	<u>-</u>	<u>-</u>	<u>75,408</u>	<u>64,975</u>

ASPIRE CHARTER ACADEMY, INC.



Financial Statements and Supplementary Information

Years Ended June 30, 2022 and 2021

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ASPIRE CHARTER ACADEMY, INC.

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Aspire Charter Academy, Inc., (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities and change in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Aspire Charter Academy, Inc. as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Aspire Charter Academy, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Aspire Charter Academy, Inc.'s ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors
Aspire Charter Academy, Inc.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Aspire Charter Academy, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

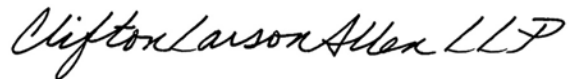
Board of Directors
Aspire Charter Academy, Inc.

Supplementary Information

Our audits were conducted for the purpose of forming opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated April 17, 2023 on our consideration of Aspire Charter Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspire Charter Academy, Inc.'s internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Indianapolis, Indiana
April 17, 2023

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF FINANCIAL POSITION****JUNE 30, 2022 AND 2021**

	2022	2021
ASSETS		
CURRENT ASSETS:		
Cash	\$ 2,832,848	\$ 2,246,136
Due from governmental revenue sources	<u>456,945</u>	<u>529,172</u>
Total current assets	<u>3,289,793</u>	<u>2,775,308</u>
NON-CURRENT ASSETS:		
Capital assets	118,360	141,030
Less accumulated depreciation	<u>(115,828)</u>	<u>(129,144)</u>
Total capital assets, net of accumulated depreciation	<u>2,532</u>	<u>11,886</u>
TOTAL	<u><u>\$ 3,292,325</u></u>	<u><u>\$ 2,787,194</u></u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable	\$ 3,807	\$ 3,791
Deferred revenue	22,416	7,101
Contracted service fee payable	<u>3,132,493</u>	<u>2,726,177</u>
Total liabilities	<u>3,158,716</u>	<u>2,737,069</u>
NET ASSETS:		
Net assets without donor restrictions	<u>133,609</u>	<u>50,125</u>
TOTAL	<u><u>\$ 3,292,325</u></u>	<u><u>\$ 2,787,194</u></u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2022 AND 2021**

	2022	2021
REVENUES AND SUPPORT:		
State aid	\$ 5,940,409	\$ 5,030,122
Other state sources	390,591	983,154
Federal sources	2,336,321	1,816,755
Private sources	50,871	47,523
In-kind contribution — NHA	<u>123,204</u>	<u>232,834</u>
Total revenues and support	<u>8,841,396</u>	<u>8,110,388</u>
EXPENSES:		
Contracted service fee	8,719,236	8,075,391
Depreciation	6,900	9,167
Loss on abandonment of asset	2,454	1,195
Board expenses	<u>29,322</u>	<u>33,008</u>
Total expenses	<u>8,757,912</u>	<u>8,118,761</u>
CHANGE IN NET ASSETS	83,484	(8,373)
NET ASSETS WITHOUT DONOR RESTRICTION:		
Beginning of year	<u>50,125</u>	<u>58,498</u>
End of year	<u>\$ 133,609</u>	<u>\$ 50,125</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

	2022			
	Program Services	Management and General	Fundraising	Total
Contracted service fee:				
Salaries and wages	\$ 3,701,920	\$ -	\$ -	\$ 3,701,920
Retirement contributions	52,847	-	-	52,847
Other employee benefits	552,841	-	-	552,841
Payroll taxes	257,029	-	-	257,029
Accounting fees	8,452	85,387	-	93,839
Curriculum, textbooks, and supplies	159,596	-	-	159,596
Postage and shipping	4,962	-	-	4,962
Occupancy	1,729,516	11,868	-	1,741,384
Food service	482,043	-	-	482,043
Equipment rental and maintenance	131,278	-	-	131,278
Printing and publications	15,911	-	-	15,911
Travel	14,604	-	-	14,604
Conferences and meetings	20,980	-	-	20,980
Professional fees	534,722	-	-	534,722
Instructional support	-	91,087	-	91,087
Academic and general support	-	199,838	-	199,838
Enrollment and parent relations	-	105,290	-	105,290
Board support	-	67,528	-	67,528
Human resources	-	120,376	-	120,376
Support services	-	32,590	-	32,590
Technology	18,380	75,384	-	93,764
Marketing and business development	124,182	24,914	-	149,096
Insurance	30,383	-	-	30,383
Miscellaneous	65,328	-	-	65,328
Total contracted service fee	7,904,974	814,262	-	8,719,236
Depreciation	6,900	-	-	6,900
Loss on Abandonment of Assets	2,454	-	-	2,454
Expenses of Board of Directors	29,322	-	-	29,322
Total expenses	<u>\$ 7,943,650</u>	<u>\$ 814,262</u>	<u>\$ -</u>	<u>\$ 8,757,912</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021**

	2021			
	Program Services	Management and General	Fundraising	Total
Contracted service fee:				
Salaries and wages	\$ 3,253,724	-	\$ -	\$ 3,253,724
Retirement contributions	49,022	-	-	49,022
Other employee benefits	655,612	-	-	655,612
Payroll taxes	251,230	-	-	251,230
Accounting fees	8,256	62,535	-	70,791
Curriculum, textbooks, and supplies	371,196	-	-	371,196
Postage and shipping	3,663	-	-	3,663
Occupancy	1,572,799	10,920	-	1,583,719
Food service	101,400	-	-	101,400
Equipment rental and maintenance	167,590	-	-	167,590
Printing and publications	15,651	-	-	15,651
Travel	1,766	-	-	1,766
Conferences and meetings	19,561	-	-	19,561
Professional fees	639,816	-	-	639,816
Instructional support	-	126,265	-	126,265
Academic and general support	-	220,358	-	220,358
Enrollment and parent relations	-	40,773	-	40,773
Board support	-	61,725	-	61,725
Human resources	-	102,038	-	102,038
Support services	-	28,594	-	28,594
Technology	15,256	91,995	-	107,251
Marketing and business development	134,474	28,053	-	162,527
Insurance	23,414	-	-	23,414
Miscellaneous	17,700	-	-	17,704
Total contracted service fee	7,302,131	773,256	-	8,075,391
Depreciation	9,167	-	-	9,167
Loss on Abandonment of Assets	1,195	-	-	1,195
Expenses of Board of Directors	33,008	-	-	33,008
Total expenses	\$ 7,345,501	\$ 773,256	\$ -	\$ 8,118,761

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF CASH FLOWS
YEARS ENDED JUNE 30, 2022 AND 2021**

	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
State aid	\$ 6,152,937	\$ 4,848,796
Other state sources	403,661	983,154
Federal sources	2,196,039	1,659,755
Private sources	53,097	46,721
Payments for services rendered	<u>(8,219,022)</u>	<u>(6,828,538)</u>
 Net Cash Provided by Operating Activities	 <u>586,712</u>	 <u>709,888</u>
 Net Change in Cash and Restricted Cash	 586,712	 709,888
 Beginning of year	 <u>2,246,136</u>	 <u>1,536,248</u>
 End of year	 <u><u>\$ 2,832,848</u></u>	 <u><u>\$ 2,246,136</u></u>
 RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ 83,484	\$ (8,373)
Depreciation	6,900	9,167
Loss on Abandonment of Asset	2,454	1,195
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	72,227	(338,327)
Change in accounts payable	16	3,791
Change in contracted service fee payable	15,315	1,043,236
Change in deferred revenue	<u>406,316</u>	<u>(801)</u>
 NET CASH FROM OPERATING ACTIVITIES	 <u><u>\$ 586,712</u></u>	 <u><u>\$ 709,888</u></u>
 NON-CASH ACTIVITY — In-kind contribution from NHA	 <u>123,204</u>	 <u>\$ 232,834</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS

AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Aspire Charter Academy, Inc. (the “Academy”) is a public benefit not-for-profit organization established under the laws of the State of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The Academy provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The Academy served approximately 652 students during the 2021-2022 school year.

The Board of Directors of the Academy entered into a management agreement (the “agreement”) with National Heritage Academies, Inc. (“NHA”) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the Academy operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the Academy or NHA.

Under the terms of the agreement, NHA receives all Academy revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the Academy as compensation for management services rendered.

The Academy operates a public charter school established under Indiana Code 20-24-3-1 and is sponsored by Ball State University, which is responsible for oversight of the Academy’s operations. Under this Charter, the Academy has agreed to pay to Ball State University an annual fee equal to 3% of the state tuition support, which is included in the expenses assumed by NHA as described. This amounted to \$158,352 and \$150,903 for the fiscal years 2022 and 2021, respectively. The charter expires on June 30, 2025 and is subject to renewal.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition — Revenues primarily come from conditional resources provided under the Indiana Charter Schools Act. Under the Act, the Academy receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment and paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Therefore, the Academy recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022 and 2021, the Academy deferred \$22,416 and \$7,101, respectively, of such conditional funding.

Grant Revenue — The Academy receives income from grants and contributions that support certain school activities. These receipts are reported as restricted support in that they are received with stipulations that limit their use. When a donor restriction expires, that is, when the purpose or time restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities and change in net assets as net assets released from restrictions. There were no such restricted revenues during the years ended June 30, 2022 and 2021.

In-Kind Contribution — The Academy receives in-kind contribution based upon the service agreement with NHA. NHA covers all expenses of the Academy and the revenue received by the Academy is paid to NHA. If the Academy incurs more expenses than revenues, NHA contributes this amount to the Academy based upon actual direct expenses.

Cash — Cash as of June 30, 2022 represents bank deposits with a carrying amount of \$2,832,848 and a bank balance of \$2,835,523 of which \$2,585,523 was uninsured and uncollateralized by federal depository insurance. The Academy does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The Academy believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the Academy evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contracted Service Fee Payable — Contracted service fee payable as of June 30, 2022 and 2021 represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the Academy as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

Impairment of Long-Lived Assets — On an ongoing basis, the Academy reviews its long-lived assets for impairment whenever events or circumstances indicate that the carrying amount may be overstated. The Academy recognizes impairment losses if the undiscounted cash flows expected to be generated are less than the carrying value of the related asset. If impaired, the assets are adjusted to fair value based on the undiscounted cash flows.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

Net Assets without Donor Restriction — Net assets which are not subject to donor imposed or governmental stipulations.

Income Taxes — The Academy operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Academy has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Professional accounting standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ending after 2015 are open to audit for both federal and state purposes.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncements — In February 2016, the FASB issued amended guidance for the treatment of leases. The guidance requires lessees to recognize a right-of-use asset and a corresponding lease liability for all operating and finance leases with lease terms greater than one year. The accounting for lessors will remain relatively unchanged. The guidance changes the accounting for sale and leaseback transactions to conform to the new revenue recognition standards. The guidance also requires both qualitative and quantitative disclosures regarding the nature of the entity's leasing activities. The amendments in the guidance are effective for fiscal years beginning after December 15, 2021. Early adoption is permitted. Management is evaluating the impact of the amended lease guidance on the Academy's financial statements; however, the impact of the adoption is not expected to be significant as the facility sublease agreement with NHA is considered short-term as disclosed in Note 6.

Change in Accounting Principles — In September 2020, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets* (Topic 958). This standard requires that contributed nonfinancial assets are reported on a separate line item in the statements of activities, apart from contributions of cash and other financial assets. It also requires disclosure of disaggregated amounts of contributed nonfinancial assets by category that depicts the type of contributed nonfinancial assets along with additional qualitative information about the monetization of such assets, donor restrictions and valuation techniques. The adoption of this standard did not have any significant impact on the accompanying financial statements or disclosures.

Subsequent Events — The Academy evaluated subsequent events through April 17, 2023, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

3. DUE FROM GOVERNMENTAL REVENUE SOURCES

The Academy's accounts receivable balance consists of \$456,945 and \$529,172 in federal grants receivable and state special education as of June 30, 2022 and 2021, respectively. The Academy considers all receivables to be fully collectible; accordingly, no allowance for uncollectible accounts were recorded.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021**

4. LIQUIDITY

The Academy has \$3,289,793 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$2,832,848 and amounts due from governmental revenue sources of \$456,945 at June 30, 2022. The Academy had \$2,775,308 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$2,246,136 and amounts due from governmental revenue sources of \$529,172 at June 30, 2021. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The Academy has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,467,388 and \$1,353,127 at June 30, 2022 and 2021, respectively.

While the Academy will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required to make contributions to the Academy if the Academy's expenditures exceed the school's revenue during the year.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021****5. CAPITAL ASSETS**

Capital asset activity of the Academy's governmental activities for the year ended June 30, 2022, was as follows:

Year Ended June 30, 2022	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Other equipment	\$ 141,030	\$ -	\$ (22,670)	\$ 118,360
Total capital assets at historical cost	<u>141,030</u>	<u>-</u>	<u>(22,670)</u>	<u>118,360</u>
Less accumulated depreciation — equipment	<u>(129,144)</u>	<u>(6,900)</u>	<u>20,216</u>	<u>(115,828)</u>
Total accumulated depreciation	<u>(129,144)</u>	<u>(6,900)</u>	<u>20,216</u>	<u>(115,828)</u>
Total capital asset activity, net	<u>\$ 11,886</u>	<u>\$ (6,900)</u>	<u>\$ (2,454)</u>	<u>\$ 2,532</u>

Capital asset activity of the Academy's governmental activities for the year ended June 30, 2021, was as follows:

Year Ended June 30, 2021	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Other equipment	\$ 191,883	\$ -	\$ (50,853)	\$ 141,030
Total capital assets at historical cost	<u>191,883</u>	<u>-</u>	<u>(50,853)</u>	<u>141,030</u>
Less accumulated depreciation — equipment	<u>(169,635)</u>	<u>(9,167)</u>	<u>49,658</u>	<u>(129,144)</u>
Total accumulated depreciation	<u>(169,635)</u>	<u>(9,167)</u>	<u>49,658</u>	<u>(129,144)</u>
Total capital asset activity, net	<u>\$ 22,248</u>	<u>\$ (9,167)</u>	<u>\$ (1,195)</u>	<u>\$ 11,886</u>

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021

6. OPERATING LEASE

The Academy has entered into a sublease agreement with NHA for a facility to house the Academy. The lease term is from July 1, 2021 through June 30, 2022. Annual rental payments required by the lease are \$907,358 payable in twelve monthly payments of \$75,613. The lease agreement can be cancelled upon termination of the NHA services agreement.

The Academy subsequently renewed the sublease with NHA for the period of July 1, 2022 through June 30, 2023 at the same rental rate.

7. RISKS AND UNCERTAINTIES

The Academy is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2022, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

The Academy provides educational instruction services to families residing in Lake County and surrounding counties in Indiana and is subject to the risks of economic and competitive forces at work within this geographic area.

The Academy has received proceeds from several federal and state grants. Periodic audits of these grants are required, and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables due from the State of Indiana. At June 30, 2022 and 2021, all of the receivable balance was due from the State of Indiana.

8. FUNCTIONAL EXPENSES

The Academy provides educational services to its students. The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function require an allocation on a reasonable basis that is consistently applied.

ASPIRE CHARTER ACADEMY, INC.

OTHER REPORT FOR THE YEAR ENDED JUNE 30, 2022

The report presented herein was prepared in addition to another official report prepared for the Academy as listed below:

Supplemental Audit Report of Aspire Charter Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.



CliftonLarsonAllen LLP
CLAAconnect.com

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Aspire Charter Academy, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated June 30, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Aspire Charter Academy, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

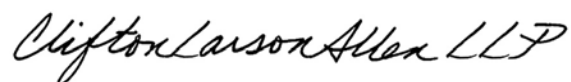
Board of Directors
Aspire Charter Academy, Inc.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Aspire Charter Academy, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Indianapolis, Indiana
April 17, 2023



CliftonLarsonAllen LLP
CLAAconnect.com

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Aspire Charter Academy, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Aspire Charter Academy, Inc.'s major federal programs for the year ended June 30, 2022. Aspire Charter Academy, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Aspire Charter Academy, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Aspire Charter Academy, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Aspire Charter Academy, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Aspire Charter Academy, Inc.'s federal programs.

Board of Directors
Aspire Charter Academy, Inc.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Aspire Charter Academy, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Aspire Charter Academy, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Aspire Charter Academy, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Aspire Charter Academy, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

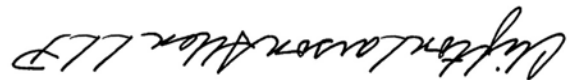
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Indianapolis, Indiana
April 17, 2023

CliftonLarsonAllen LLP



Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Board of Directors
Aspire Charter Academy, Inc.

ASPIRE CHARTER ACADEMY, INC.**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2022**

Federal Grantor Agency/Pass-Through Entity/ Cluster Title/Program Title/Project Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Pass-Through to Subrecipients	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE				
<i>Pass-Through Indiana Department of Education</i>				
Child Nutrition Cluster				
School Breakfast Program	10.553	N/A	\$ -	\$ 179,226
National School Lunch Program	10.555	N/A	-	387,754
National School Lunch Program - Snacks	10.555	N/A	-	2,180
Total U.S. Department of Agriculture			-	569,160
U.S. DEPARTMENT OF EDUCATION				
<i>Pass-Through Indiana Department of Education</i>				
Title I Grants to Local Educational Agencies	84.010	S010A200014	-	76,086
Title I Grants to Local Educational Agencies	84.010	S010A210014	-	876,197
Total			-	952,283
Special Education Grants to States	84.027	220450	-	111,888
COVID-19: Special Education Grants to States	84.027	221280	-	41,044
Total			-	152,932
Supporting Effective Instruction State Grants	84.367	S367A200013	-	26,946
Supporting Effective Instruction State Grants	84.367	S367A210013	-	40,727
Total			-	67,673
COVID-19: Elementary and Secondary School Emergency Relief Fund	* 84.425D	203710	-	414,076
COVID-19: Elementary and Secondary School Emergency Relief Fund	* 84.425D	213712	-	48,010
COVID-19: Elementary and Secondary School Emergency Relief Fund	* 84.425U	213713	-	132,187
Total			-	594,273
Total U.S. Department of Education			-	1,767,161
Total Federal Awards Expended			\$ -	\$ 2,336,321

* Denotes Major Program

See accompanying Notes to Schedule of Expenditures of Federal Awards.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2022 AND 2021**

NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Aspire Charter Academy, Inc. under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR), Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Aspire Charter Academy, Inc., it is not intended to and does not present the financial position, changes in net assets, or cash flows of Aspire Charter Academy, Inc.

Aspire Charter Academy, Inc.'s programs are funded jointly by federal and state funds. Costs incurred in such programs are applied against federal grant funds to the extent of the grant award provisions and against state funds for the balance. Federal and state program awards are reported in the financial statements under the caption "Government reimbursements".

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3 INDIRECT COST RATE

Aspire Charter Academy, Inc. has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

ASPIRE CHARTER ACADEMY, INC.**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022*****Section I – Summary of Auditors' Results******Financial Statements***

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs**Assistance Listing Number(s)**

84.425

Name of Federal Program or Cluster

Education Stabilization Funds

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

 x yes _____ no

ASPIRE CHARTER ACADEMY, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED) FOR THE YEAR ENDED JUNE 30, 2022

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2CFR 200.516(a).

ASPIRE CHARTER ACADEMY, INC.



Financial Statements and Supplementary
Information

Years Ended June 30, 2021 and 2020

**NATIONAL
HERITAGE
ACADEMIES** 

ASPIRE CHARTER ACADEMY, INC.

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

We have audited the accompanying financial statements of Aspire Charter Academy, Inc., which comprise the statement of financial position as of June 30, 2021 and 2020, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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Board of Directors
Aspire Charter Academy, Inc.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Aspire Charter Academy, Inc. as of June 30, 2021 and 2020, and the changes in its net assets, functional expenses, and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 14, 2022

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF FINANCIAL POSITION****JUNE 30, 2021 AND 2020**

	2021	2020
ASSETS		
CURRENT ASSETS:		
Cash	\$ 2,246,136	\$ 1,536,248
Due from governmental revenue sources	<u>529,172</u>	<u>190,845</u>
Total current assets	<u>2,775,308</u>	<u>1,727,093</u>
NON-CURRENT ASSETS:		
Capital assets	141,030	191,883
Less accumulated depreciation	<u>(129,144)</u>	<u>(169,635)</u>
Total capital assets, net of accumulated depreciation	<u>11,886</u>	<u>22,248</u>
TOTAL	<u><u>\$ 2,787,194</u></u>	<u><u>\$ 1,749,341</u></u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable	\$ 3,791	\$ -
Deferred revenue	7,101	7,902
Contracted service fee payable	<u>2,726,177</u>	<u>1,682,941</u>
Total liabilities	<u>2,737,069</u>	<u>1,690,843</u>
NET ASSETS:		
Net assets without donor restrictions	<u>50,125</u>	<u>58,498</u>
TOTAL	<u><u>\$ 2,787,194</u></u>	<u><u>\$ 1,749,341</u></u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
REVENUES AND SUPPORT:		
State aid	\$ 5,030,122	\$ 4,853,149
Other state sources	983,154	906,108
Federal sources	1,816,755	1,485,898
Private sources	47,523	49,036
In-kind contribution — NHA	<u>232,834</u>	<u>286,368</u>
Total revenues and support	<u>8,110,388</u>	<u>7,580,559</u>
EXPENSES:		
Contracted service fee	8,075,391	7,545,560
Depreciation	9,167	15,400
Loss on abandonment of asset	1,195	-
Board expenses	<u>33,008</u>	<u>15,896</u>
Total expenses	<u>8,118,761</u>	<u>7,576,856</u>
CHANGE IN NET ASSETS	(8,373)	3,703
NET ASSETS WITHOUT DONOR RESTRICTION:		
Beginning of year	<u>58,498</u>	<u>54,795</u>
End of year	<u>\$ 50,125</u>	<u>\$ 58,498</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2021 WITH COMPARATIVE TOTALS FOR JUNE 30, 2020**

	2021			2020
	Program Services	Management and General	Total	Total
Contracted service fee:				
Salaries and wages	\$ 3,253,724	\$ -	\$ 3,253,724	\$ 2,953,204
Retirement contributions	49,022	-	49,022	42,041
Other employee benefits	655,612	-	655,612	582,480
Payroll taxes	251,230	-	251,230	228,721
Accounting fees	8,256	62,535	70,791	69,750
Curriculum, textbooks, and supplies	371,196	-	371,196	158,668
Postage and shipping	3,663	-	3,663	5,780
Occupancy	1,572,799	10,920	1,583,719	1,547,081
Food service	101,400	-	101,400	420,126
Equipment rental and maintenance	167,590	-	167,590	20,836
Printing and publications	15,651	-	15,651	18,693
Travel	1,766	-	1,766	5,456
Conferences and meetings	19,561	-	19,561	71,302
Professional fees	639,816	-	639,816	505,591
Instructional support	-	126,265	126,265	134,053
Academic and general support	-	220,358	220,358	239,810
Enrollment and parent relations	-	40,773	40,773	45,791
Board support	-	61,725	61,725	61,784
Human resources	-	102,038	102,038	117,689
Support services	-	28,594	28,594	28,591
Technology	15,256	91,995	107,251	98,411
Marketing and business development	134,474	28,053	162,527	142,187
Insurance	23,414	-	23,414	24,606
Miscellaneous	17,705	-	17,705	22,909
Total contracted service fee	7,302,135	773,256	8,075,391	7,545,560
Depreciation	9,167	-	9,167	15,400
Loss on abandonment of assets	1,195	-	1,195	-
Expenses of Board of Directors	33,008	-	33,008	15,896
Total expenses	<u>\$ 7,345,505</u>	<u>\$ 773,256</u>	<u>\$ 8,118,761</u>	<u>\$ 7,576,856</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2020**

	2020		
	Program Services	Management and General	Total
Contracted service fee:			
Salaries and wages	\$ 2,953,204	\$ -	\$ 2,953,204
Retirement contributions	42,041	-	42,041
Other employee benefits	582,480	-	582,480
Payroll taxes	228,721	-	228,721
Accounting fees	4,248	65,502	69,750
Curriculum, textbooks, and supplies	158,668	-	158,668
Postage and shipping	5,780	-	5,780
Occupancy	1,535,007	12,074	1,547,081
Food service	420,126	-	420,126
Equipment rental and maintenance	20,836	-	20,836
Printing and publications	18,693	-	18,693
Travel	5,456	-	5,456
Conferences and meetings	71,302	-	71,302
Professional fees	505,591	-	505,591
Instructional support	-	134,053	134,053
Academic and general support	-	239,810	239,810
Enrollment and parent relations	-	45,791	45,791
Board support	-	61,784	61,784
Human resources	-	117,689	117,689
Support services	-	28,591	28,591
Technology	13,012	85,399	98,411
Marketing and business development	105,283	36,904	142,187
Insurance	24,606	-	24,606
Miscellaneous	<u>22,909</u>	<u>-</u>	<u>22,909</u>
 Total contracted service fee	 6,717,963	 827,597	 7,545,560
 Depreciation	 15,400	 -	 15,400
Expenses of Board of Directors	<u>15,896</u>	<u>-</u>	<u>15,896</u>
 Total expenses	 <u>\$ 6,749,259</u>	 <u>\$ 827,597</u>	 <u>\$ 7,576,856</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
CASH FLOWS PROVIDED BY OPERATING ACTIVITIES:		
State aid	\$ 4,848,796	\$ 4,860,876
Other state sources	983,154	906,108
Federal sources	1,659,755	1,489,289
Private sources	46,721	50,622
Payments for services rendered	<u>(6,828,538)</u>	<u>(7,077,480)</u>
NET INCREASE IN CASH	709,888	229,415
CASH — Beginning of year	<u>1,536,248</u>	<u>1,306,833</u>
CASH — End of year	<u>\$ 2,246,136</u>	<u>\$ 1,536,248</u>
RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS TO NET CASH FLOWS PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ (8,373)	\$ 3,703
Depreciation	9,167	15,400
Loss on abandonment of asset	1,195	-
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	(338,327)	11,118
Change in accounts payable	3,791	(4,686)
Change in contracted service fee payable	1,043,236	202,294
Change in deferred revenue	<u>(801)</u>	<u>1,586</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 709,888</u>	<u>\$ 229,415</u>
NON CASH ACTIVITY:		
In-kind contribution from NHA	<u>\$ 232,834</u>	<u>\$ 286,368</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS

AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Aspire Charter Academy, Inc. (the “Academy”) is a public benefit nonprofit organization established under the laws of the state of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The Academy provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The Academy served approximately 652 students during the 2021 -2020 school year.

The Board of Directors of the Academy entered into a management agreement (the “agreement”) with National Heritage Academies, Inc. (“NHA”) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the Academy operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the Academy or NHA.

Under the terms of the agreement, NHA receives all Academy revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the Academy as compensation for management services rendered.

The Academy operates a public charter school established under Indiana Code 20-24-3-1 and is sponsored by Ball State University, which is responsible for oversight of the Academy’s operations. Under this Charter, the Academy has agreed to pay to Ball State University an annual fee equal to 3% of the state tuition support, which is included in the expenses assumed by NHA as described. This amounted to \$150,903 and \$145,594 for the fiscal year 2021 and 2020, respectively. The charter expired on June 30, 2021 and was subsequently renewed through 2025.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition — Revenues primarily come from conditional resources provided under the Indiana Charter Schools Act. Under the Act, the Academy receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the state of Indiana is based on enrollment and paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Therefore, the Academy recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2021 and 2020, the Academy deferred \$7,101 and \$7,902, respectively, of such conditional funding.

Grant Revenue — The Academy receives income from grants and contributions that support certain school activities. These receipts are reported as restricted support in that they are received with stipulations that limit their use. When a donor restriction expires, that is, when the purpose or time restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities and change in net assets as net assets released from restrictions. There were no such restricted revenues during the years ended June 30, 2021 and 2020.

Cash — Cash as of June 30, 2021 represents bank deposits with a carrying amount of \$2,246,136 and a bank balance of \$2,246,735 of which \$1,996,735 was uninsured and uncollateralized by federal depository insurance. The Academy does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The Academy believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the Academy evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

Contracted Service Fee Payable — Contracted service fee payable as of June 30, 2021 and 2020 represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the Academy as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Impairment of Long-Lived Assets — On an ongoing basis, the Academy reviews its long-lived assets for impairment whenever events or circumstances indicate that the carrying amount may be overstated. The Academy recognizes impairment losses if the undiscounted cash flows expected to be generated are less than the carrying value of the related asset. If impaired, the assets are adjusted to fair value based on the undiscounted cash flows.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

Net Assets without Donor Restriction — Net assets which are not subject to donor imposed or governmental stipulations.

Income Taxes — The Academy operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Academy has received notification from the IRS that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Professional accounting standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would not be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ending after 2018 are open to audit for both federal and state purposes.

Recently Issued Accounting Pronouncements — In February 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the Statements of Activities. Currently, leases are classified as either capital or operating, with only capital leases recognized on the Statements of Financial Position. The reporting of lease-related expenses in the Statements of Activities and Cash Flows will be generally consistent with the current guidance. The new lease guidance will be effective for the Academy's year ending June 30, 2023 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined but is expected to have minimal impact when adopted.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recently Issued Accounting Pronouncements (Continued) — In September 2020, the FASB issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. This ASU requires that a not-for-profit (1) present contributed nonfinancial assets as a separate line items in the statement of activities, apart from contributions of cash and other financial assets and (2) disclose a disaggregation of the amount of contributed nonfinancial assets recognized within the statement of activities by category that depicts the type of contributed assets and for each category of contributed nonfinancial assets recognized, there are required disclosures, including qualitative information about whether nonfinancial assets were monetized or utilized, the policy (if any) about monetizing rather than utilizing donor-imposed restrictions, valuation techniques, and inputs used for fair value measurements and the principal market utilized to arrive at a fair value measure. The new guidance will be effective for the Academy's year ended June 30, 2022. The effect of apply the new guidance on the financial statements has not yet been determined but is expected to have minimal impact when adopted.

Subsequent Events – The Academy evaluated subsequent events through January 14, 2022, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

3. DUE FROM GOVERNMENTAL REVENUE SOURCES

The Academy's accounts receivable balance consists of \$529,172 and \$190,845 in federal grants receivable and state special education as of June 30, 2021 and 2020, respectively. The Academy considers all receivables to be fully collectible; accordingly, no allowance for uncollectible accounts were recorded.

4. LIQUIDITY

The Academy has \$2,775,308 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$2,246,136 and amounts due from governmental revenue sources of \$529,172 at June 30, 2021. The Academy had \$1,727,093 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$1,536,248 and amounts due from governmental revenue sources of \$190,845 at June 30, 2020. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The Academy has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,353,127 and \$1,324,302 at June 30, 2021 and 2020, respectively.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020****4. LIQUIDITY (CONTINUED)**

While the Academy will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required to make contributions to the Academy if the Academy's expenditures exceed the school's revenue during the year.

5. CAPITAL ASSETS

Capital asset activity of the Academy for the year ended June 30, 2021, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	\$ 191,883	\$ -	\$ (50,853)	\$ 141,030
Total capital assets at historical cost	191,883	-	(50,853)	141,030
Less accumulated depreciation — equipment	(169,635)	(9,167)	49,658	(129,144)
Total accumulated depreciation	(169,635)	(9,167)	49,658	(129,144)
Total capital asset activity, net	<u>\$ 22,248</u>	<u>\$ (9,167)</u>	<u>\$ (1,195)</u>	<u>\$ 11,886</u>

Capital asset activity of the Academy for the year ended June 30, 2020, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	\$ 191,883	\$ -	\$ -	\$ 191,883
Total capital assets at historical cost	191,883	-	-	191,883
Less accumulated depreciation — equipment	(154,235)	(15,400)	-	(169,635)
Total accumulated depreciation	(154,235)	(15,400)	-	(169,635)
Total capital asset activity, net	<u>\$ 37,648</u>	<u>\$ (15,400)</u>	<u>\$ -</u>	<u>\$ 22,248</u>

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

6. OPERATING LEASE

The Academy has entered into a sublease agreement with NHA for a facility to house the Academy. The lease term is from July 1, 2020 through June 30, 2021. Annual rental payments required by the lease are \$912,800 payable in twelve monthly payments of \$76,067.

The Academy subsequently renewed the sublease with NHA for the period of July 1, 2021 through June 30, 2022 at the same rental rate.

7. RISKS AND UNCERTAINTIES

The Academy is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2021, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

The Academy provides educational instruction services to families residing in Lake County and surrounding counties in Indiana and is subject to the risks of economic and competitive forces at work within this geographic area.

The Academy has received proceeds from several federal and state grants. Periodic audits of these grants are required, and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables due from the state of Indiana. At June 30, 2021 and 2020, all of the receivable balance was due from the state of Indiana.

During the year ended June 30, 2020, the World Health Organization declared the spread of the Coronavirus Disease (COVID-19) a worldwide pandemic. The COVID-19 pandemic is continuing to have significant effects on global markets, supply chains, business, and communities. Specific to the Academy, COVID-19 has impacted various parts of its 2020 and 2021 operations and financial results, including increased nutrition funding. Management believes the Academy is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are ongoing and are still developing.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

8. FUNCTIONAL EXPENSES

The Academy provides educational services to its students. The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function require an allocation on a reasonable basis that is consistently applied.

ASPIRE CHARTER ACADEMY, INC.

OTHER REPORT FOR THE YEAR ENDED JUNE 30, 2021

The report presented herein was prepared in addition to another official report prepared for the Academy as listed below:

Supplemental Audit Report of Aspire Charter Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.

ASPIRE CHARTER ACADEMY, INC.



Financial Statements and Supplementary Information

Years Ended June 30, 2021 and 2020

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ASPIRE CHARTER ACADEMY, INC.

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

Report on the Financial Statements

We have audited the accompanying financial statements of Aspire Charter Academy, Inc., which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Aspire Charter Academy, Inc.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Aspire Charter Academy, Inc. as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 14, 2022, on our consideration of Aspire Charter Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspire Charter Academy, Inc.'s internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 14, 2022

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF FINANCIAL POSITION****JUNE 30, 2021 AND 2020**

	2021	2020
ASSETS		
CURRENT ASSETS:		
Cash	\$ 2,246,136	\$ 1,536,248
Due from governmental revenue sources	<u>529,172</u>	<u>190,845</u>
Total current assets	<u>2,775,308</u>	<u>1,727,093</u>
NON-CURRENT ASSETS:		
Capital assets	141,030	191,883
Less accumulated depreciation	<u>(129,144)</u>	<u>(169,635)</u>
Total capital assets, net of accumulated depreciation	<u>11,886</u>	<u>22,248</u>
TOTAL	<u><u>\$ 2,787,194</u></u>	<u><u>\$ 1,749,341</u></u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable	\$ 3,791	\$ -
Deferred revenue	7,101	7,902
Contracted service fee payable	<u>2,726,177</u>	<u>1,682,941</u>
Total liabilities	<u>2,737,069</u>	<u>1,690,843</u>
NET ASSETS:		
Net assets without donor restrictions	<u>50,125</u>	<u>58,498</u>
TOTAL	<u><u>\$ 2,787,194</u></u>	<u><u>\$ 1,749,341</u></u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
REVENUES AND SUPPORT:		
State aid	\$ 5,030,122	\$ 4,853,149
Other state sources	983,154	906,108
Federal sources	1,816,755	1,485,898
Private sources	47,523	49,036
In-kind contribution — NHA	<u>232,834</u>	<u>286,368</u>
Total revenues and support	<u>8,110,388</u>	<u>7,580,559</u>
EXPENSES:		
Contracted service fee	8,075,391	7,545,560
Depreciation	9,167	15,400
Loss on abandonment of asset	1,195	-
Board expenses	<u>33,008</u>	<u>15,896</u>
Total expenses	<u>8,118,761</u>	<u>7,576,856</u>
CHANGE IN NET ASSETS	(8,373)	3,703
NET ASSETS WITHOUT DONOR RESTRICTION:		
Beginning of year	<u>58,498</u>	<u>54,795</u>
End of year	<u>\$ 50,125</u>	<u>\$ 58,498</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2021 WITH COMPARATIVE TOTALS FOR JUNE 30, 2020**

	2021		2020	
	Program Services	Management and General	Total	Total
Contracted service fee:				
Salaries and wages	\$ 3,253,724	\$ -	\$ 3,253,724	\$ 2,953,204
Retirement contributions	49,022	-	49,022	42,041
Other employee benefits	655,612	-	655,612	582,480
Payroll taxes	251,230	-	251,230	228,721
Accounting fees	8,256	62,535	70,791	69,750
Curriculum, textbooks, and supplies	371,196	-	371,196	158,668
Postage and shipping	3,663	-	3,663	5,780
Occupancy	1,572,799	10,920	1,583,719	1,547,081
Food service	101,400	-	101,400	420,126
Equipment rental and maintenance	167,590	-	167,590	20,836
Printing and publications	15,651	-	15,651	18,693
Travel	1,766	-	1,766	5,456
Conferences and meetings	19,561	-	19,561	71,302
Professional fees	639,816	-	639,816	505,591
Instructional support	-	126,265	126,265	134,053
Academic and general support	-	220,358	220,358	239,810
Enrollment and parent relations	-	40,773	40,773	45,791
Board support	-	61,725	61,725	61,784
Human resources	-	102,038	102,038	117,689
Support services	-	28,594	28,594	28,591
Technology	15,256	91,995	107,251	98,411
Marketing and business development	134,474	28,053	162,527	142,187
Insurance	23,414	-	23,414	24,606
Miscellaneous	17,705	-	17,705	22,909
Total contracted service fee	7,302,135	773,256	8,075,391	7,545,560
Depreciation	9,167	-	9,167	15,400
Loss on abandonment of assets	1,195	-	1,195	-
Expenses of Board of Directors	33,008	-	33,008	15,896
Total expenses	<u>\$ 7,345,505</u>	<u>\$ 773,256</u>	<u>\$ 8,118,761</u>	<u>\$ 7,576,856</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2020**

	2020		
	Program Services	Management and General	Total
Contracted service fee:			
Salaries and wages	\$ 2,953,204	\$ -	\$ 2,953,204
Retirement contributions	42,041	-	42,041
Other employee benefits	582,480	-	582,480
Payroll taxes	228,721	-	228,721
Accounting fees	4,248	65,502	69,750
Curriculum, textbooks, and supplies	158,668	-	158,668
Postage and shipping	5,780	-	5,780
Occupancy	1,535,007	12,074	1,547,081
Food service	420,126	-	420,126
Equipment rental and maintenance	20,836	-	20,836
Printing and publications	18,693	-	18,693
Travel	5,456	-	5,456
Conferences and meetings	71,302	-	71,302
Professional fees	505,591	-	505,591
Instructional support	-	134,053	134,053
Academic and general support	-	239,810	239,810
Enrollment and parent relations	-	45,791	45,791
Board support	-	61,784	61,784
Human resources	-	117,689	117,689
Support services	-	28,591	28,591
Technology	13,012	85,399	98,411
Marketing and business development	105,283	36,904	142,187
Insurance	24,606	-	24,606
Miscellaneous	22,909	-	22,909
Total contracted service fee	6,717,963	827,597	7,545,560
Depreciation	15,400	-	15,400
Expenses of Board of Directors	15,896	-	15,896
Total expenses	<u>\$ 6,749,259</u>	<u>\$ 827,597</u>	<u>\$ 7,576,856</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF CASH FLOWS****YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
CASH FLOWS PROVIDED BY OPERATING ACTIVITIES:		
State aid	\$ 4,848,796	\$ 4,860,876
Other state sources	983,154	906,108
Federal sources	1,659,755	1,489,289
Private sources	46,721	50,622
Payments for services rendered	<u>(6,828,538)</u>	<u>(7,077,480)</u>
NET INCREASE IN CASH	709,888	229,415
CASH — Beginning of year	<u>1,536,248</u>	<u>1,306,833</u>
CASH — End of year	<u><u>\$ 2,246,136</u></u>	<u><u>\$ 1,536,248</u></u>
RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS TO NET CASH FLOWS PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ (8,373)	\$ 3,703
Depreciation	9,167	15,400
Loss on abandonment of asset	1,195	-
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	(338,327)	11,118
Change in accounts payable	3,791	(4,686)
Change in contracted service fee payable	1,043,236	202,294
Change in deferred revenue	<u>(801)</u>	<u>1,586</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u><u>\$ 709,888</u></u>	<u><u>\$ 229,415</u></u>
NON CASH ACTIVITY:		
In-kind contribution from NHA	<u><u>\$ 232,834</u></u>	<u><u>\$ 286,368</u></u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Aspire Charter Academy, Inc. (the “Academy”) is a public benefit nonprofit organization established under the laws of the state of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The Academy provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The Academy served approximately 652 students during the 2021-2020 school year.

The Board of Directors of the Academy entered into a management agreement (the “agreement”) with National Heritage Academies, Inc. (“NHA”) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the Academy operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the Academy or NHA.

Under the terms of the agreement, NHA receives all Academy revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the Academy as compensation for management services rendered.

The Academy operates a public charter school established under Indiana Code 20-24-3-1 and is sponsored by Ball State University, which is responsible for oversight of the Academy’s operations. Under this Charter, the Academy has agreed to pay to Ball State University an annual fee equal to 3% of the state tuition support, which is included in the expenses assumed by NHA as described. This amounted to \$150,903 and \$145,594 for the fiscal year 2021 and 2020, respectively. The charter expired on June 30, 2021 and was subsequently renewed through 2025.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition — Revenues primarily come from conditional resources provided under the Indiana Charter Schools Act. Under the Act, the Academy receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the state of Indiana is based on enrollment and paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Therefore, the Academy recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2021 and 2020, the Academy deferred \$7,101 and \$7,902, respectively, of such conditional funding.

Grant Revenue — The Academy receives income from grants and contributions that support certain school activities. These receipts are reported as restricted support in that they are received with stipulations that limit their use. When a donor restriction expires, that is, when the purpose or time restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities and change in net assets as net assets released from restrictions. There were no such restricted revenues during the years ended June 30, 2021 and 2020.

Cash — Cash as of June 30, 2021 represents bank deposits with a carrying amount of \$2,246,136 and a bank balance of \$2,246,735 of which \$1,996,735 was uninsured and uncollateralized by federal depository insurance. The Academy does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The Academy believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the Academy evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

Contracted Service Fee Payable — Contracted service fee payable as of June 30, 2021 and 2020 represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the Academy as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Impairment of Long-Lived Assets — On an ongoing basis, the Academy reviews its long-lived assets for impairment whenever events or circumstances indicate that the carrying amount may be overstated. The Academy recognizes impairment losses if the undiscounted cash flows expected to be generated are less than the carrying value of the related asset. If impaired, the assets are adjusted to fair value based on the undiscounted cash flows.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

Net Assets without Donor Restriction — Net assets which are not subject to donor imposed or governmental stipulations.

Income Taxes — The Academy operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Academy has received notification from the IRS that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Professional accounting standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would not be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ending after 2018 are open to audit for both federal and state purposes.

Recently Issued Accounting Pronouncements — In February 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the Statements of Activities and Change in Net Assets. Currently, leases are classified as either capital or operating, with only capital leases recognized on the Statements of Financial Position. The reporting of lease-related expenses in the Statements of Activities and Change in Net Assets and Cash Flows will be generally consistent with the current guidance. The new lease guidance will be effective for the Academy's year ending June 30, 2023 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined but is expected to have minimal impact when adopted.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recently Issued Accounting Pronouncements (Continued) — In September 2020, the FASB issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. This ASU requires that a not-for-profit (1) present contributed nonfinancial assets as a separate line items in the statement of activities, apart from contributions of cash and other financial assets and (2) disclose a disaggregation of the amount of contributed nonfinancial assets recognized within the statement of activities by category that depicts the type of contributed assets and for each category of contributed nonfinancial assets recognized, there are required disclosures, including qualitative information about whether nonfinancial assets were monetized or utilized, the policy (if any) about monetizing rather than utilizing donor-imposed restrictions, valuation techniques, and inputs used for fair value measurements and the principal market utilized to arrive at a fair value measure. The new guidance will be effective for the Academy's year ended June 30, 2022. The effect of apply the new guidance on the financial statements has not yet been determined but is expected to have minimal impact when adopted.

Subsequent Events – The Academy evaluated subsequent events through July 25, 2022, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

3. DUE FROM GOVERNMENTAL REVENUE SOURCES

The Academy's accounts receivable balance consists of \$529,172 and \$190,845 in federal grants receivable and state special education as of June 30, 2021 and 2020, respectively. The Academy considers all receivables to be fully collectible; accordingly, no allowance for uncollectible accounts were recorded.

4. LIQUIDITY

The Academy has \$2,775,308 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$2,246,136 and amounts due from governmental revenue sources of \$529,172 at June 30, 2021. The Academy had \$1,727,093 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$1,536,248 and amounts due from governmental revenue sources of \$190,845 at June 30, 2020. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The Academy has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,353,127 and \$1,324,302 at June 30, 2021 and 2020, respectively.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020****4. LIQUIDITY (CONTINUED)**

While the Academy will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required to make contributions to the Academy if the Academy's expenditures exceed the school's revenue during the year.

5. CAPITAL ASSETS

Capital asset activity of the Academy for the year ended June 30, 2021, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	\$ 191,883	\$ -	\$ (50,853)	\$ 141,030
Total capital assets at historical cost	191,883	-	(50,853)	141,030
Less accumulated depreciation — equipment	(169,635)	(9,167)	49,658	(129,144)
Total accumulated depreciation	(169,635)	(9,167)	49,658	(129,144)
Total capital asset activity, net	<u>\$ 22,248</u>	<u>\$ (9,167)</u>	<u>\$ (1,195)</u>	<u>\$ 11,886</u>

Capital asset activity of the Academy for the year ended June 30, 2020, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	\$ 191,883	\$ -	\$ -	\$ 191,883
Total capital assets at historical cost	191,883	-	-	191,883
Less accumulated depreciation — equipment	(154,235)	(15,400)	-	(169,635)
Total accumulated depreciation	(154,235)	(15,400)	-	(169,635)
Total capital asset activity, net	<u>\$ 37,648</u>	<u>\$ (15,400)</u>	<u>\$ -</u>	<u>\$ 22,248</u>

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

6. OPERATING LEASE

The Academy has entered into a sublease agreement with NHA for a facility to house the Academy. The lease term is from July 1, 2020 through June 30, 2021. Annual rental payments required by the lease are \$912,800 payable in twelve monthly payments of \$76,067.

The Academy subsequently renewed the sublease with NHA for the period of July 1, 2021 through June 30, 2022 at the same rental rate.

7. RISKS AND UNCERTAINTIES

The Academy is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2021, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

The Academy provides educational instruction services to families residing in Lake County and surrounding counties in Indiana and is subject to the risks of economic and competitive forces at work within this geographic area.

The Academy has received proceeds from several federal and state grants. Periodic audits of these grants are required, and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables due from the state of Indiana. At June 30, 2021 and 2020, all of the receivable balance was due from the state of Indiana.

During the year ended June 30, 2020, the World Health Organization declared the spread of the Coronavirus Disease (COVID-19) a worldwide pandemic. The COVID-19 pandemic is continuing to have significant effects on global markets, supply chains, business, and communities. Specific to the Academy, COVID-19 has impacted various parts of its 2020 and 2021 operations and financial results, including increased nutrition funding. Management believes the Academy is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are ongoing and are still developing.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

8. FUNCTIONAL EXPENSES

The Academy provides educational services to its students. The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function require an allocation on a reasonable basis that is consistently applied.

ASPIRE CHARTER ACADEMY, INC.

OTHER REPORT FOR THE YEAR ENDED JUNE 30, 2021

The report presented herein was prepared in addition to another official report prepared for the Academy as listed below:

Supplemental Audit Report of Aspire Charter Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Aspire Charter Academy, Inc., which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 14, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Aspire Charter Academy, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Board of Directors
Aspire Charter Academy, Inc.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Aspire Charter Academy, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Indianapolis, Indiana
January 14, 2022



CliftonLarsonAllen LLP
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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM, REPORT ON INTERNAL CONTROL OVER COMPLIANCE, AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY UNIFORM GUIDANCE

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

Report on Compliance for Each Major Federal Program

We have audited Aspire Charter Academy, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Aspire Charter Academy, Inc.'s major federal programs for the year ended June 30, 2021. Aspire Charter Academy, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Aspire Charter Academy, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Aspire Charter Academy, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Aspire Charter Academy, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Aspire Charter Academy, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Board of Directors
Aspire Charter Academy, Inc.

Report on Internal Control Over Compliance

Management of Aspire Charter Academy, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Aspire Charter Academy, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

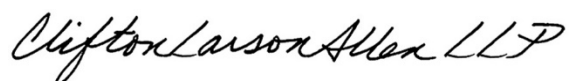
Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Board of Directors
Aspire Charter Academy, Inc.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of Aspire Charter Academy, Inc. as of and for the year ended June 30, 2021, and have issued our report thereon dated January 14, 2022, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

**CliftonLarsonAllen LLP**

Indianapolis, Indiana
July 25, 2022

ASPIRE CHARTER ACADEMY, INC.**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AS OF AND FOR THE YEARS ENDED JUNE 30, 2021**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Pass-through Entity Identifying Number	Federal Assistance Listing Number	Federal Expenditures
Clusters:			
U.S. Department of Agriculture:			
Passed through the Indiana Department of Education:			
Child Nutrition Cluster:			
National School Lunch Program 2020-21	9685555	10.555	\$ 54,389
National School Breakfast Program 2020-21	9685553	10.553	36,804
Total Child Nutrition Cluster			<u>91,193</u>
Total U.S. Department of Agriculture			<u>91,193</u>
Other Federal Awards:			
U.S. Department of Education:			
Passed through the Indiana Department of Education:			
Title I Part A:			
Title I Grants to Local Educational Agencies	S010A190014	84.010	73,940
Title I Grants to Local Educational Agencies	S010A200014	84.010	1,062,876
Total Assistance Listing Number 84.010		84.010	<u>1,136,815</u>
Passed through the Indiana Department of Education:			
Title II Part A - Improving Teacher Quality:			
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	S367A180013	84.367	3,071
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	S367A190013	84.367	40,410
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	S367A200013	84.367	37,089
Total Assistance Listing Number 84.367		84.367	<u>80,570</u>
Passed through the Indiana Department of Education:			
Title IV:			
Student Support and Academic Enrichment Program	2018-424-332	84.424	<u>3,317</u>
Passed through the Indiana Department of Education:			
COVID-19 - Elementary and Secondary School Emergency Relief Fund	203710	84.425D	365,893
COVID-19 - Elementary and Secondary School Emergency Relief Fund	213712	84.425D	103,939
COVID-19 - Elementary and Secondary School Emergency Relief Fund	200013	84.425U	35,027
Total Assistance Listing Number 84.425			<u>504,859</u>
Total U.S. Department of Education			<u>1,725,561</u>
Total Expenditures of Federal Awards			<u>\$ 1,816,754</u>

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2021

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Aspire Charter Academy, Inc. (the Academy) under programs of the federal government for the year ended June 30, 2021. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the Academy, it is not intended to and does not present the financial position, changes in net assets, functional expenses, or cash flows of the Academy.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. INDIRECT COST RATE

The Academy has negotiated various indirect cost rates depending on the programs. These cost rates are allowed under the Uniform Guidance. The negotiated cost rates under Assistance Listing Number 84.425 are: Education Stabilization Fund I: 1.14%, Education Stabilization Fund II: 17.82%, & Education Stabilization Fund III: 17.82%. The cost rate for Assistance Listing Number 84.010 is 10%, however no indirect costs were charged under Assistance Listing Number 84.010 for the year ended June 30, 2021.

4. SUBRECIPIENTS

The Academy did not make any awards to subrecipients for the year ended June 30, 2021.

ASPIRE CHARTER ACADEMY, INC.**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021****Section I – Summary of Auditors' Results****Financial Statements**

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs**CFDA Number(s)**

84.425

Name of Federal Program or Cluster

Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

 x yes _____ no

ASPIRE CHARTER ACADEMY, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED) FOR THE YEAR ENDED JUNE 30, 2020

Section II – Financial Statements Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Federal Award Findings and Questioned Costs

Our audit did not disclose any matters required to be reported in accordance with 2CFR 200.516(a).



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ASPIRE CHARTER ACADEMY, INC.

Financial Statements and Supplementary
Information

Years Ended June 30, 2020 and 2019

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ASPIRE CHARTER ACADEMY, INC.

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

Report on the Financial Statements

We have audited the accompanying financial statements of Aspire Charter Academy, Inc., which comprise the statement of financial position as of June 30, 2020, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Aspire Charter Academy, Inc. as of June 30, 2020, and the changes in its net assets, functional expenses, and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Prior Year

The 2019 financial statements of Aspire Charter Academy, Inc. were audited by other auditors whose report dated December 13, 2019, expressed an unmodified opinion on those statements.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 22, 2021, on our consideration of Aspire Charter Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Aspire Charter Academy, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspire Charter Academy, Inc.'s internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Indianapolis, Indiana
January 22, 2021

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF FINANCIAL POSITION****JUNE 30, 2020 AND 2019**

	2020	2019
ASSETS		
CURRENT ASSETS:		
Cash	\$ 1,536,248	\$ 1,306,833
Due from governmental revenue sources	190,845	2,746,211
Less allowance for doubtful accounts	<u>-</u>	<u>(2,544,248)</u>
Total due from governmental revenue sources, net of allowance for doubtful accounts	<u>190,845</u>	<u>201,963</u>
Total current assets	<u>1,727,093</u>	<u>1,508,796</u>
NON-CURRENT ASSETS:		
Capital assets	191,883	191,883
Less accumulated depreciation	<u>(169,635)</u>	<u>(154,235)</u>
Total capital assets, net of accumulated depreciation	<u>22,248</u>	<u>37,648</u>
TOTAL	<u><u>\$ 1,749,341</u></u>	<u><u>\$ 1,546,444</u></u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable	\$ -	\$ 4,686
Deferred revenue	7,902	6,316
Contracted service fee payable	<u>1,682,941</u>	<u>1,480,647</u>
Total liabilities	<u>1,690,843</u>	<u>1,491,649</u>
NET ASSETS:		
Net assets without donor restrictions	<u>58,498</u>	<u>54,795</u>
TOTAL	<u><u>\$ 1,749,341</u></u>	<u><u>\$ 1,546,444</u></u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
YEARS ENDED JUNE 30, 2020 AND 2019**

	2020	2019
REVENUES AND SUPPORT:		
State aid	\$ 4,853,149	\$ 5,238,321
Other state sources	906,108	650,159
Federal sources	1,485,898	1,819,797
Private sources	49,036	52,565
In-kind contribution — NHA	<u>286,368</u>	<u>160,496</u>
 Total revenues and support	 <u>7,580,559</u>	 <u>7,921,338</u>
 EXPENSES:		
Contracted service fee	7,545,560	7,886,959
Depreciation	15,400	18,451
Board expenses	<u>15,896</u>	<u>40,404</u>
 Total expenses	 <u>7,576,856</u>	 <u>7,945,814</u>
 CHANGE IN NET ASSETS	 3,703	 (24,476)
 NET ASSETS WITHOUT DONOR RESTRICTION:		
Beginning of year	<u>54,795</u>	<u>79,271</u>
 End of year	 <u><u>\$ 58,498</u></u>	 <u><u>\$ 54,795</u></u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEARS ENDED JUNE 30, 2020, WITH COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2019**

	2020			2019
	Program Services	Management and General	Total	Total
Contracted service fee:				
Salaries and wages	\$ 2,953,204	\$ -	\$ 2,953,204	\$ 3,150,811
Retirement contributions	42,041	-	42,041	46,166
Other employee benefits	582,480	-	582,480	598,400
Payroll taxes	228,721	-	228,721	247,959
Accounting fees	4,248	65,502	69,750	68,309
Curriculum, textbooks, and supplies	158,668	-	158,668	269,936
Postage and shipping	5,780	-	5,780	4,889
Occupancy	1,535,007	12,074	1,547,081	1,575,348
Food service	420,126	-	420,126	410,247
Equipment rental and maintenance	20,836	-	20,836	15,658
Printing and publications	18,693	-	18,693	19,784
Travel	5,456	-	5,456	15,037
Conferences and meetings	71,302	-	71,302	100,765
Professional fees	505,591	-	505,591	557,388
Instructional support	-	134,053	134,053	127,548
Academic and general support	-	239,810	239,810	203,433
Enrollment and parent relations	-	45,791	45,791	32,964
Board support	-	61,784	61,784	62,594
Human resources	-	117,689	117,689	115,842
Support services	-	28,591	28,591	25,310
Technology	13,012	85,399	98,411	100,347
Marketing and business development	105,283	36,904	142,187	78,377
Insurance	24,606	-	24,606	23,754
Miscellaneous	22,909	-	22,909	36,093
Total contracted service fee	6,717,963	827,597	7,545,560	7,886,959
Depreciation	15,400	-	15,400	18,451
Expenses of Board of Directors	15,896	-	15,896	40,404
Total expenses	<u>\$ 6,749,259</u>	<u>\$ 827,597</u>	<u>\$ 7,576,856</u>	<u>\$ 7,945,814</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENT OF FUNCTIONAL EXPENSES****YEAR ENDED JUNE 30, 2019**

	2019		
	Program Services	Management and General	Total
Contracted service fee:			
Salaries and wages	\$ 3,150,811	\$ -	\$ 3,150,811
Retirement contributions	46,166	-	46,166
Other employee benefits	598,400	-	598,400
Payroll taxes	247,959	-	247,959
Accounting fees	4,152	64,157	68,309
Curriculum, textbooks, and supplies	269,936	-	269,936
Postage and shipping	4,889	-	4,889
Occupancy	1,563,928	11,420	1,575,348
Food service	410,247	-	410,247
Equipment rental and maintenance	15,658	-	15,658
Printing and publications	19,784	-	19,784
Travel	15,037	-	15,037
Conferences and meetings	100,765	-	100,765
Professional fees	557,388	-	557,388
Instructional support	-	127,548	127,548
Academic and general support	-	203,433	203,433
Enrollment and parent relations	-	32,964	32,964
Board support	-	62,594	62,594
Human resources	-	115,842	115,842
Support services	-	25,310	25,310
Technology	12,440	87,907	100,347
Marketing and business development	50,799	27,578	78,377
Insurance	23,754	-	23,754
Miscellaneous	36,093	-	36,093
Total contracted service fee	7,128,206	758,753	7,886,959
Depreciation	18,451	-	18,451
Expenses of Board of Directors	40,404	-	40,404
Total expenses	<u>\$ 7,187,061</u>	<u>\$ 758,753</u>	<u>\$ 7,945,814</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.**STATEMENTS OF CASH FLOWS****YEARS ENDED JUNE 30, 2020 AND 2019**

	2020	2019
CASH FLOWS PROVIDED BY OPERATING ACTIVITIES:		
State aid	\$ 4,860,876	\$ 5,199,392
Other state sources	906,108	650,159
Federal sources	1,489,289	1,895,704
Private sources	50,622	56,009
Payments for services rendered	<u>(7,077,480)</u>	<u>(7,277,583)</u>
NET INCREASE IN CASH	229,415	523,681
CASH — Beginning of year	<u>1,306,833</u>	<u>783,152</u>
CASH — End of year	<u>\$ 1,536,248</u>	<u>\$ 1,306,833</u>
RECONCILIATION OF CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS TO NET CASH FLOWS PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ 3,703	\$ (24,476)
Depreciation	15,400	18,451
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	11,118	36,978
Change in accounts payable	(4,686)	4,686
Change in contracted service fee payable	202,294	484,599
Change in deferred revenue	<u>1,586</u>	<u>3,443</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 229,415</u>	<u>\$ 523,681</u>
NON CASH ACTIVITY:		
In-kind contribution from NHA	<u>\$ 286,368</u>	<u>\$ 160,496</u>

See independent auditors' report and notes to the financial statements.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019

1. NATURE OF OPERATIONS AND REPORTING ENTITY

Aspire Charter Academy, Inc. (the "Academy") is a public benefit not-for-profit organization established under the laws of the State of Indiana that provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The Academy provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The Academy served approximately 624 students during the 2019-2020 school year.

The Board of Directors of the Academy entered into a management agreement (the "agreement") with National Heritage Academies, Inc. ("NHA") which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the Academy operates. The agreement will continue until the termination or expiration of the charter contract, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the Academy or NHA.

Under the terms of the agreement, NHA receives all Academy revenue from all sources as their contracted service fee. NHA is entitled to any difference between the gross management fee and the operating costs of the Academy as compensation for management services rendered.

The Academy operates a public charter school established under Indiana Code 20-24-3-1 and is sponsored by Ball State University, which is responsible for oversight of the Academy's operations. Under this Charter, the Academy has agreed to pay to Ball State University an annual fee equal to 3% of the state tuition support, which is included in the expenses assumed by NHA as described. This amounted to \$145,594 and \$113,516 for the fiscal year 2020 and 2019, respectively. The charter expires on June 30, 2021 and is subject to renewal.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting – The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Change in Accounting Principle – In May 2014, Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (Topic 606). Subsequent to May 2014, the FASB issued six ASUs to clarify certain matters related to Topic 606. Topic 606 supersedes the revenue recognition requirements in FASB Accounting Standards Codification (ASC) 605, Revenue Recognition, and requires the recognition of revenue when promised goods or services are transferred to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The updates address the complexity of revenue recognition and provide sufficient information to enable the financial statement users to understand the nature, amount, timing, and uncertainty of revenue and cash flows arising from contracts with customers. No cumulative-effect adjustments in net assets was recorded because the adoption of ASU 2014-09 did not significantly impact the Academy's reported historical revenue. The implementation of the standard did not significantly impact the Academy's financial statements.

In June 2018, FASB issued ASU 2018-08, *Accounting Guidance for Contributions Received and Made*. This ASU was issued to clarify accounting guidance for contributions received and made. The amendments to this ASU assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions) within the scope of Topic 958, *Not-for-Profit Entities*, or as exchange (reciprocal) transactions subject to other guidance and (2) determining whether a contribution is conditional. The financial statements reflect the application of ASU 2018-08 beginning July 1, 2019. The new guidance does not require prior period results to be restated. The implementation of this standard did not significantly impact the Academy's financial statements.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, and expenditures during the reporting period. Actual results could differ from those estimates.

Revenue Recognition — Revenues primarily come from conditional resources provided under the Indiana Charter Schools Act. Under the Act, the Academy receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment and paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which the educational services are rendered.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS

AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (Continued) — A portion of the Academy's revenue is the product of cost reimbursement grants. Therefore, the Academy recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2020 and 2019, the Academy deferred \$7,902 and \$6,316, respectively, of such conditional funding.

Grant Revenue — The Academy receives income from grants and contributions that support certain school activities. These receipts are reported as restricted support in that they are received with stipulations that limit their use. When a donor restriction expires, that is, when the purpose or time restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities and change in net assets as net assets released from restrictions. There were no such restricted revenues during the years ended June 30, 2020 and 2019.

Cash — Cash as of June 30, 2020 represents bank deposits with a carrying amount of \$1,536,248 and a bank balance of \$1,536,365 of which \$1,286,365 was uninsured and uncollateralized by federal depository insurance. The Academy does not have a deposit policy for custodial credit risk, as it typically does not anticipate holding uninsured deposits based on the nature of its management agreement with NHA. The Academy believes that due to the dollar amounts of cash deposits and the limits of FDIC insurance, it is impractical to insure all deposits. As a result, the Academy evaluates each financial institution with which it deposits funds and assesses the level of risk of each institution; only those institutions with an acceptable estimated risk level are used as depositories.

Contracted Service Fee Payable — Contracted service fee payable as of June 30, 2020 and 2019 represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in the financial statements at historical cost. Capital assets are defined by the Academy as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

Impairment of Long-Lived Assets — On an ongoing basis, the Academy reviews its long-lived assets for impairment whenever events or circumstances indicate that the carrying amount may be overstated. The Academy recognizes impairment losses if the undiscounted cash flows expected to be generated are less than the carrying value of the related asset. If impaired, the assets are adjusted to fair value based on the undiscounted cash flows.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

Net Assets without Donor Restriction — Net assets which are not subject to donor imposed or governmental stipulations.

Income Taxes — The Academy operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Academy has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Professional accounting standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ending after 2017 are open to audit for both federal and state purposes.

Recently Issued Accounting Pronouncements — In February 2016, the Financial Accounting Standards Board (FASB) issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the Statements of Activities. Currently, leases are classified as either capital or operating, with only capital leases recognized on the Statements of Financial Position. The reporting of lease-related expenses in the Statements of Activities and Cash Flows will be generally consistent with the current guidance. The new lease guidance will be effective for the Academy's year ending June 30, 2023 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined but is expected to have minimal impact when adopted.

Subsequent Events – The Academy evaluated subsequent events through January 22, 2021, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019

3. DUE FROM GOVERNMENTAL REVENUE SOURCES

The Academy's accounts receivable balance consists of amounts due from the State of Indiana for tuition support relating to a) the first six months of the Academy's initial school year and b) enrollment growth occurring in subsequent school years.

Pursuant to IC § 20-49-7, the State Board of Education was authorized to advance funds to charter schools via the State's Common School Fund thereby allowing charter schools to finance operations for periods when adequate tuition support was not received. These cash advances were made to charter schools through executed loan agreements with repayment terms that are defined in the statute.

In April 2013, the Indiana General Assembly repealed IC § 20-49-7 with the passing of House Bill 1001 and established an appropriation to forgive charter schools for cash advances previously made through the Common School Fund. The amounts forgiven under House Bill 1001 were to be applied against the related accounts receivable balance previously recorded by the Academy. The Academy did not receive funds from the Common School Fund and as such, no amount was forgiven by the State.

Members of the Indiana General Assembly have been informed that several charter schools remain with an accounts receivable balance and those charter schools believe that the State remains obligated for amounts not reimbursed through the provisions of House Bill 1001. Legal efforts are being made to resolve any outstanding obligations of the State. As a result, the Academy continues to carry a receivable balance of \$2,544,248 that was not reimbursed through the provisions of House Bill 1001, however the Academy has reserved for its potential uncollectibility. The Indiana Supreme Court denied the request during the year ended June 30, 2020 thus the Court of Appeals' decision was upheld. As such, the receivable and associated allowance was removed from the financial statements.

The balances of \$190,845 and \$201,963 as of June 30, 2020 and 2019, respectively, relates to routine amounts due from other state programs and federal programs.

4. LIQUIDITY

The Academy has \$1,727,093 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$1,536,248 and amounts due from governmental revenue sources of \$190,845 at June 30, 2020. The Academy had \$1,508,796 of financial assets available within one year of the date of the statement of financial position to meet cash needs for general expenditures consisting of cash of \$1,306,833 and amounts due from governmental revenue sources of \$201,963 at June 30, 2019. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019**

4. LIQUIDITY (CONTINUED)

The Academy has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,324,302 and \$1,271,060 at June 30, 2020 and 2019, respectively.

While the Academy will not always carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required to make contributions to the Academy if the Academy's expenditures exceed the school's revenue during the year.

5. CAPITAL ASSETS

Capital asset activity of the Academy for the year ended June 30, 2020, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	<u>\$ 191,883</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 191,883</u>
Total capital assets at historical cost	<u>191,883</u>	<u>-</u>	<u>-</u>	<u>191,883</u>
Less accumulated depreciation — equipment	<u>(154,235)</u>	<u>(15,400)</u>	<u>-</u>	<u>(169,635)</u>
Total accumulated depreciation	<u>(154,235)</u>	<u>(15,400)</u>	<u>-</u>	<u>(169,635)</u>
Total capital asset activity, net	<u><u>\$ 37,648</u></u>	<u><u>\$ (15,400)</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 22,248</u></u>

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019****5. CAPITAL ASSETS (CONTINUED)**

Capital asset activity of the Academy for the year ended June 30, 2019, was as follows:

	Beginning Balance	Additions	Disposals	Ending Balance
Other equipment	<u>\$ 191,883</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 191,883</u>
Total capital assets at historical cost	<u>191,883</u>	<u>-</u>	<u>-</u>	<u>191,883</u>
Less accumulated depreciation — equipment	<u>(135,784)</u>	<u>(18,451)</u>	<u>-</u>	<u>(154,235)</u>
Total accumulated depreciation	<u>(135,784)</u>	<u>(18,451)</u>	<u>-</u>	<u>(154,235)</u>
Total capital asset activity, net	<u>\$ 56,099</u>	<u>\$ (18,451)</u>	<u>\$ -</u>	<u>\$ 37,648</u>

6. OPERATING LEASE

The Academy has entered into a sublease agreement with NHA for a facility to house the Academy. The lease term is from July 1, 2019 through June 30, 2020. Annual rental payments required by the lease are \$912,800 payable in twelve monthly payments of \$76,067.

The Academy subsequently renewed the sublease with NHA for the period of July 1, 2020 through June 30, 2021 at the same rental rate.

7. RISKS AND UNCERTAINTIES

The Academy is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2020, and claims did not exceed coverage less retained risk deductible amounts in the past three fiscal years.

The Academy provides educational instruction services to families residing in Lake County and surrounding counties in Indiana and is subject to the risks of economic and competitive forces at work within this geographic area.

ASPIRE CHARTER ACADEMY, INC.

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2020 AND 2019

7. RISKS AND UNCERTAINTIES (CONTINUED)

The Academy has received proceeds from several federal and state grants. Periodic audits of these grants are required, and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables due from the State of Indiana. At June 30, 2020 and 2019, all of the receivable balance was due from the State of Indiana.

During the year ended June 30, 2020, the World Health Organization declared the spread of the Coronavirus Disease (COVID-19) a worldwide pandemic. The COVID-19 pandemic is having significant effects on global markets, supply chains, business, and communities. Specific to the Academy, COVID-19 has impacted various parts of its 2020 and 2021 operations and financial results, including increased nutrition funding. Management believes the Academy is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are ongoing and are still developing.

8. FUNCTIONAL EXPENSES

The Academy provides educational services to its students. The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function require an allocation on a reasonable basis that is consistently applied.

ASPIRE CHARTER ACADEMY, INC.

OTHER REPORT FOR THE YEAR ENDED JUNE 30, 2020

The report presented herein was prepared in addition to another official report prepared for the Academy as listed below:

Supplemental Audit Report of Aspire Charter Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Aspire Charter Academy, Inc. (the Academy), which comprise the statement of financial position as of June 30, 2020 and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 22, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
Aspire Charter Academy, Inc.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Indianapolis, Indiana
January 22, 2021



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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE

Board of Directors
Aspire Charter Academy, Inc.
Gary, Indiana

Report on Compliance for Each Major Federal Program

We have audited Aspire Charter Academy, Inc.'s (the Academy) compliance with the types of compliance requirements described in the U.S. *Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on each of the Academy's major federal programs for the year ended June 30, 2020. The Academy's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the Academy's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Academy's compliance.

Opinion on Each Major Federal Program

In our opinion, the Academy complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Board of Directors
Aspire Charter Academy, Inc.

Report on Internal Control over Compliance

Management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academy's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Indianapolis, Indiana
January 22, 2021

ASPIRE CHARTER ACADEMY, INC.**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2020**

Federal Grantor Agency/Pass-Through Entity/ Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Pass-Through to Subrecipients	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE				
<i>Pass-Through Indiana Department of Education</i>				
Child Nutrition Cluster				
School Breakfast Program	10.553	N/A	\$ -	\$ 106,722
National School Lunch Program	10.555	N/A	-	301,475
Total U.S. Department of Agriculture			-	408,197
U.S. DEPARTMENT OF EDUCATION				
<i>Pass-Through Indiana Department of Education</i>				
Title I Grants to Local Educational Agencies	* 84.010	S010A180014	-	6,987
	* 84.010	S010A190014	-	993,297
Total			-	1,000,284
Supporting Effective Instruction State Grants	84.367	S367A180013	-	25,600
	84.367	S367A190013	-	19,418
Total			-	45,018
Student Support and Academic Enrichment Program	84.424	2018-424-332	-	32,399
Total U.S. Department of Education			-	1,077,701
Total Federal Awards Expended			\$ -	\$ 1,485,898

* Denotes Major Program

See accompanying Notes to Schedule of Expenditures of Federal Awards.

ASPIRE CHARTER ACADEMY, INC.**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2020**

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Aspire Charter Academy, Inc. (the Academy) under programs of the federal government for the year ended June 30, 2020. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the Academy, it is not intended to and does not present the financial position, changes in net assets, functional expenses, or cash flows of the Academy.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. INDIRECT COST RATE

The Academy has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

ASPIRE CHARTER ACADEMY, INC.**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2020****Section I – Summary of Auditors' Results****Financial Statements**

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs**CFDA Number(s)**

84.010

Name of Federal Program or Cluster

Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

 x yes _____ no

ASPIRE CHARTER ACADEMY, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED) FOR THE YEAR ENDED JUNE 30, 2020

Section II – Financial Statements Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Federal Award Findings and Questioned Costs

Our audit did not disclose any matters required to be reported in accordance with 2CFR 200.516(a).

NHA is a privately held organization. As such, it does not submit an IRS Form 990 or publicly release its independent financial audits and financial records. Included as Attachment 25 is a letter from PNC Bank indicating that the organization is in strong financial standing, as well as its ability to ensure the necessary resources are available to meet commitments to successfully launch Creek Point Academy. Also attached is a letter of financial commitment from NHA to make the necessary financial contributions to Creek Point Academy, as outlined in our draft services agreement.



September 15, 2023

Lindsay Lux
Board President
Creek Point Academy

Via: Hand Delivery

Re: Creek Point and NHA

Dear Ms. Lux,

I understand that Creek Point Academy has partnered with National Heritage Academies ("NHA") to prepare a charter application for a new school to open in 2023. I write this letter to provide history on the financial stability of the organization over the past years.

NHA is an educational management organization that operates 100 schools in 9 states. NHA has been a customer of PNC Bank for more than 10 years. NHA is in good standing and has been for the duration of our relationship. The company currently has a revolving credit facility with the bank. As of this date, availability on the revolving credit facility is sufficient to ensure the resources are available to meet the commitments to secure a school site, construct or renovate school facilities, and provide for the start-up costs presented in the application.

NHA is also financially able to meet the commitments to fund the predicted operating shortfalls during the first years of operation.

If I can be of further assistance, please call me at 616-771-9184.

Sincerely,

Jason Manchesky,
Senior Vice President

A handwritten signature in blue ink, appearing to read 'J Manchesky', written over the printed name and title.



September 15, 2023

Lindsay Lux
Board President
Creek Point Academy

Via: Hand Delivery

Re: Letter of Financial Commitment

Dear Ms. Lux,

National Heritage Academies (NHA) is proud and privileged to partner with you to provide a quality public charter school choice to families and students in Indiana through the proposal for Creek Point Academy. As you know, NHA currently partners with nearly 100 school boards across nine states to provide excellent K-12 public charter school choices to thousands of families and students, including in Indiana. Through this experience we know that a major success factor for any school, and especially any charter school, is appropriate fiduciary oversight and planning.

With this letter, I confirm that, should Creek Point Academy receive a charter, NHA will make any necessary financial contributions as outlined in the draft Services Agreement between NHA and the Board, for as long as NHA is engaged as the school's management partner. As our draft Services Agreement states, neither the school nor any individual Board member shall be legally obligated to repay NHA for NHA contributions made to or on behalf of the school.

Our mutual commitment and partnership to creating an additional quality public charter school choice for children in Indiana is of the utmost importance to NHA; we will continue to meet the essence and substance of the vision we've jointly laid out for students in the charter application. I'm hopeful that this letter and our draft Services Agreement will suffice for the needs of your charter proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Owen", with a long horizontal stroke extending to the right.

Bob Owen
Chief Financial Officer
National Heritage Academies

Due to the nature of legal, administrative, and/or civil actions, this information remains confidential. Should we progress in the charter application process, we will share confidential information on any pending and pertinent cases.