OFFICE OF EDUCATION AND INNOVATION
OFFICE OF MAYOR GREGORY A. BALLARD
CHARTER SCHOOL PROSPECTUS
FOR
INDIANA COLLEGE PREPARATORY SCHOOL

I CAN SCHOOLS

YVONNE ADKINS

Charter Applicant Information Sheet

Name of proposed school:
Indiana College Preparatory School

Proposed School Address (if known):
Indiana College Preparatory School will be located in Indianapolis, Indiana.

School District in which Proposed School would be located:
Indianapolis Public Schools

Legal Name of Group Applying for Charter
Indiana College Preparatory School

Applicant's Designated Representative:
Yvonne Adkins

Address: I CAN SCHOOLS, 6060 Rockside Woods Blvd. Ste. 200
City: Independence
State: Ohio
Zip Code: 44131
Daytime telephone number: 216-513-8626
E-mail address: yadkins@icanschools.org

The proposed school will open in the fall of school year: 2015

Proposed Grade Levels & Total Student Enrollment

Indiana College Preparatory Schools	School Year	Grade Levels	Maximum Student Enrollment
First Year	2015-2016		
Indiana College Preparatory School 1		K-5	180
Second Year	2016-2017		
Indiana College Preparatory School 1		K-8	270
Indiana College Preparatory School 2		K-8	270
Indiana College Preparatory School 3		K-8	270
Third Year	2017-2018		
Indiana College Preparatory School 1		K-8	300
Indiana College Preparatory School 2		K-8	300
Indiana College Preparatory School 3		K-8	300
Indiana College Preparatory School 4		K-8	270
Indiana College Preparatory High School 1		9	90
Fourth Year	2018-2019		
Indiana College Preparatory School 1		K-8	330
Indiana College Preparatory School 2		K-8	330
Indiana College Preparatory School 3		K-8	330
Indiana College Preparatory School 4		K-8	300
Indiana College Preparatory High School 1		9-10	210

Fifth Year	2019-2020		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	330
Indiana College Preparatory High School 1		9-11	330
Sixth Year	2020-2021		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	360
Indiana College Preparatory High School 1		9-12	450
Seventh Year	2021-2022		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	360
Indiana College Preparatory High School 1		9-12	480
Maximum	2022-2023		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	360
Indiana College Preparatory High School 1		9-12	480

The proposed school schedule includes opening one Kindergarten through Fifth grade school in the fall of 2015. In fall of 2016, grades 6 through 8 will be added to the Kindergarten through Fifth grade school. Additionally, two new Kindergarten through Eighth grade schools will open and students will be enrolled from an anticipated waitlist. In the fall of 2017, a fourth new Kindergarten through Eighth grade school will open. During the same school year, a new high school will open that will welcome students from the three Indiana College Preparatory School (ICPS) campuses. Each school will be located in Indianapolis. The final locations of the schools in 2017 and beyond will be based upon enrollment and waiting lists in the current schools as well as demand in new neighborhoods. The intent is to open schools in low-income communities in Indianapolis. The goal of ICPS campuses is to maintain an annual per class size of 30 to achieve a first year enrollment of 180 students for the Kindergarten through Fifth grade school, and an enrollment of 270 students for the Kindergarten through Eighth grade schools. The schools will prepare for a maximum enrollment of 360 students in the elementary schools and 480 students in the high school by the fall of 2021.

Is this a single-gender or co-educational school? Indianapolis College Preparatory School will be co-educational.

If single-gender, please indicate who will be served by school: Indicate "Girls" or "Boys"

Are you planning to work with a management organization?

Yes ___x___No _____

If so, please indicate name of management organization:
I CAN SCHOOLS

Have you submitted this application to other authorizer(s)?
No.

If so, please list the authorizer(s) and the date(s) of submission:

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?
No.

If so, please indicate the name of the authorizer:

Have you submitted any other applications to an authorizer in the previous five (s) years?
No.

If so, please indicate the name of the authorizer, the date, and the name of the school on the application.

Indiana College Preparatory School

Charter Application Prospectus

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The "**Innovation!**" notation throughout the proposal depicts methods and concepts that are innovative in their design.

Prospectus Narrative Outline

I. Vision

A. Mission

- Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree.

The mission of Indiana College Preparatory School is "to prepare students for a college preparatory high school that ensures acceptance and graduation from a four year college or university."

- Explanation of how this particular school is innovative in its mission and vision. Innovative missions are those not represented in the community/location of your school.

Our vision is to create a culture of high expectations for behavior and academics through rigorous, research-based curricula and a focus on achievement. It is our goal that Indiana College Preparatory School (ICPS) scholars will attend a college preparatory high school and ultimately gain acceptance to and graduate from a four-year college. It is our expectation that 100% of ICPS graduates will positively affect change in their local communities while making a contribution to our global society.

At the core of our goals and expectations will be the character pillars of ICPS: Respect, Responsibility and Relentlessness. We expect our students to respect one another, the adults in the building, take responsibility for their shortcomings and successes and to be relentless in all of their pursuits, no matter how small. The staff and administration of ICPS will work with students and the broader community to construct engaging, authentic, and relevant learning experiences that are accessible to students with varied learning styles. ICPS will also help students forge adult and community connections, both to bring the world into the school and to get students out of the school and into the "real world."

B. Need

- Explain the need for this particular school in the community it will serve and the need with regards to the target student population. Specifically, why is your school model the right fit for this particular neighborhood? Include demographic and performance information for the schools that your targeted student population would normally attend. Strong answers to this question should go beyond a simple analysis of school district statistics or a general discussion of school choice. Explanation of how this particular school is innovative in serving specific needs of the community. The city of Indianapolis presents needs that are specific to a certain location and population.

The target population for Indianapolis College Preparatory School is "at-risk" students who live within the Indianapolis Public Schools (IPS) district. The National Center for Education Statistics lists the following factors that lead to an "at-risk" label for students:

- Low socioeconomic status
- Living in a single-parent home
- Changing schools at non-traditional times

- Below-average grades in middle school
- Being held back in school through grade retention
- Having older siblings who left high school before completion
- Negative peer pressure

The goal is to enroll at least 85% of the students who reside in the area served by the IPS. We expect that over 95% of Indiana College Preparatory School (ICPS) students will qualify for free or reduced lunch. This student population is predominantly minority and low-income. They are deserving of the high quality education that ICPS will provide.

IPS serves 30,813 students with a population that consist of 78.8% minorities of which 52.2% are African American, 21.9% are Hispanic and 4.7% are Multi-racial. Of this population, 95% of students qualify for free or reduced lunch. The enrollment figures have declined significantly since the 2005-2006 school year when the district served over 38,000 students.

The school district is considered low performing according to recent academic and state test data. As of the 2012-2013 school year, IPS' four-year graduate rate was 68.2% compared to an 88.6% four-year graduation rate in the state of Indiana. For the 2012-2013 school year, IPS received an "F" letter grade (equivalent to Academic Probation) on the state report card and has received this failing grade for the past three school years. Additionally, only 20.5% of the students achieved College & Career Readiness status, which is significantly below the state average of 47.7% and IPS' goal of 25%.

Coupled with a low performing school district, the city of Indianapolis suffers from low education rates among its minority population. According to 2010 U. S. Census data, Indianapolis has a population of 843,393; of which only 27.5% are African American and 9.4% are Hispanic. Only a third of the residents consists of these two minorities; however, these same two ethnicities make up the overwhelming majority of students who attend the local school district; over 74% are African American and Hispanic. As stated above, 95% of the school district's students qualify for free or reduced lunch.

Over the course of the past twelve months, 19.9% of Indianapolis residents lived below the poverty line and unfortunately, this figure skyrocketed to 33.3% for children under age five. Over a third of the children under the age of five in Indianapolis live in poverty. Only 18.1% of Indianapolis residents over the age 25 have a Bachelor's degree or higher.

Given the historical academic records and low-income statistics, Indianapolis Public Schools students are in need of a high quality educational alternative that will prepare them for college and provide hope and opportunity for a productive future beyond their environment. Students who are from low-income communities and deemed "at-risk" benefit from a curriculum that focuses on an environment of high expectations, college readiness components, and additional academic supports, which ICPS will provide.

What Makes ICPS the Best Choice for Indianapolis Students?

Indiana College Preparatory School (ICPS) will help to eradicate the educational disparities that exist in Indianapolis for low-income students. ICPS focuses on preparing students for college beginning in Kindergarten. By offering a structured environment, researched based curriculum,

high expectations, dedicated teachers, and involved parents, ICPS will serve as a conduit to college, and break the cycle of poverty that some families have endured for years. These goals will be accomplished by closing the achievement gap, providing a college ready environment and curriculum, and offering a safe and secure environment.

Innovation! Closing the Achievement Gap. While ICPS will assess the academic needs of each student at the beginning of every school year, it is anticipated that the baseline assessment tests will indicate that many students are two to three years behind in grade level. The I CAN SCHOOLS (ICS) model of education to be implemented at ICPS has been proven to close the achievement gap for students. The curriculum accommodates students who are below-, at-, and/or above-grade level. To address the need for students to "catch up," the academic program is designed to remediate individual students' basic skills and to fill gaps in student's mastery of standards ensuring that all students read, write, and compute on grade level. After three years of attending ICS, 100% of scholars perform at or above grade level regardless of their initial academic deficiencies.

Innovation! College Readiness Practices. At ICPS, college readiness practices are embedded into the educational model, begin in elementary school, and do not end until the student graduates. This is accomplished by eradicating academic deficiencies, offering an environment of high expectations, discussing college options, decorating the school with college paraphernalia, discussing college options, hosting college tours, mandating standardized tests preparation, and providing college counselors in middle school. A scholar will visit approximately 30 colleges/universities during his or her ICPS educational experience.

Safe, Secure, and Structured Environment. All students are in need of a safe and structured environment that is void of distractions where they can learn freely, where rules are important, respect is required, and discipline is a consequence of inappropriate actions. All ICS campuses are located in high poverty areas with high crime. However, all students learn in a structured environment that is guaranteed to be safe and secure.

C. Goals

- Using the Performance Framework, create goals that show how the school will be performing based on the framework in their fourth year (the high-stakes mid-charter review), and sixth year (in preparation for renewal in the seventh year).
- Using the format described in Appendix 3, summarize at least two important school-specific goals and associated measures in relation to each of the following two categories:
    - Educational performance; and
    - Organizational viability.
- Appendix 3 contains the information you will need to complete this section, including a summary sheet for recording all school-specific goals and assessments, instructions for completing the template for each goal, a copy of the template itself, and an example of a completed template for a single performance indicator. The Performance Framework can be found on our website.

At Indiana College Preparatory School (ICPS), student, teachers, and parents all work together to fulfill the mission to prepare students for a college preparatory high school that ensures acceptance and graduation from a four-year college or university. All parties must be engaged and utilize the I CAN model of education fully. The performance goals reflect the need for students, parents, and teachers to be actively involved in the process that holds ICPS

accountable for fulfilling its mission statement. In order for the mission to be realized, students must excel in areas where assessments are provided continuously throughout their ICPS education: math and reading. Parents are partners at ICPS and the performance goals reflect the importance that they must be satisfied with the level of education afforded their students. Committed and dedicated teachers are at the center of the ICPS education model. Teachers must believe that they are being provided the necessary resources to maximize impact. Their work directly affects whether or not the mission will become a reality for students. **Attachment I-School-Specific Goals** is the summary and template for four school-specific performance goals and their 3rd year and 6th year assessment measurements that require the full engagement of students, parents, and teachers. At the end of the document are the third and sixth year goals for all other assessments.

II. Educational Services Provided

A. Educational Model

- Describe the educational model of the proposed school. Include in this description a discussion of the instructional methods to be used.

Indiana College Preparatory School (ICPS) is dedicated to providing low-income students with an education that supersedes standards of excellence. The academic program of ICPS supports the mission statement "to prepare students for a college preparatory high school that ensures acceptance and graduation from a four year college or university." ICPS believes that all students have the right to an exceptional education. The below characteristics of the program serve as part of the framework for closing the achievement gap:

- Purposeful and innovative lesson plans that are based on the state standards and geared around skill mastery and project based learning.
- Extended school day and extended school year.
- Robust and free after-school program featuring debate team, Model United Nations, music, art, athletics, chess, student council, and more.
- Student progress reports every 2 weeks.
- Mandatory Saturday School programming for students who have deficiencies in math and reading.
- Academic workshops and field trips.
- Extra reading and math tutoring at no cost to families.
- Safe, disciplined, and highly structured schools.
- Teachers who care deeply about the academic success of their students.
- Foreign language class for all students.
- Free transportation.
- After-school tutoring for all students who need or request it.
- Focus on academic preparation for college and life beyond.

ICPS focuses on understanding the student, where they come from and how best they learn. These methods enhance student achievement leading to the fulfillment of the mission.

High School Model of Education - College Preparatory Environment and Curriculum
Indiana College Preparatory School (ICPS) Upper School scholars will have a schedule that mimics a typical college schedule: classes are 90 minutes and alternate daily. This routine teaches scholars the importance of organization and studying daily. To help develop social skills and aid in the adjustment to a college schedule, scholars will travel in cohorts. Research has proven that students traveling together from one class to another creates a level of unity and enforces students to work together toward the common goal of success. The only time our scholars are not in their cohort is during their elective courses.

Unique and Powerful Elective Courses
Each semester, scholars will take one elective course based upon their interests. These classes are all academically challenging and push scholars to think about their future college major and career goals. Our elective courses are unique and samples of the courses offered are as follows:

- Public Speaking
- Model United Nations
- Introduction to Yoga
- Theatre and Drama
- Computer Coding
- Pilates
- Drawing and Painting
- Global Current Events
- Journalism
- Music Ensemble

Earning College Credit
Scholars who qualify for Advanced Placement (AP) courses have the opportunity to take these classes at no cost. Scholars work in the computer lab with a teacher on their AP courses and will have the opportunity to take the AP Exam each spring, potentially earning college credits. The ICPS AP program helps scholars further develop college-level academic skills, select a major early, take additional elective classes in college, and add a minor or second major with greater ease. We encourage all of our scholars to apply for the AP program and provide the necessary commitment to be successful in these courses.

Building College Resumes and Meeting Community Service Guidelines
ICPS scholars recognize that community service is important for personal fulfillment and an exceptional college resume. Upper school scholars must participate in community service and obtain a minimum of 100 hours before they can apply for graduation. This schedule reflects approximately 25 hours more than the surrounding school districts. To make meeting these requirements easy and fulfilling, ICPS Upper School organizes a number of diverse service projects that encourage hands-on learning while teaching the importance of giving back and leading by example.

Ensuring Standardized Test Success
ICPS scholars will begin taking standardized tests in kindergarten to prepare them for the all-important high school exams: the OGT, the SAT, and the ACT. At the beginning of the ICPS Upper School freshman year, scholars are given practice OGT assessments. The data from the

results is used by teachers to guide and create intentional lessons that align to the state and national content standards. Through intense preparation and Saturday School for scholars who require extra assistance, ICPS Upper School will offer the means for all scholars to pass all five parts of the OGT on their initial attempt. Once our scholars take and pass the OGT in their sophomore year, ACT and SAT preparation begins.

Because the ACT and SAT are of paramount importance for college acceptance and scholarship opportunities, we will provide our scholars with every tool necessary for their success. Our teachers' lesson plans are embedded with questions and themes similar to those found in the ACT and SAT.

Innovation! Free ACT and SAT preparation courses ensure that our scholars our absolutely prepared for these assessments. While the average ACT practice test can cost $25, we offer our scholars multiple practice exams for free. Their results and progress between exams are used by our educators to pinpoint individual problem areas and help scholars overcome any deficiencies.

Creating Well-Rounded Scholars

Our extracurricular programs are targeted to build teamwork skills, raise confidence, increase self-esteem, and provide college scholarship opportunities. We believe that extracurricular activities are vital to the emotional and intellectual growth of scholars, so we continue to increase our robust programming to allow all of our scholars to explore their interests and strengths. Alongside our elective courses, these extracurricular activities help us shape well-rounded scholars with a variety of passions. Our athletic extracurricular offerings include volleyball, softball, track & field, basketball, cheerleading, and hip-hop dance. Academic extracurricular offerings at the high school level include student government, chess team, debate team, and more.

Preparing for the College Application Process

Helping scholars find and gain acceptance to the college of their dreams starts in ninth grade. All of our high school scholars participate in organized visits and tours to public and private colleges and universities across the country. By the time our scholars graduate, they will have visited over 30 college campuses. This unique exposure to so many small and large school settings ensures that our scholars have confidence in choosing the university that is right for them.

Scholar preparation for the college application process is extensive and individualized. All ICPS Upper School scholars will meet with a college counselor to identify strengths, career opportunities, and college acceptance strategies. Through a mandatory college preparatory course, our scholars learn all aspects of what is required to gain acceptance to college and link collegiate skills to their daily lives

Innovation! Instructional Methods

Based upon proven and in-depth research, a comprehensive curricular plan will be the catalyst for Indiana College Preparatory Schools (ICPS) to fulfill the mission and vision for all students. The curriculum plan will utilize the Indiana College & Career Ready Standards assessments. The proposed curricular plan understands that all students are different and require the school

to respond to each student individually. In order to do so successfully, the plan is designed for all students no matter where they may be in their academic career. The varied approach to the instructional design accommodates students who are below-, at-, and/or above-grade level. The intention of the curricular plan is to meet students where they are and to remediate, enhance and/or accelerate learning, with the expectation of meeting the needs of all students at ICPS.

Students who are below-grade level will have opportunities to "catch up" by taking full advantage of the differentiated learning activities being implemented by the teacher. These activities will include, but not limited to, research-based interventions and strategies that are specifically designed to remediate skills that have been previously taught. Programs such as corrective reading and math will be used to fill the academic holes and gaps of our students who are behind. It is an expectation that students who are behind will be brought to grade level in reading and mathematics before the end of the school year. The curricular plan also pays close attention to students who are already at-grade level. These students will be engaged in activities designed to "push" them into acceleration. Teachers will create learning opportunities that will challenge the thinking of our proficient students. These learning opportunities will be implemented in small groups. Students will be assigned learning projects that are uniquely designed to encourage deeper thinking of specific skills. A portfolio will be used to collect work samples.

The curricular plan also devotes ample time to students who are above-grade level. Several times throughout the day, these students will be engaged in work that will support their already accelerated skill set. Most often, teachers will use flexible grouping to differentiate and individualize the learning. Students will be engaged in project-based learning, sometimes self-selected and other times uniquely designed by the teacher to keep our above-grade level learners on the pathway of advanced studies. When applicable, these students will be referred to the Gifted and Talented Program implemented at the school and discussed in detail later in the proposal. A portfolio will be used to collect work samples.

- Explain the research that demonstrates that this approach will work with your anticipated student population.

Modeling High Performing Schools

In developing the I CAN education model to be implemented at Indiana College Preparatory School (ICPS), members of the ICPS Founding Team visited and studied high performing schools across the country. These schools including Knowledge is Power (KIPP), Uncommon Schools and Achievement First that serve a population that mimics the ICPS student populations both academically and socially. The ultimate goal of the visits was to collect a rich bank of best practices that could be replicated in any learning environment. Their best practices were utilized to create the I CAN model of education to be implemented at ICPS.

The research yielded information that demonstrates how at-risk students can thrive in a school environment where expectations are high and there is a collaborative approach from teachers and specialists to provide engaging and challenging instruction as well as additional academic supports. The I CAN model of education was developed based upon this research and incorporates the following elements that lead to closing the achievement gap for at risk students.

Culture of High Expectations. Driving a culture of respect and excellence is at the core of ICPS. Combining non-cognitive character skills with a proven academic model creates a program that leads to achievement in and out of the classroom. ICPS builds culture through a multi-prong approach by indoctrinating: 1) students, 2) teachers, 3) building leaders, and 4) parents with the tools needed to create and nurture an exceptional school environment.

Students. Students are expected to excel and adhere to the structured environment at ICPS. The systems in place that facilitate the culture at ICPS will exist to instill in students the need to strive for excellence. Every structure and routine has a very specific purpose and collectively, it creates a systematic and explicit environment that pushes students to be successful. In order to produce excellence, these explicit processes are necessary. They affect many varied aspects of the ICS student's learning environment that are tangible and intangible.

Teachers. Teachers are expected to be responsible for modeling all appropriate behaviors that are aligned with the schools mission The classroom teacher is the center of the ICPS classroom learning. The teachers will constantly emphasize the classroom rules and 3 Pillars, and the importance of attending college. ICPS will be a conduit to college. Therefore, teachers each day will take an active role in stressing the importance of the mission and the goal of the school. They are expected to participate intense teacher training before the academic school year begins and throughout the school year. Teachers actively engage in processes that help drive a culture of high expectation and excellence.

Building Leaders. Building leaders including the Principal, Deans and Associate Deans are expected to guide staff and students in their efforts to ensure and optimize student success. This is the core ideology underlining the mission of ICPS. School leaders will have a thorough working knowledge of the school rules, curriculum and the 3 Pillars and will assist staff in implementing classroom and school wide management procedures through an I CAN LEAD program (detailed later in the proposal) that offers 25 weeks of intense training.

Parents. ICPS expects parents to be actively involved in the student's education. Parents are integral in the creation of a culture of excellence. In order for our faculty and staff to effectively educate our children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our school. Parents will be expected to participate and sign a commitment agreement with the school.

Innovation! Additional Academic Support. For students who need additional support in their academic achievement, assistance is provided free of charge. After-school tutoring and mandatory Saturday classes are held that focus on math and reading. Additionally, to assure students receive individualized attention in the most formative grades, K-2, ICPS will offer a co-teaching model with two teachers in every classroom. Students who achieve in the 90th percentile or above on any of the assessments including the Stanford 10 (SAT 10) and/or on the total composite score are eligible for gifted education. Saturday School at ICPS will be required for any student in grades 3 through 8 who are performing at basic or below proficiency according to teacher-created Comprehensive Exams.

UChicago Impact's 5Essentials
Additionally, the University of Chicago has developed UChicago Impact's 5Essentials (5E) School Effectiveness Survey and School Reports, which "define school quality, assess school climate, and create actionable reports for school improvement on five indicators or 'essentials.'"[i] The five indicators are as follows: 1) effective leaders, 2) collaborative teachers, 3) involved families, 4) supportive environment, and 5) ambitious instruction.

The survey is based upon twenty years of research conducted by the University of Chicago Consortium on Chicago School Research in over 400 schools. According to the survey, "the five essentials have been shown to be strongly predictive of school improvement success. Schools strong in 3 to 5 of the essentials are 10 times more likely to make substantial gains in reading and math than schools weak in 3 to 5 of the essentials."[ii] The education model includes components that embody the 5Essentials, and go beyond this criterion to create an environment where students are excited about learning and want to attend school. ICPS will offer a culture of academic excellence that is the result of effective leaders, highly trained and dedicated teachers, significant parental involvement, a structured and supportive environment of high expectations, and ambitious instruction.

Effective Leaders
The I CAN model of education has closed the achieving gap for students across Northeast Ohio. The model was developed by Marshall Emerson III and Jason Stragand, the Founders of I CAN SCHOOLS (ICS). Over the past eight years, Marshall and Jason have opened and operated nine high quality, high performing charter schools in impoverished locations in Northeast Ohio.

All ICS leaders will receive extensive training. Principals are developed in the I CAN SCHOOLS Principal Fellowship program and building leaders are trained through an intensive I CAN LEAD (see **Attachment II-I CAN LEAD**) program. These programs will be discussed in detail later in the proposal. ICS schools have a population of underrepresented students; however, they are able to exceed community and parent expectations; as well as outperform district and charter schools. This solid education model and intensive training for ICPS leaders will provide the same results at the new schools. There is an extensive recruitment and hiring process to attract the most effective teachers and leaders from around the country. Teacher recruiters will focus on attracting innovative instructors from Indianapolis and across the country. See Attachment XX-Teacher Hiring Process for additional information on the procedures.

Collaborative and Highly Trained Compassionate Teachers and Leaders
The classroom teacher is the center of the ICPS learning experience. Being a teacher at ICPS will be incredibly rewarding and requires candidates to possess an extraordinarily strong work ethic. Teachers work extended hours, create and sustain a quality learning environment where high academic and behavioral expectations are the norm, achieve high test scores, and are healthy additions to our adult learning communities. Teachers do "whatever it takes" to close the achievement gap. The ICPS teacher will take the time and effort to get to know students inside and outside of the classroom. Teachers will form important relationships with parents to help better understand the background and personal motivations of each student. ICPS teachers will possess a philosophy that 100% of the students will attend and graduate from a four-year college and/or university. Teachers receive at least 140 hours of development training during the school year. A teacher training module is included in **Attachment III-Teacher Training**

Module. Teach for America instructors will be utilized to assist in pushing student achievement. Lastly, each teacher selected has passed an extensive hiring process.

Involved Families
Parents are partners at ICPS. The school will offer several family orientations from April through August for prospective families. Parents are expected to support a student's academic preparations and extracurricular activities. Families can observe classes and attend tutoring sessions with their children to better support them at home. Families are also aided through academic supports, free transportation, after-school services, parent-teacher meetings, and on-going communications.

ICPS will offer programs and activities that engage parents and encourage them to become active participants in their child's academic success. Family orientations inform parents of the educational model and school expectations. A strategic plan called the *First 48* increases student and parent satisfaction the first 4 weeks of school, 8 hours a day. See the Parents are Partners Guide in **Attachment IV-Parents as Partners.**

Supportive Environment
The systems in place that facilitate the culture at ICPS are there to instill in students the need to strive for excellence. Every structure and routine has a very specific purpose and collectively, it creates a systematic and explicit environment that pushes the students to be successful. In order to produce excellence, these processes are necessary. From our uniform dress codes to our policy for transitioning quietly from class to class, there is intent in the process. Students learn the school structures during Culture Camp, a week-long orientation session held at the beginning of the year before the academic classes begin.

ICPS provides a supportive environment by assuring the safety and security of its students. ICPS believes that all students have a right to a school that is safe, orderly, and drug and violence free. ICPS supports at-risk students who face challenging home environments. ICPS will not abide by a zero-tolerance disciplinary policy, but will instead consider a holistic approach where a school psychologist, behavioral counselor, intervention specialist, and peers are utilized together to address disciplinary issues.

Ambitious Instruction
By utilizing a well-researched and proven model of education that is implemented for 8 ½ average daily hours and 215 days a year, ICPS will change the lives of underrepresented, at-risk students in Indianapolis and their larger communities. Data driven resources including case studies, planning templates, implementation materials and sample assessments improve student learning throughout the year. Based on the observations of the data sets, teachers will manipulate their lessons to review, remediate, and advance the concepts they are teaching. In order for all scholars to be successful, ICPS will provide free after-school tutoring and Saturday School sessions to assist them with achieving high results. In addition to the core academic classes, instruction in a foreign language, Physical Education, Art and Music is offered to all scholars. The model works. After one year of attending an ICS campus, scholars experience an average of 42% academic growth in reading and an average of 39% academic growth in math. ICPS will invest in service learning that enables our scholars to experience the reward that is found in giving. Students will choose ICPS because it is a conduit to college and focuses on

developing a well-rounded student by emphasizing extra-curricular activities as well as challenging academics.

The success of the I CAN educational model has been proven in Ohio:

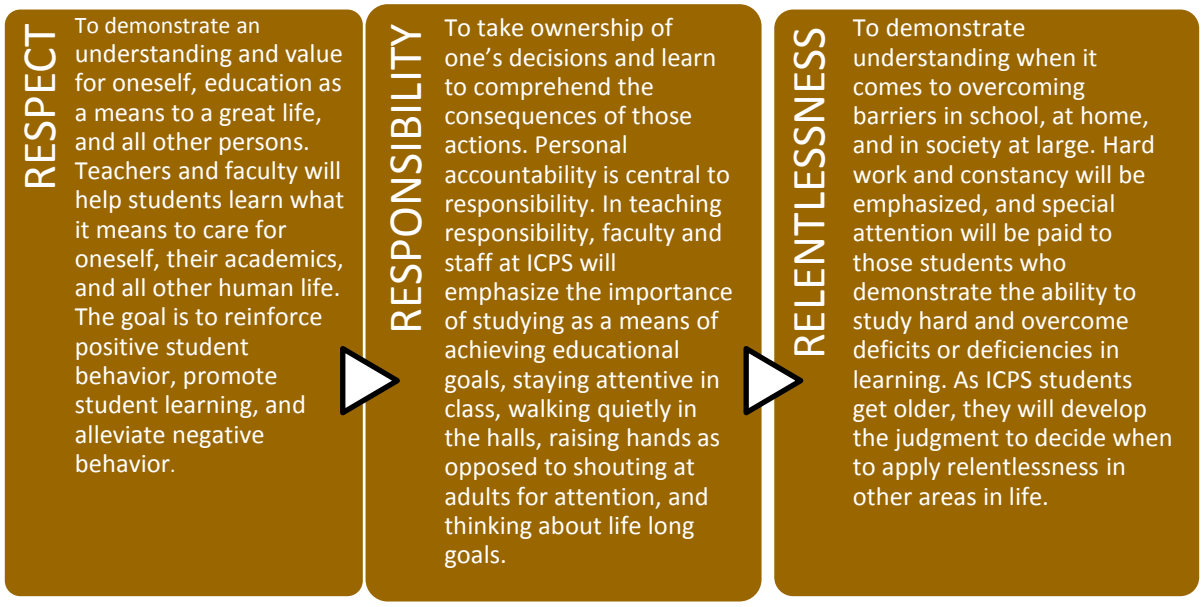
- After one year of attending ICS, scholars experience an average of 42% academic growth in reading.
- After one year of attending ICS, scholars experience an average of 39% academic growth in math.
- After three years of attending ICS, 100% of scholars perform at or above grade level regardless of their initial academic deficiencies.

Students residing near ICPS will want to take advantage of the numerous components that are offered to assure them of a college education and productive life.

- Describe the culture that will be developed in the school.

Driving a culture of respect is at the core of ICPS. Students, teachers, building leaders, and parents are all expected to create and nurture a school environment of excellence. At the heart of the culture are the 3 Pillars that build character: Respect, Responsibility, and Relentlessness. Engaging in a culture that adheres to these 3 Pillars is the responsibility of not only the students, but also ICPS teachers, building leaders, staff and parents. Everyone has a role to play in helping ICPS maintain a culture whereby all parties on the same accord with the same mission. It is our goal that while stressing the importance of the 3 Pillars inside of schools walls, students will also learn to live these values outside of ICPS every day. Figure 1 defines the 3 Pillars that the entire ICPS family is expected to embody each day.

Figure 1. ICPS 3 Pillars: Respect, Responsibility and Relentlessness



We expect our students to respect one another and the adults in the building, take responsibility for their shortcomings and successes and to be relentless in all of their pursuits, no matter how

big. The staff and administration of ICPS will work with students and the broader community to construct engaging, authentic, and relevant learning experiences that are accessible to students with varied learning styles. ICPS will also help students forge adult and community connections, both to bring the global experiences into the school and to expose students to an environment that is beyond school walls. Staff, students, and parents at ICPS will work together to help each student reach his or her full potential in academic achievement and moral maturity. Toward this end, staff keeps students focused on the 3 Pillars of character virtues in school, the workplace, and society at large.

Innovation! Culture Camp. To introduce students to the ICPS culture, a system known as Culture Camp is implemented. Culture Camp helps to assure a disciplined, structured and engaging culture that ensures every minute of the eight hour school day is productive. Culture Camp is a one week intensive training program at the start of each school year prior to academic instruction. This structured environment helps to build culture, allowing students to focus on academic excellence. During this week, scholars are not engaged in any academic instruction, which allows them to focus solely on the training. All students learn the following components during Culture Camp:

- How to transition between classes in an orderly manner
- The importance of respecting other scholars and adults inside of the building
- How to wear the ICPS uniform with honor and pride
- How to utilize nonverbal cues to communicate needs to avoid distraction during learning
- How to respectfully enter and exit each classroom in a silent, quick and non-disruptive mode
- The ICPS behavior management system and code of conduct
- The ICPS 3 Pillars: Respect, Responsibility and Relentlessness
- The ICPS mission statement
- How to celebrate community, each other, and love for learning

Culture Camp outlines in details the purpose of a structured environment of high expectations. This structured environment helps to build culture, allowing students to focus on academic excellence. For example, ICPS will have lines drawn on the floor in the hallways where students in grades K-8 will quietly walk when they transition from class to class. Once in the classrooms, the students are engaged in the learning process immediately. There is intent in this system. Research has shown that after students leave one classroom and go to the next classroom, it takes approximately 8 to 12 minutes for a teacher to regain order before instruction can begin. If you multiply this lost time over the number of transitions in one day, one week, and then one school year; the result is a loss of hundreds of instructional minutes because of flawed classroom transition. This system of promoting a quiet transition has led to full use of a school day and fewer distractions; thus affecting in a very productive way of how teachers can begin their classrooms. The process of using an organized transition to better prepare students to learn when they arrive in the classrooms supports the mission statement. It places ICPS in a better position to say to parents that their student is going to college because every second for learning was maximized when their child was placed in our care.

Teachers are provided with an in-depth guide to train students on procedures and processes during Culture Camp. For example, training materials for grade K-2 include the following: 1) Hallways Procedure Book, 2) Lunchroom Procedures Book, 3) Kindergarten First Day of School Sheet, 4) Teacher Training Module, First Day of Kindergarten, 5) Academic Expectations Book, 6) Arrivals and Dismissals Book, 7) Classroom Procedures, and 8) Check System Behavior Management Book. The following chart shows a brief synopsis of what students learn during the weeklong K-2 Culture Camp session. See **Attachment V- Culture Camp** for further details.

Chart 1: K-2 ICPS Culture Camp Guide Outline

Day	Agenda/Schedule
Monday	Arrival Module 8:00-10:00 a.m. Bathroom Break (10:00-10:20 grade 1; 10:20-10:45 a.m. grade 2) Check System and Behavior management module (10:45-11:25 a.m.) Independent Practice Lunch Procedures (11:30-11:50 a.m.) Read Aloud (12:30-1:30 p.m.) Bathroom Break (1:30-1:45 grade 1; 1:45-2:00 p.m. grade 2) First Day Letter and Non-Negotiables (2:00-2:30 p.m.)
Tuesday	Arrival Module (8:00-8:40 a.m.) Classroom Procedures (8:45-9:30 a.m.) Bathroom Break (9:30-9:45 a.m. grade 1, 9:45-10:00 a.m. grade 2) Check system review and accepting a check (10:00-11:30 a.m.) Lunch Preparation and Review Art-Mission and Pillars Instruction (12:15-2:15 p.m.) Transition to and from Read Aloud (2:15-3:00 p.m.) Transition Module-Dismissal (3:00-3:30p.m.)
Wednesday	Arrival Module (8:00-8:40 a.m.) Math Meeting (8:30-8:50 a.m.) Math procedures (8:50-9:50 a.m.) Reading comprehension/reading decoding/computer (procedures)(9:50-11-50 a.m.) Lunch (11:30 a.m.-11:50 a.m.) Read Aloud (11:50-12:20 p.m.) Bathrooms Transitions (12:20-1:00 p.m.) Science (1:00-1:45 p.m.) Class Culture Quilt (1:45-2:45 p.m.) Dismissal (2:45-3:15 p.m.)
Thursday	Arrival Module (8:00-8:40 a.m.) Math Meeting (8:30-8:50 a.m.) Math procedures (8:50-9:50 a.m.) Reading comprehension/reading decoding/computer (procedures)(9:50-11-50 a.m.) Lunch (11:30 a.m.-11:50 a.m.) Read Aloud (11:50-12:20 p.m.) Bathrooms Transitions (12:20-1:00 p.m.-grade 1; 12:40-1:00 p.m. grade 2) Science (1:00-1:45 p.m.) Class Culture Quilt (1:45-2:45 p.m.)

	Dismissal (2:45-3:15 p.m.)
Friday	Homeroom (8:20-8:40 a.m.) First 48 "Getting to Know You Project" (8:40-9:40 a.m.) Community Celebration Preparation (9:40-11:20 a.m.) Modified Lunch (11:00-11:20 a.m.) Beginning of Year Community Celebration (12:00-1:30 p.m.) Homeroom (1:30-2:00 p.m.) Dismissal in Gymnasium (2:00-2:30 p.m.)

- Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. Please be as specific as possible. For illustrative purposes, summarize a day in the life of a typical student at your proposed school.

Indiana College Preparatory Schools (ICPS) will open in the summer of 2015 (the 2015-2016 school year) for parent walk-throughs, orientations and "Culture Camp" that will take place prior to the start of the regular school year. The academic calendar is in-depth and incorporates the needs of at-risk students. Most learners at ICPS need an extended school day and year in order successfully close any learning gaps that may exist. ICPS will operate Monday–Friday from 7:30 a.m. until 4:00 p.m. for approximately 215 days each year. The school calendar includes, but not limited to, a beginning-of-the-year meet and greet, after-school tutoring, Saturday school sessions, monthly comprehensive exams, scheduled progress report/report card dates, open houses, pre-scheduled academic/social field trips and assemblies, various award ceremonies for student achievement, PTO meetings, pre-scheduled parent events and parent–teacher conferences. The intention of the calendar is to balance both academic and social events for the students to support a healthy school-life balance. See **Attachment VI-School Calendar** and **Attachment VII-Social Events Calendar** for I CAN SCHOOLS for examples of the ICPS school calendars format.

A Day in the Life of an ICPS Student. A typical day for a student at ICPS will include arriving at school around 7:30 a.m. (free transportation is offered). Students will pass through a uniform check station and will then proceed into the cafeteria for breakfast. At 8:00 a.m., breakfast is completed and the group is welcomed by a morning message given by the principal and Dean of Student Life and Management. During the first block (120 minutes), K-5 grade students will have reading in their self-contained classrooms. Middle school students will have 75 minutes of reading, math or science. All classes will begin a "Do Now," progress into an engaging Lesson Opener and progress through until the Exit Slip. Throughout the day, students will have instruction in all core content areas (reading, writing, math, social studies and science), and on specific days handwriting will be taught. At two very strategic points in the morning and afternoon, instruction briefly stops so the teacher can implement Power Hour. Power Hour usually takes about 5 minutes and serves as an opportunity to acknowledge the behaviors of the students.

After lunch, the day continues until dismissal at 3:30 p.m. During dismissal, students are permitted to read and/or begin their homework. One hour each day is devoted to after-school activities. Overall, a day in the life of an ICPS student is long, yet incredibly rewarding and filled with activities that push student performance. Saturday School classes occur between 8:30

a.m. and 11:30 a.m. and are required for select students dependent upon their level of academic deficiency. **Attachment VIII-School Days** shows sample school days for ICPS grades K-4 students.

- Summarize a day in the life of a typical teacher at the proposed school (include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school).

Teachers have Preparatory (PREP) periods at the following times: 1) daily from 7:15-8:00 a.m., 2) during the 45-minutes Specials classes, 3) each afternoon from 3:00-4:00 p.m. on days in which teachers do not tutor, and 4) every first and third Friday of the month from 2:30-4:00 p.m. in lieu of the formal professional development session. The professional development schedule for teachers begins before the start of the school year. Each summer for five weeks, teachers are immersed in training. Once the school year begins, teachers receive weekly professional development as well as in-service days. Teachers during the school year will receive at least 140 hours of professional development training. They will create individual professional development plans (IPDP) in conjunction with Principals at the start of the year and these plans will be reviewed and assessed twice a year.

- Include, in an attachment, a detailed school discipline plan. Explain consequences for offenses and how they will be carried out. Please also explain how parents will be notified and kept in communication when disciplinary issues arise.

ICPS Student Discipline Plan
ICPS provides a supportive environment by assuring the safety and security of its students. ICPS believes that all students have a right to a school that is safe, orderly, and drug and violence free. This policy is made to families and students upon enrollment and will be stated in the Student Handbook.

Innovation! ICPS supports at-risk students who face challenging home environments. Therefore, ICPS will not abide by a zero-tolerance disciplinary policy, but will instead consider a holistic approach where a school psychologist, behavioral counselor, intervention specialist, and peers are utilized together to address disciplinary issues. ICPS believes that early detection and correction of behavior issues can avoid suspension. ICPS' decision to rely less upon suspensions adheres to the guidelines released in January 2014 by The Obama administration, which issued procedures that recommended public school officials use law enforcement only as a last resort for disciplining students. According to the Obama Administration, a rise in zero-tolerance policies has disproportionately increased the number of arrests, suspensions and expulsions of minority students for even minor, nonviolent offenses.

In the speech on January 14, 2014 given by U.S. Secretary of Education Arne Duncan announcing the guidelines, it was reported, "exclusionary discipline is applied disproportionately to children of color and students with disabilities. Educationally, and morally, that status quo is simply unacceptable."[iii] The speech stated that the U. S. Department of Education's Civil Rights Data Collection shows that African-American students without disabilities are more than three times as likely as their white peers to be expelled or suspended.

To support these efforts, ICPS will use an Intervention Assistance Team and the Students At-Risk for Multiple Suspension Team (SARMS) to address students who have special needs and/or demonstrate behavior issues.

Attachment IX-Behavior Management System details a portion of the Behavior Management System that assures ICPS will operate in an environment that is most conducive to learning and free of behavioral distractions from other students. The most comprehensive version will be included in the Student and Family Handbook. The Behavior Management System is geared to specific grade levels. It addresses the importance of good behavior as well as the consequences when rules and code of conduct is not followed.

B. Curriculum

- Provide a description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level (or performance level, grade level, etc.) in your school.

In order to ensure the success of the instructional delivery, teachers will use the provided, research-based core curricular materials as a basis for lesson planning, instruction and assessment. At the core of all lessons will be the state standards and assessments. **Attachment X-Curriculum Map** lists the Curriculum Map, which captures the principal instructional methods that support the mission of the school. When selecting the curriculum plan and instructional strategies to be used at Indiana College Preparatory School (ICPS), the schools will increase focus on understanding the students, where they come from and how best they learn. This will take an enormous amount of upfront training to occur over the summer months both by in-house personnel as well as outside constituents who are experts in the area of cultural diversity/sensitivity. This kind of intentional training will keep learning and instruction relevant to students by implementing the basic fundamental blocks of learning listed below.

- Research shows clearly that a student must be engaged to learn. Students learn by actively participating in observing, speaking, writing, listening, thinking, drawing, and doing.
- Learning is enhanced when a student sees potential implications, applications, and benefits to others.
- Learning builds on current understanding (including misconceptions).

Innovation! Instruction will include a blend of project-based learning and direct instruction. Teachers will use the curriculum to design lessons for the guided release model of instruction. ICPS will utilize a two teacher model in every K-2 classroom. The placement of two highly qualified teachers in each of the classrooms differentiates the model from Indianapolis Public Schools standards and increases individualized instruction. In K-2, ICPS will utilize a blended learning model using the two teachers and computers to create a 21st century technological learning model. During reading and math instruction, no more than 12 students will be receiving instruction at any given time from the teacher.

The guided release model indicates how teachers will design their lesson, and gradually releases responsibility of learning onto the students by requiring them to become less dependent of the teacher (more independent) by the end of the lesson. At the heart of the

guided release model of instruction is strong emphasis on "I do, We do, You do" method of instructional delivery.

The "I Do" portion of the lesson gives the teacher an opportunity to model exactly what the students need to do in order to showcase mastery of a particular skill; often times this may involve multi-steps. During this portion of the lesson, students are watching, actively listening and asking questions. During the "We Do," the teacher and students have an opportunity to perform "the work" together as a team. This co-dependent model (teacher/student) is designed to gradually release the work onto the students while still having support from the teacher. The "We Do" portion gives students the opportunity to ask questions, make mistakes, and use the teacher as a resource for assistance. During this phase, the teacher stops often to check for understanding for the sake of clarifying the lesson objective. Lastly, during the "You Do" portion, students have an opportunity to work independently of the teacher. The purpose of the independent practice is to give the students an opportunity to show their level of mastery with the skill. During this time, the teacher is actively walking around the classroom, assisting where needed and also collecting data on the portions of the independent practice where students are most struggling. This kind of daily independent work builds students work ethic and increases their stamina over time.

- Identify the specific textbooks, teaching pedagogies, curricular programs and/or sequence that will comprise the schools' curriculum for all subjects and grade levels.

Enclosed in **Attachment XI-Curriculum List** is a list of the curricula that will be utilized to help close the achievement gap at Indiana College Preparatory School (ICPS). Using these materials, teachers will be required to create Do Now's, Lesson Openers, Guided Instruction, Independent Practice, Exit Slips and homework that are 100% aligned to the Indiana College & Career Ready Standards. The Chief Academic Officer and Executive Director of School Accountability at I CAN SCHOOLS determine curriculum choices.

The following descriptions are composed from each of the individualized educational websites.

- **Engage NY**. The program is dedicated to providing educators with real-time, professional learning tools and resources to support educators in reaching a vision for a college and career ready education for all students. They include K-8 reading resources.
- **Leveled Readers**: Fountas and Finnell: Suggested reading resources that use the guided reading approach. Grades K-3.
- **Write Steps.** Write Steps is a teacher-friendly K-5 writing program that fuses best practices in writing pedagogy into a comprehensive program that gives teachers and students everything they need to develop their craft.
- **Eureka Math**. Eureka Math is a complete K-8 curriculum and professional development platform.
- **Problem Attic**. Allows teachers to tailor curriculum by using up to 100,000 of the best questions from New York Regents, State Assessments, Academic Competitions, and more. This resource is utilized for grades K-8 in math.
- **Rekenreks**. The rekenrek, or arithmetic rack, was designed by Adrian Treffers, a mathematics curriculum researcher at the Freudenthal Institute in Holland, to support the natural development of number sense in children in grades K-2.

- **i-Ready**. i-Ready offers an adaptive diagnostic, and both teacher-led and individualized online instruction for a complete blended learning solution for reading and math in grades K-8.
- **Ready Common Core**. Ready is an instruction and practice program for grades K-8 that fully prepares students for the rigorous assessments and provides teachers with step-by-step, point-of-use professional development to help them teach the standards most effectively.
- **Science: A Closer Look**. Offers students accessible standards-based lessons. Through a consistent and structured learning cycle, students in grades K-8 build upon their experiences to develop a lifelong understanding of science concepts.
- **Glencoe Integrate**. Glencoe products provide core curriculum resources for students at all levels in grades 7-8. Included are products that help with curriculum mapping.
- **Pearson – myWorld (Social Studies).** myWorld Social Studies utilizes storytelling to bring Social Studies content to life for students in grades K-8.
- **Time Links**. Macmillan/McGraw-Hill's TimeLinks offers a strong mix of core content, leveled books, activities, and technology that engages students and connects to a student's real world every day who are in grades 3-8.
- **Easy Tech**. EasyTech helps students in grades K-8 develop the technology skills needed for college and the workforce while they study core subjects.

The curriculum chosen will assure that ICPS students have the skills necessary to meet college readiness metrics. In addition to the coursework offered at ICPS, the school creates a college-ready culture by providing the following supports that instills college readiness practices beginning in Kindergarten.

Innovation! Culture Camp
During Culture Camp, students learn in detail the mission and vision of ICPS along with the importance of college graduation. Teachers discuss the meaning of college, how college can make a difference in a student's life and the reasons why obstacles should not stop students from attending college. It brings the thought of college to the forefront of how the ICPS mission will be achieved.

Innovation! College Doors
Once a student enters ICPS, teachers remain the greatest influence on developing a culture that is focused on college attendance and graduation. To support the notion that the idea of attending college must begin from day one of class, ICPS teachers decorate their classroom doors to display their alma mater in an effort to portray the college experience to students. Teachers include appropriate pictures displaying an array of their college experiences on campus. Teachers brighten their door with college flags, pennants, acceptance letters, and college diplomas, degrees, and honors earned. Each time a student enters that door, they are reminded of the accomplishment of the teacher before them. The teacher reinforces the possibility of attending college through their personal experiences when they share information about themselves during Culture Camp and throughout the academic year.

Innovation! College Counselor/Mandatory Middle School College Prep Course

All students at ICPS in middle school will work with a college counselor to learn about college including the requirements of admission to college and identifying strengths and career opportunities. Throughout a mandatory college prep course, students learn all aspects of what is required to gain acceptance to college (including financial considerations), and link collegiate skills to their daily lives.

Innovation! College Tours in Elementary School
ICPS college tours will begin in elementary school. College awareness is an integral part of the curriculum program. ICPS offers scholars the opportunity to tour different local colleges and universities. To visit a college or university in real-time brings the idea of attending college to a tangible reality. At ICPS, by the time the scholar is promoted from the 8th grade, he or she will have visited over 30 colleges!

- Provide a detailed timeline for the selection, development and implementation of the curriculum.

All curriculums will be purchased in March of 2015 for the fall 2015 school year.

- If the curriculum will be developed by the school, please detail who on staff will be responsible for the development, what the development process will be, and where in the process you are currently.

Jason Stragand, the Chief Academic Officer for I CAN SCHOOLS and Indianapolis College Preparatory School (ICPS), develops the curriculum scope and sequence. In collaboration with Heather Stevens, the Executive Director of School Accountability, they will assure that the lesson plans and curriculum chosen adhere to the Indianapolis Career & College Readiness standards.

C. Assessment

- Describe how student progress will be determined, measured and reported. As a starting point, charter schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools. Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress.

Great schools set standards for academic excellence that are above and beyond the baseline measurements determined by governmental educational agencies. The goal is not to equal the performance of surrounding public school districts, but to excel beyond their level of achievement. Indiana College Preparatory School (ICPS) seeks to be on par with the top private and independent schools in more affluent neighborhoods. The rigorous assessments utilized by ICPS will ensure success and graduation from a college preparatory high school and ultimately acceptance to a four-year college or university for students. Important distinctions are made between the standardized testing/summative assessment and classroom/formative assessment. ICPS will focus on classroom and formative assessment relentlessly, in such a way as to ensure student success on the standardized assessments. School-based summative assessment (e.g., report cards) will be used to track progress and plan further instruction.

ICPS will use data-driven information to assess and improve student achievement. ICPS will address each student's academic needs and performance individually. If a student is struggling and below-grade level, ICPS will bring that student's performance up to proficiency. If a student is already proficient, ICPS will move the student into advanced and accelerated

performance. For students at ICPS who are already accelerated, we will challenge and push the student to the next grade level by introducing more rigorous course work.

- Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used.

Above and beyond the requirements of the state education plans, ICPS will continuously create and refine goals through ongoing monitoring and evaluation of practices and strategies in place. A designated group of building level leaders and teachers will meet monthly, upon the scoring of the monthly assessments /DIBELS, to determine which students need increased amounts of academic intervention. In response to the data, leaders and teachers will adjust student schedules for tutoring, one-to-one instruction, and/or small group instruction. Additional, more creative and specific action plans will be written when applicable and required. The team will use the data to continually monitor the progress and trajectory line for achieving the specified goals by comparing both school-wide and individual student gains.

Student achievement and progress will be analyzed short term and long term allowing teachers, leaders and management to respond in real-time with an analysis and plan. Short-term analysis of achievement and progress will occur through such practices as daily and weekly classroom observations, daily exit slips, classroom quizzes and exams, nightly homework completion, and bi-weekly Progress Reports. Long Term analysis of achievement and progress will occur using such assessments as DIBELS, weekly Oral Reading Fluency (ORF), Indiana Statewide Testing for Educational Progress Plus (ISTEP+), Comprehensive Exams (COMPS), Beginning-of-Year (BOY) Assessments, End-of-Year (EOY) Assessments, Report Cards and weekly/monthly school site visits on behalf of management in collaboration with building leadership. These measures will allow teachers, leaders and management to identify and respond in real-time to practices that are hindering achievement en-route to the larger goals. Table 1: ICPS Assessments is an overview of the data-driven programs that drive student assessments and performance:

Table 1: ICPS Assessments

Subject/Assessment	Grade/Purpose
Innovation! COMPS	Comprehensive Exams (COMPS) mimic state assessment tests. COMPS are teacher created and administered at the beginning of the year and every 6 weeks following to students.
Math Assessments	K-2 students will be tested using the COMPS assessments, and the math portion of the Stanford 10 based on power benchmarks. In grades 3-8, students will be tested using the math state standardized assessments (ISTEP). In grades 3-8, students will be tested using Stanford 10.
Reading Assessments	K-2 students will be tested using the Stanford 10, and DIBELS Reading Assessment. In grades 3-8, students will be tested using the Stanford 10. Grades 3-8 will be tested using state assessments; ISTEP and IREAD. Grades 1-8 will be tested using DIBELS.
Social Studies Assessments	Students in grades 5 and 7 will be assessed using the state standardized tests (ISTEP), teacher-created projects, and grade-specific rubrics.
Innovation! Science Assessments	Students in grades 4 and 6 will be tested using the state standardized tests (ISTEP), grade specific rubrics and, independent science experiments.
Writing Assessments	Students in grades K-8 will be tested based upon grade specific rubrics including a review of the collection of writings in their portfolios.
Beginning-of-the-Year	BOY and EOY exams based upon the state assessments and testing points to

(BOY) and End-of-Year (EOY) Exams	determine progress and intervention needs.
State standardized tests	College & Career Ready Standards developed by the Indiana Department of Education.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	For non-tested grades, ICPS uses DIBELS to assess reading entry points and to monitor the progress of students over time.
Exit Slips.	Teachers will provide a five minute quick assessment given at the end of every class.
Innovation! **Teacher-designed assessments**	Monthly, teacher-designed assessments are given in all five subjects.
The Stanford 10	The Stanford 10 is a highly regarded norm-referenced test. Student's performance is compared with that of a group of students in the same grade who have taken the same test across the nation.
Homework	Homework is provided nightly.
Innovation! **Student progress reports every 2 weeks**.	Bi -weekly reports are designed to inform parents of potential academic problems that their child(ren) may be experiencing. Bi -weekly reports also acknowledge students who are doing outstanding work.

D. Special Student Populations

- Describe the school's approach to educating children with limited English proficiency, children with special needs, students who enter below grade level and students who are academically advanced.

Innovation! In order to address the individual needs of all students, Indiana College Preparatory School (ICPS) will utilize an Intervention Assistance Team (IAT). This team is comprised of the intervention specialist, special education teacher (s), principal and two teachers. It will meet monthly to discuss any student (LEP, learning disability, students who are severely behind, and/or gifted) who may need additional accommodations in order to meet individual and school-wide goals. The IAT will review data, complete classroom observations, and give teacher/parent/student surveys, in order to make informed decisions regarding necessary accommodations. As well, the IAT will work with and coach teachers so they are able to successfully service the individual needs of the students in their classrooms.

Special Education. Each special education student enrolled at ICPS is entitled to a free appropriate public education, which prepares that special education student for further education, employment and independent living. ICPS requires that an Individualized Education Program (IEP) be developed for each student who is found to be eligible under both the federal and state eligibility and disability standards. The Special Education teachers assure that students with special needs receive the full benefit of the education model. Our delivery of services includes special education classrooms, inclusion in the general education setting, pullout program, supportive teaching, collaborative teaching, and supplemental teaching. ICPS expect that approximately 17 – 21% of its student population will need special education.

Erin Lichota is the Director of Special Education for I CAN SCHOOLS who will oversee Special Education at ICPS. Erin provides technical oversight in the area of special education and creates procedures and protocols. She also generates professional development and training modules for both general education and special education staff. Erin observes small group instruction and provides intervention staff with critical feedback. Additionally, she reviews special

education files for compliance and directives for correction, as needed. Erin serves as a mediator for special education-related conflicts between parents, teachers, and stakeholders. She holds a Master of Education: Curriculum & Instruction and Bachelor of Science in Education: Mild/Moderate Educational Needs; both from Cleveland State University in Cleveland, Ohio.

- Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress. Explain why you have selected your procedures, the expectations of staff and families, as well as your methods of providing follow up and feedback data to all necessary stakeholders.

Students are assessed with measures of their academic skills including Beginning of the Year (BOY) Exams, COMPS Exams, DIBELS Assessments, ORF Assessments, Diagnostics, and state standardized assessment tests, along with a number of other assessments created and approved for classroom use previously listed. The results of these assessments are also used to identify students that demonstrate a struggle in performing proficiently with grade level material and skills. For these students, research-based interventions are implemented in the classroom and/or building. These interventions are developed by all instructional staff (plus parents where appropriate) including Intervention Specialists, teachers, administrators and Special Education Teachers.

The interventions are monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency (dependent upon the individual student and the interventions being made). For interventions that are determined to be ineffective for students, intervention strategies and intensity increases through a succession of three trials if necessary. Interventions, observations, progress monitoring and evaluation are recorded and documented by all instructional staff involved, including parents. If in the end of the successive interventions, progress is not made and effectiveness has not been determined, a student may be referred for consideration for Special Education.

ICPS building level leaders will meet monthly with the special education team for feedback regarding systems/routines, procedures/processes and the academic/behavioral gains of the special education students. The Special Education team will provide a detailed report to the principal with observations, assessment data and overall progress of each individual special education student. This monthly meeting will be used as the vehicle to identify the progress of our special education students and to ensure adequate academic growth. Changes to the Special Education department will be suggested through this advisement group.

- Explain Who Will Carry out These Responsibilities

The Intervention Specialist is the person responsible for overseeing these Special Education activities. ICPS will develop its social emotional learning standards based upon the Indiana State Board of Education. ICPS Intervention Specialists, teachers, administrators, Special Education personnel, and the Dean of Student Life and Management work together to implement these standards.

- If the school anticipates joining an existing cooperative (or partnering with some other entity) to provide special education services, describe what action, if any, you have taken toward that end. If outside vendors will be used, outline expectations and evaluation procedures for these vendors.

ICPS will utilize outside specialty consulting firms to support our Special Education needs. These outside vendors will provide services such as speech/language, occupational therapy and school psychology. Services may also be used for the beginning of the year testing to expedite the identification process for students who may be at-risk in their reading development. A behavioral health agency will be employed to provide the following services for students: intensive treatment for the most severely disturbed children and teens, special programs for juvenile court-involved youth, school-based mental health services, and prevention and early intervention services. ICPS has begun the process of identifying outside behavioral and mental health agencies to provide services. A few of the organizations to be considered include the following:

Community Health Network. Community Health Network is Central Indiana's largest provider of behavioral health. Their Gallahue Mental Health Services division provides school-based mental health services to students in more than 50 sites for Indianapolis Public Schools as well as the Metropolitan School Districts of Lawrence, Warren, Washington and Wayne townships. Their services include general screening and assessment; targeted assessments for at-risk students; individual, group and family therapy; crisis intervention; transitional care services; and diagnostic and intensive services.

Eskenazi Health offers youth a number of programs including home-based counseling, mental health screenings, and school-based services.

Cummins Behavioral Health Systems, Inc. The services for youth include assessment and evaluation, consultation and education, psychiatric services, and outpatient services. Cummins service providers offer services in natural environments including homes and schools.

- Pursuant to federal (34 CFR Part 300) and state (511 IAC Article 7) special education regulations, describe the continuum of special education services (including related services) the school will make available to eligible students.

Indiana College Preparatory School (ICPS) will ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Special education students will have access to highly qualified Special Education Teachers and Tutors; behavior and mental health experts; a school psychologist; assistive technology devices, when necessary; and access to the full curriculum and one-on-one tutoring. Related services will be made available, if necessary, and include transportation and developmental, corrective, and other supportive services as are required to assist special education students. Additionally, students will benefit from speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, early identification and assessment of any disabilities, counseling services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

ICPS is in full support of the Indiana State of Board of Education's Eligibility Criteria for Autism Spectrum Disorders. ICPS will utilize the following means to assess a student's eligibility for special education.

- Current academic achievement as defined at 511 IAC 7-32-2
- Functional skills or adaptive behavior across various environments from multiple sources
- The student's receptive, expressive, pragmatic, and social communication skills
- An individually administered norm-referenced assessment when appropriate for the student
- If adequate information cannot be obtained via an individually administered norm-referenced assessment, a criterion-referenced assessment that:
    - has been designed or may be adapted or modified for use with students who have autism spectrum disorder; and
    - is administered by a professional or professionals with knowledge of assessment strategies appropriate for the student.
- An assessment of motor skills and sensory responses
- A social and developmental history
- A systematic observation of the student across various environments
- Any other assessments and information, collected prior to referral or during the educational evaluation

- Describe how topics related to exceptional learning needs will be embedded in professional development plans for all staff.

Innovation! The professional development schedule for teachers begins well before the start of the school year. Each summer for five weeks, teachers are immersed in training. Once the school year begins, teachers continue their training throughout the school year with monthly in-service days, workshops, and weekly Professional Development. The teacher training guidelines for summer and year-round training is in **Attachment XII-Summer Teacher Training**. Special education and the behavioral management system training are covered during the summer training sessions and year-round professional development workshops.

Teachers receive at least 140 hours of development training during the school year and are observed regularly. They attend goal-setting meetings twice per year, and are evaluated formally midway through the school year and at the end of the school year. Teachers create individual professional development plans (IPDP) in conjunction with Principals at the start of the year and these plans will be reviewed and assessed twice a year. ICPS building level leaders will use IPDP forms, workshop feedback, surveys, and class observations to determine which teachers need additional support and/or instructional coaching.

Teachers have periods at the following times: 1) daily from 7:15-8:00 a.m., 2) during the 45-minutes Specials classes, 3) each afternoon from 3:00-4:00 p.m. on days in which teachers do not tutor, and 4) every first and third Friday of the month from 2:30-4:00 p.m. in lieu of the formal professional development session.

- Be sure to include staff structures, student to teacher ratios, and procedures for general and special education staff collaboration, roles, and responsibilities.

The staff structure and collaboration is addressed in the "Explain Who Will Carry out These Responsibilities" section. The roles and responsibilities of the Principal, Dean of Student Life & Management, Dean of Curriculum & Instruction, Special Education Teacher, and Intervention Specialist are located in **Attachment XIII-Staff Job Descriptions**. There are 12 students to each Intervention Specialist.

- Describe how the school's educational program will serve students with limited English proficiency. Include staffing and how the curriculum will be modified for English language learners.

English Language Learners (ELL) Students. ICPS envisions that all students learn and achieve academically and socially. This includes our students who come from homes where English is not the primary language spoken. The staff at ICPS may administer a test of English language proficiency using Indiana's assessment system to all students whose parent or guardian has stated upon enrollment that English is not the primary language spoken in the home. Upon initial testing of the student using the benchmark testing assessment, teachers, Intervention Specialists, and the Director of Curriculum and Instruction will determine if a Limited English Proficiency (LEP) test is needed. If an LEP test is needed, staff may use specific tests to aide in placing the student. ELL students will receive individualized tutoring outside of core academic class time.

- Describe how the school's educational program will serve students that enter the school below grade level. What specific supports will be available for these students?

Below Grade Level Students
Students who are below-grade level will have opportunities to "catch up" by taking full advantage of the differentiated learning activities being implemented by the teacher. These activities will include, but not limited to, research-based interventions and strategies that are specifically designed to remediate skills that have been previously taught. Programs such as corrective reading and math will be used to fill academic holes and gaps of our students who are behind. It is an expectation that students who are behind will be brought to grade level in reading and mathematics before the end of the school year.

Innovation! There are students who require more intensive instruction than the regularly scheduled classes offered Monday through Friday. Saturday School at ICPS is required for any student in grades 3 through high school who is performing at basic or below-proficiency according to teacher-created Comprehensive Exams (COMPS). The Saturday School model at I CAN SCHOOLS works and has been a tremendous boost to student performance. Test scores are increased by 40-50% after a student participates in the program. See **Attachment XIV-Saturday School Program** for specifics.

- Describe how the school's educational program will serve students that are academically advanced. How will the school continue to grow advanced students, while at the same time, working with students that are below grade level?

Above Grade Level Students
The curricular plan devotes time to students who are above grade level. Several times throughout the day, these students will be engaged in work that will support their already accelerated skill set. Most often, teachers will use flexible grouping to differentiate and individualize the learning. Students will be engaged in project-based learning, sometimes self-selected and other times uniquely designed by the teacher to keep our above-grade level learners on the pathway of advanced studies. When applicable, these students will be referred to the Gifted and Talented program implemented at the school. A portfolio will be used to collect work samples.

Gifted and Talented Students. Gifted education begins in Kindergarten at ICPS. Additionally, students who achieve in the 90th percentile or above on any of the assessments including the Stanford 10 (SAT 10) and/or on the total composite score are eligible for gifted education. ICPS uses a variety of techniques and strategies to support and enhance the gifted and talented student including, but not limited to, independent studies, project-based learning, on and off-site learning, experiential learning, and self-created projects. See **Attachment XIV-Gifted and Talented Program**.

ICPS will serve below-grade and above-grade levels simultaneously through our curriculum program and will assist all students regardless of where they are in their academic achievement. Through the differentiated learning activities of our research-based curriculum, students receive a customized program suited to their unique academic needs. Additionally, supplemental programs such as Saturday School for below-grade students and the Gifted and Talented Program for above-grade offer additional supports.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

- Indicate the number of students that will be enrolled each year in each grade level. Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures.

The proposed school schedule includes opening one Kindergarten through Fifth grade school in the fall of 2015. In fall of 2016, grades 6 through 8 will be added to the Kindergarten through Fifth grade school. Additionally, two new Kindergarten through Eighth grade schools will open. In the fall of 2017, a fourth new Kindergarten through Eighth grade school will open. During the same school year, a new high school will open. Each school will be located in Indianapolis. The final locations of the schools in 2017 and beyond will be based upon enrollment and waiting lists in the current schools as well as demand in new neighborhoods. The intent is to open schools in low-income communities in Indianapolis. The goal of ICPS campuses is to maintain an annual per class size of 30 to achieve a first year enrollment of 180 students for the Kindergarten through Fifth grade school, and an enrollment of 270 students for the Kindergarten through Eighth grade schools. The schools will prepare for a maximum enrollment of 360 students in the elementary schools and 480 students in the high school by the fall of 2021. Table 2: Proposed Grade Levels & Total Student Enrollment below provides a rubric of the anticipated enrollment schedule.

Table 2. Proposed Grade Levels & Total Student Enrollment

Indiana College Preparatory Schools	School Year	Grade Levels	Maximum Student Enrollment
First Year	2015-2016		
Indiana College Preparatory School 1		K-5	180
Second Year	2016-2017		
Indiana College Preparatory School 1		K-8	270
Indiana College Preparatory School 2		K-8	270
Indiana College Preparatory School 3		K-8	270
Third Year	2017-2018		
Indiana College Preparatory School 1		K-8	300
Indiana College Preparatory School 2		K-8	300
Indiana College Preparatory School 3		K-8	300
Indiana College Preparatory School 4		K-8	270
Indiana College Preparatory High School 1		9	90
Fourth Year	2018-2019		
Indiana College Preparatory School 1		K-8	330
Indiana College Preparatory School 2		K-8	330
Indiana College Preparatory School 3		K-8	330
Indiana College Preparatory School 4		K-8	300
Indiana College Preparatory High School 1		9-10	210
Fifth Year	2019-2020		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	330
Indiana College Preparatory High School 1		9-11	330
Sixth Year	2020-2021		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	360
Indiana College Preparatory High School 1		9-12	450
Seventh Year	2021-2022		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	360
Indiana College Preparatory High School 1		9-12	480
Maximum	2022-2023		
Indiana College Preparatory School 1		K-8	360
Indiana College Preparatory School 2		K-8	360
Indiana College Preparatory School 3		K-8	360
Indiana College Preparatory School 4		K-8	360
Indiana College Preparatory High School 1		9-12	480

Demand for High Performing Schools

Families who are seeking an educational alternative where excellence is displayed in the curriculum, staff, and culture will enroll their students in Indiana College Preparatory School (ICPS). Due to the low academic performance of the Indiana Public Schools (IPS) district, high performing quality schools is needed in Indianapolis. The goal is to enroll at least 85% of the students who reside within the IPS district. As mentioned earlier, IPS serves 30,813 students with a population that consist of 78.8% minorities. The enrollment figures have declined significantly since the 2005-2006 school year when the district served over 38,000 students. Families are seeking other alternatives. As of the 2012-2013 school year, IPS' four-year graduation rate was 68.2% and the district received an "F" letter grade on the state report card; the same grade as in the past three years. Additionally, only 20.5% of the students achieved College & Career Readiness status, signifying the need for schools such as ICPS that will prepare students to attend and graduate from a four-year college.

ICPS is considering opening high performing schools in the near east side - East Washington Street neighborhood as well as the south side, and north side of Indianapolis. These neighborhoods have a great demand for alternatives that will offer an exceptional educational experience. The following data is presented from the seminal study conducted by the IFF group entitled, "The Shared Challenge of Quality Schools: A Place-based Analysis of School Performance in Indianapolis."[iv] This study provides data about neighborhoods, children and access to high performing schools.

According to the 2012 IFF study, in order to provide every child with access to a high performing school, Indianapolis needed 78,000 seats. Eleven neighborhoods designated as Priority Areas are located within the Indianapolis Public Schools district. These neighborhoods are in need 44,081 of these high performing seats. Within the neighborhoods to be served by Indiana College Preparatory Schools (east, south, and north Indianapolis) include Area 25 or zip code 46218 (2,085 K-8 seats needed), Area 27 or zip code 46201 (2,611 K-8 seats needed), and Area 30, which includes zip codes 46203 and 46227 (2,065 K-8 seats needed). There is a demand for 6,671 grades K-8 high performing seats in these zip codes. According to the study, charter schools in Marion County had the second highest percent of high performing schools (behind independent schools) at 48%. ICPS can significantly contribute to a high quality educational landscape that is in demand in Indianapolis by opening multiple campuses over the span of five years.

Area 25, or zip code 46218, is facing challenges not only from poor educational alternatives for its families, but rampant crime and extreme poverty. In a news segment from WRTV-ABC News Channel 6 in Indianapolis, which aired March 26, 2014, the caption stated "ZIP code 46218: Most violent, challenged area in city."[v] According to the segment, based upon statistics, zip code 46218 on the city's northeast side "is the most dangerous place to live in Indianapolis, if not the entire state of Indiana."[vi] Within this zip code, which is populated with 31,000 residents within 9.4 square miles, the homicide rate led the city and accounted for 15 percent of all homicides in Indianapolis. In 2013, the area led the city in non-fatal shootings. The zip code suffers from an unemployment rate of 22 percent, which is more than three times the state of Indiana's unemployment rate.[vii] One in three residents lives below the federal poverty rate. These families are deserving of an ICPS campus that would assure academic excellence enveloped in an environment that is assured to be safe and secure.

The current Indiana Public Schools choices that are available in these neighborhoods are not providing students with the skills for acceptance into a four-year college or university. According to the IFF study, in Area 25, 63% of the schools were underperforming, in Area 27, the statistic rises to 86% and in Area 30, 61% of the schools are underperforming. Additionally, in recent weeks, a charter school in Indianapolis has closed, which led parents to scramble for high performing choices. The rubric in Table 3: ICPS Competition consists of a few of the schools available to parents in the neighborhoods where ICPS is seeking to be located.

Table 3. ICPS Competition

Location/School	District	School Accountability Score /Status
Southside		
James A. Garfield 307 Lincoln St Indianapolis, IN 46225-1819	Indianapolis Public Schools District	D grade-school accountability 85% African American 86% Free/reduced lunch
Frederick Douglass 2020 Dawson St Indianapolis, IN 46203-0000	Indianapolis Public Schools District, PK-8	C grade-school accountability 58% Hispanic/African American 85% Free/reduced lunch
Paul Miller 2251 S Sloan Ave Indianapolis, IN 46203-4849	Indianapolis Public Schools District, PK-6	C grade-school accountability 42%African American 88% Free/reduced lunch
Eastside		
Paramount School of Excellence 3020 Nowland Ave Indianapolis, IN 46201-0000	Charter School	D grade-school accountability 85% African American 86% Free/reduced lunch
Washington Irving 1250 E Market St Indianapolis, IN 46202-3714	Indianapolis Public Schools District, PK-6	F grade-school accountability 54% African American 82% Free/reduced lunch
Ralph Waldo Emerson 321 N Linwood Ave Indianapolis, IN 46201-3641	Indianapolis Public Schools District, PK-6	F grade-school accountability 60% African American/Hispanic 89% Free/reduced lunch
Northside		
Flanner House Elementary School CLOSED	Charter School	After an investigation by the Mayor's Office of Education Innovation found teachers were changing answers on ISTEP exams, the board of directors decided to close the school.
Arlington Woods 5801 E 30th St Indianapolis, IN 46218-3315	Indianapolis Public Schools District, PK-6	C grade-school accountability 85% African American 86% Free lunch
James Russell Lowe 3426 Roosevelt Ave Indianapolis, IN 46218-0000	Indianapolis Public Schools District, PK-6	F grade-school accountability 93% African American and Hispanic 90+% Free lunch
Joyce Kilmer 3421 N Keystone Ave Indianapolis, IN 46218-1133	Indianapolis Public Schools District, KG-6	F grade-school accountability. 94% African American 81% Free lunch

- A survey of families living in your proposed neighborhood is strongly encouraged. If a survey is conducted to assess the demand for the school, include copies of surveys, response rates, and outcomes of the surveys.

Indiana College Preparatory School is in the process of constructing a survey to be disseminated to parents in the targeted school neighborhoods.

- Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community as you seek to attract students to your school.

Attracting an adequate number of students to enroll in ICPS is at the center of the recruitment efforts. Students and families are recruited through a variety of strategies. The marketing plan will serve to introduce ICPS to Indianapolis as well as attract families to enroll their students. The strategy will include a campaign to enroll students that incorporates radio spots, open houses, and meetings with pastors and local community leaders. The marketing plan also includes newsletters, newspaper press releases, advertisements, a 24-hour hotline, website, email, voice mail, flyers, direct mail, and door-to-door visits.

Informational sessions, open houses, parent orientations, and other functions will be scheduled that give the community the opportunity to learn about ICPS. Open houses will serve to inform stakeholders about the educational model of ICPS and the track record of the Founding Team. Founding Team members will attend neighborhood meetings to assess the interest level of parents. A petition will be created and distributed to parents throughout the neighborhood who have an interest in enrolling their child(ren) into ICPS.

The student recruitment campaign will begin in December 2014. As part of our campaign, ICPS will utilize the names and addresses of all Kindergarten through 7th graders from the target school district, and neighboring "first ring" districts. The direct mail campaign to families and community stakeholders will include distributing more than 100,000 mail pieces via direct mail, door-to-door, barbershops, churches, Head Start facilities, day care centers, and community centers. Specifically, ICPS will work with the community development corporations in targeted communities, including Concord Neighborhood Center and Englewood Community Development Corporation to assist with recruitment strategies. This kind of "grassroots" campaign was effective when enrolling students from hard-to-reach communities in Ohio.

A Director of Admissions will be hired to attract and enroll students to ICPS. The Director of Admissions will articulate and implement the student recruitment and admissions program with a focus in the communities that represent the target population. See **Attachment XV-ICPS Promotions Schedule** for the specific details of the campaign.

- Explain exactly what the school's enrollment process will be, including how the school will allocate seats if demand exceeds capacity.

Open enrollment and admission policies include: 1) attending a parent orientation, 2) the application process, and 3) notification of status. These three steps encompass the enrollment policy for Indiana College Preparatory School (ICPS).

At ICPS, no student progresses to the next grade level until he/she has met the benchmark criteria for the preceding grade level. These criteria include both standardized achievement tests and mastery of state standards. For new applicants, it is essential to place the student in the appropriate grade. For this purpose, ICPS will use the same assessments we ordinarily use to make a determination of the student's level of learning. During this process of allocating spaces, if there is ever a point at which the number of new student applicants exceeds the number of available spaces, the selection is made by the use of a random lottery.

Lottery Process
A lottery will be held in the event the number of applicants exceeds the capacity of the school's available space. Each completed application will be assigned a number in consecutive order as received. In the event that more than one child from a single family has applied, one lottery number will be assigned to each child. If that number is offered admission, all siblings will be offered admission, if space is available. On the date of the lottery, a board member or designated official will supply a list of the application numbers chosen in random sequence through a designated lottery process agreed upon by school officials in compliance with community school standards.

Once the full capacity of students has been admitted according to the above procedures, the remaining applications will be assigned a place on the waiting list in the random order already generated. If an admitted student fails to enroll, that vacated slot will be offered to the next student at the appropriate level on the waiting list.

The Board of Directors and the Principal shall oversee the lottery process. The lottery procedure shall be implemented in compliance with all applicable Indiana laws. A copy of the Enrollment form for Ohio I CAN SCHOOLS campuses is listed in **Attachment XVI-Enrollment**. This form will be adapted to adhere to state of Indiana laws.

B. Governance and Management

- Describe the organizational structure of the proposed school.

The ICPS Board of Directors will hold the charter and will be ultimately responsible for the governance of the school. I CAN SCHOOLS as the educational service provider and the school leader (Principal) report to the Board. The Principal is responsible for the overall administration of the school and I CAN SCHOOLS provides all of the operational expertise as detailed in the management agreement in **Attachment-ESP6-I CAN SCHOOLS/ICPS Management Agreement** of the Educational Services Provider document. The structure includes listing the Principal as the school leader with Deans that are accountable to the Principal and teachers as well as Intervention Specialists that are accountable to the Deans.

- If the board is contracting with an educational service provider, please include answers to the questions in the Educational Service Provider questionnaire in Appendix 2.

Answers to the Educational Services Provider questionnaire are attached.

- Include copies of the following organizational documents

See **Attachment XVII-ICPS/ICS Organizational Chart**. The Articles of Incorporation and By-laws are attached to the proposal.

- Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for said status.

Indiana College Preparatory School (ICPS) is established as an Indiana non-profit corporation. The corporation is filed with the State of Indiana. Upon approval of the charter, as may be required, ICPS will proceed with 501c3 application process to obtain federal nonprofit status through the Internal Revenue Service (IRS).

- Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel. If the school leader is not yet selected, describe in detail the criteria for the selection of a high-quality leader.

School Leaders and Staff
Dedicated and highly qualified teachers and exceptional school leaders are integral to the success of Indiana College Preparatory School (ICPS). The building level leaders will include the Principal, Dean of Curriculum and Instruction, Dean of Student Life and Management (DSLM), and Director of Operations. Teachers include classroom teachers, Intervention Specialist, and Specials Teacher. Brief descriptions are listed below. Detail job descriptions can be found in **Attachment XIII-Staff Roles and Responsibilities.**

Innovation! Principal. The Principal position will be responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of ICPS. Joining the ICPS team will be LaTonya Hester as the Principal. LaTonya will serve as a community liaison and the educational leader and chief administrator of ICPS. She holds a Master's degree in Education Administration from the Northern Illinois University and a Bachelor's degree in Mathematics from the Chicago State University. LaTonya has an in-depth knowledge of administration in urban education environments. She served for six years as Principal of Austin Polytechnical Academy and Bowen Global Visions Academy in Chicago. LaTonya utilized online courses and blended learning strategies to create programs that allowed students to become on-track to graduate. As an Assistant Principal at Fenger Achievement Academy, she planned and implemented the SES AIM High Program. Her practitioner experience includes serving as the Math Department Chair and math teacher at Chicago Vocational Career Academy. LaTonya has also taught in higher education as a Math teacher at Truman Middle College in Chicago.

LaTonya was recruited from the I CAN Principal Fellow Program. The 12-month paid Principal Fellowship Program provides intensive training that includes participating in the Building Excellent Schools' (BES) Leaders for Emerging Networks of Schools (LENS) summer training program. Additionally, all Fellows attend leadership classes at the Harvard Graduate School of Education at Harvard University. LaTonya will be accountable to ICS and the Governing Board. See **Attachment XVIII-Principal Fellow Program** for details.

Dean of Curriculum and Instruction (DCI). The DCI is responsible for overseeing the school curriculum and supporting the goals and objectives of the school's academic programs and

assessments. The DCI will work to ensure that staff and students are supported through sound, data driven decision-making and observation of classroom instruction.

Dean of Student Life and Management (DSLM). This position is responsible for overseeing the school culture and supporting the goals and objectives of the school. This role ensures that scholars are prepared, socially and academically, for a college preparatory environment. In essence, the DSLM establishes a school culture that is centered on core values that ultimately shows deep care for each student and staff member, and holds each student and staff member to the highest level of accountability.

Director of Operations. This role oversees all processes pertaining to the operations of ICPS including procurement of supplies, foodservice, facility maintenance, student records, and enrollment data. Responsibilities include site level budget monitoring and management, accounts payable and payroll and the position is supported by various additional services provided through I CAN SCHOOLS' leadership and support staff including the Executive Director of School Accountability and CFO.

Teachers. A teacher is the single most important factor in shaping a student's academic life in Kindergarten through Eighth grade. ICPS teachers possess a philosophy that 100% of our students will attend and graduate from a four-year college and/or university. Teachers also need to care about the lives of their students outside of the classroom and build healthy personal relationships with their students. ICPS will be successful due to a "does whatever it takes" attitude and assurance from teachers. On average teachers work at least 50 hours per week during the school year, and they are available after hours and on Saturdays to provide tutoring support. Teachers and leaders receive an extraordinary amount of support from the network including in-depth training and professional development. As a result of the many benefits offered to them, the current average retention rate of staff across I CAN SCHOOLS campuses is 87%. Teach for America instructors will be utilized to assist in pushing student achievement. Each teacher selected has passed through an extensive hiring process.

Special Educator Tutor provides specialized instruction for students with special needs, which will enable them to benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides and other accommodations.

Intervention Specialist develops the Individualized Education Program form and discusses with teachers and building leaders any student who may need additional accommodations. To support students who are "at-risk" and demonstrate behavior issues, Interventional Specialists will be available to support students at ICPS.

Specials Teachers possess certification or expertise in specialized fields such as art, dance, music, foreign language, etc.

- Describe the process by which the governing board will develop policies and make decisions. Briefly detail your development plans for board members.

Developing Policies and Decisions
The rigorous assessments utilized by ICPS will ensure success and graduation from a college

preparatory high school and ultimately acceptance to a four-year college or university for students. The Board will provide oversight to assure ICPS is utilizing data-driven assessment to measure student academic progress and achievement. This progress will be analyzed regularly allowing teachers, leaders and management to report to the Board on student progress as well as providing the critical ability to respond in real-time with an analysis and plan.

The ICPS Performance and Accountability Plan offer guidelines and measurable outcomes in areas of achievement, growth, and comparative and school specific goals. School leaders and management will regularly use the ICPS Performance and Accountability Plan and assessment data to report to the Board on student performance.

Additionally, the Board must assure financial sustainability and ongoing operational compliance. The ICPS Principal will be responsible for the school's daily operations, the Board will receive regular reports from on the academic performance of the students and the overall performance of ICPS. There will be collaborative discussions as well as required financial reporting and operational updates at Board meetings.

Additionally, ICPS will maintain legal representation to advise the Board on policies and any legal issues. The founding team is currently interviewing attorneys to secure independent representation.

ICPS may also utilize Board on Track. The Board on Track system provides for training, resources, board and school leader assessments and goal setting and monitoring tools. Through Board on Track, ICPS has access to multiple tools. The system provides for document distribution and electronic document retention. Agendas, minutes, polices and resolutions may be accessed by ICPS Board members from the convenience of their independent locations 24 hours a day 7 days a week. This organized and immediate access to ICPS goals and reporting allows for close monitoring of academic and financial performance, which positions the Board to make timely course corrections.

Board Development Plans

ICPS will maintain a five to seven (5-7) member board and will use professional and personal networks to identify, cultivate, and recruit diverse Board members that have valuable expertise and believe in the mission of ICPS. Additional Board members will be selected from a spectrum of fields, including non-profit, operations, human resource, law, business, education, philanthropy, and finance. Additionally, a local parental and community perspective is always welcomed.

ICPS has proposed the initial Governing Board members as stated herein and will utilize various networks to recruit up to one - two (1-2) more members. ICPS is currently working with various community organizations to help identify candidates. The remaining positions will be selected taking into consideration the skills and talents currently on the Board.

In the recruitment stage, a prospective Board member candidate will receive an overview of ICPS and the charter contract as well as financial and academic performance information on the school. The candidate will receive a Statement of Expectations, a Code of Ethics/Conflict of Interest Policy, a board meeting schedule and informational references to help them determine

if they can make the required commitment. Next, the potential Board member will complete an application and provide a resume or bio for consideration.

The Board Orientation Process is an essential tool used to ensure continuous and consistent Board performance. The Board's intent is to ensure materials, training, and information is provided to new members to encourage knowledgeable and active participation from day one of membership throughout each Board member's full term. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of ICPS, and learn Board procedures. See **Attachment XIX-Board Orientation Process** for complete details.

New Board members will receive an electronic Board Binder, which includes the following information: 1) member contact information, 2) adopted Governance Policies, 3) Indiana Open Door Law, 4) the ICPS sponsor contract, 5) training and meeting schedules, 6) school handbook, calendar, and promotional materials, 7) school budget, 8) training/schedule information, 9) Board Member Annual Commitment Statement, and 10) Board Member Code of Ethics/Conflict of Interest Policy. Ongoing professional governance training may be provided from the Building Excellent Schools (BES) Connect to Excellence program, and the High Bar/Board on Track services.

- Provide a summary of the roles and responsibilities of the board in relation to the school's leader(s), and educational service provider, if applicable. Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. Explain the process for selecting staff.

The Board of Directors of ICPS understands its critical role and responsibility in ensuring the success of Indiana College Preparatory School (ICPS). The ICPS Board of Directors will enter into a management agreement with a highly successful charter management organization, I CAN SCHOOLS (ICS), to provide the resources needed to open and sustain a high performing school. The roles and the distribution of responsibilities will be delineated in the management agreement by and between ICPS and ICS. Additionally, the ICPS Organizational Chart is included in this document.

The Board of Directors holds the charter for ICPS and is the ultimate decision making authority. The Board ensures the organization stays true to its mission and vision and is responsible for ensuring the overall fiscal health of the organization and compliance with rule and law. The ICPS Board takes its governance responsibility seriously; and therefore, is contracting with ICS, an experienced charter management organization with proven success. As stated in the attached management agreement, ICS is to provide the educational program as well as the staffing and operational expertise to ensure the school is successful in providing the ICS educational model and executing the daily operations of ICPS. ICS will employ exceptional school leaders and capable and dedicated teachers and staff which is integral to the success of ICPS.

Additionally, ICS will provide the administrative services for ICPS. These services include, but are not limited, to the following: 1) talent acquisition, 2) human resources administration, 3) facility acquisition, management, and maintenance, 4) financial management, 5) Board Governance, 6) Curriculum, Instructional Design, and Educational Philosophy Agreement, 7) Marketing and Community Outreach, 8) Food Service Management, and 9) payroll and benefits.

The full list of eighteen services is provided in the management agreement. ICPS will be governed by the Board. ICPS leaders will report directly to the Board and will be accountable for providing timely and accurate information to the Board on a continuous basis.

- Attach leadership information (resumes and memoranda) for members of the Board of Directors.

Establishing and maintaining a healthy and engaged Board of Directors is vital to the operations of Indiana College Preparatory School (ICPS). ICPS has sought local community members from various fields to include diverse backgrounds and skills as beneficial to the Board. ICPS Board members are passionate about providing students in Indianapolis with an exceptional level of education. ICPS has identified several Board members who have an interest in education and involvement in the community, and who will bring valuable expertise to ICPS and the students of Indianapolis. A brief description of their qualifications is listed below. The complete Leadership document is attached to the proposal.

Nicole McDonald
Dr. Nicole McDonald serves as Strategy Officer for the Lumina Foundation in Indianapolis, IN. The Lumina Foundation is the nation's largest private foundation focused solely on increasing Americans' success in higher education. The Foundation is committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Nicole comes to Lumina from the Kentucky Community and Technical College System; an organization of 16 community and technical colleges, with 68 campuses, serving more than 100,000 students. As the System Director for Transfer and Retention, she provided system-wide leadership for the development of policies and strategies related to promoting students' college access, transfer, and success. Nicole has significant previous experience working in higher education including serving at the Kentucky Council on Postsecondary Education, Vanderbilt and Emory Universities, and the Tennessee Higher Education Commission. She holds a Ph.D. in leadership and policy studies from Peabody College of Vanderbilt University as well as an M.Ed. in higher education administration.

Todd Hurst
Todd Hurst serves as the Director of Education and Workforce Innovation for the Center of Excellence in Leadership of Learning (CELL) in Indianapolis, IN. A part of the University of Indiana, CELL is a leading convener, catalyst and collaborator for dynamic, innovative education change in Indiana. Todd oversees CELL's Education and Workforce Innovation Network and the Indiana New Tech Network. Todd has also worked extensively with CELL's Early College High School and Project-Based Learning initiatives. He convenes statewide events on education-workforce issues and establishes regional partnerships across Indiana with the purpose of developing innovative programming to address education-workforce gaps. Todd worked in K-12 education as Director of College Advising for Herron High School in Indianapolis, IN. He earned his bachelor's degree in history, classical cultures, and ancient Greek from Ball State University and holds a teaching license in Latin. He earned a Master of Education Degree in Curriculum and Instruction from the University of Indianapolis. Currently, Todd is pursuing a Ph.D. in Education Sciences with a Specialization in School Technology Leadership at the University of Kentucky.

Joseph Hankins
Joseph Hankins is an attorney in private at Hankins Law, LLC in Indianapolis. He provides tailored solutions to resolve the legal issues of clients and specializes in estate planning, family law, and corporate law. Prior to opening his practice, Tom worked in Washington D.C. for New & Lowinger, a litigation-focuses law firm where he handled complex proceedings, including interpretation of complicated business and estate planning documents as well as child custody cases. Joseph received his J.D. degree in Law from George Mason University.

Margie Lawyer-Smith
Margie Lawyer-Smith has been an attorney for over 19 years and has been a Special Deputy Attorney General for the State of Indiana for the past 5 years. She served as an Adjunct Professor of Legal Writing at the Robert H. McKinney School of Law in Indianapolis for several years. Prior to that, she served as a judicial clerk and senior judicial clerk for the Honorable Michael Barnes and the Honorable John Sharpnack of the Court of Appeals of Indiana and was in private practice as an associate with Stewart & Irwin, P.C. Margie is a Court Appointed Special Advocate volunteer in Johnson County and sits on the Board of Directors of the Concord Neighborhood Center. She is a cum laude graduate of DePauw University and Valparaiso University School of Law.

Bernadine Tooley
Bernadine Tooley was a Social Worker with the Indianapolis Public Schools for 34 years. Ms. Tooley worked for the State Child Welfare Department in Louisiana, as a caseworker prior to her coming to Indiana. She received her Masters of Social Work from Lilly of the Lake University. In 1994, Mrs. Tooley received the State School Social Worker of the year. She has been a Girl Scout leader and a coach for the Catholic Youth Organization for softball and kickball. Ms. Toolely has served as a Concord Neighborhood Center board member for 20 years, and has chaired the program committee and has served several terms as a member on the executive committee.

Lonnie Tate
Lonnie Tate is Director of Sales and Business Development Officer for PNC Bank. He is responsible for institutional sales in his designated region. He works with a team of seasoned investment professionals utilizing sophisticated market strategies and top quality research with a concentration in investment management, defined contribution/benefit, liquidity management and custody services for corporations, non-profits, and municipals. Prior to joining the firm in 2009, Lonnie was a relationship manager for HSBC Bank North America in New York where he was positioned to acquire, advise, and retain a portfolio of ultra-high net worth clients. Lonnie holds a B.S. from Indiana University with a focus in brand marketing and management.

- Attach leadership information for your school's leader(s) and any other staff that have been identified; if not yet identified, explain the process that will be used to find a high-quality leader(s) and staff. See Appendix 1 for more information.

To attract passionate and highly qualified teachers and leaders, Indiana College Preparatory School (ICPS) may contract with a public relations firm to create brand awareness of the ICPS name in Indianapolis. A marketing campaign will introduce ICPS to the communities to help

attract talent to the positions. Recruitment efforts will focus on hiring passionate local teachers as well as instructors from outside of the area who can provide different, fresh, and innovative ideas. The recruitment campaign will begin in November 2014. LaTonya Hester will lead ICPS as the Principal. Her resume is attached in Appendix 2-Leadership Information. LaTonya brings significant Principal experience to ICPS. Additionally, as previously indicated, LaTonya was recruited from the I CAN SCHOOLS Principal Fellow Program.

To recruit the best teachers, seasoned Teacher Recruiters (TR) will be hired. The TR will deploy several methods to recruit teachers including job postings, referrals from minority social, community and professional organizations, minority employment agencies, and teacher career fairs. ICPS is working with the education department of local colleges/universities and Teach for America to recruit teachers. Once resumes and cover letters are submitted, a three phase hiring process ensues, which is detailed in **Attachment XX-Teacher Hiring Process.**

- Information on Board members and the school's leadership will not be considered complete unless leadership information (resume, background waiver, and memorandum) as detailed in Appendix 1 is provided.

See **Appendix 2-Leadership Information** for the required leadership information documents including resumes, background waivers, and memorandums.

- If any other individuals have been integral to the development of the school, clarify their future role with the school.

It takes more than passion for education to open and sustain a high quality charter school. Many schools have failed because of a lack seasoned and knowledgeable leaders. Leaders must possess the right combination of classroom skill, leadership ability, and an understanding of quality instruction. A skilled Founding Team has been assembled that possesses all of these characteristics required to open and sustain Indiana College Preparatory School (ICPS).

Marshall Emerson III, CEO and Co-founder, I CAN SCHOOLS (ICS). Marshall will oversee the creation and administration of ICPS. He is experienced in school leadership, school administration, and urban school instruction, and completed his undergraduate studies at Xavier University (OH). Marshall became a Fellow in the Building Excellent Schools (BES) Fellowship program. Marshall completed an extended residency at Roxbury Preparatory Charter School as well as studied the operations of over fifty of the highest performing charter schools in the country. He has 14 years of charter school experience including serving as the following: 1) Co-founder of I CAN SCHOOLS (ICS), 2) Co-founder and Head of School, award-winning Entrepreneurship Preparatory charter school in Cleveland, OH, 3) Co-founder, Village Preparatory School charter school, Cleveland, OH, and 4) Founding Administrator at the W.E.B. Dubois Academy, Cincinnati, OH.

Jason Stragand, Co-founder and Chief Academic Officer, ICS. Jason will develop and oversee the Curriculum and Instruction methodologies for ICPS. Jason is experienced in school leadership, curriculum and assessment development, teacher and leader professional development, instruction, and literacy coaching. He has 16 years of public school experience including serving as the following: 1) Co-founder and Chief Academic Officer of I CAN SCHOOLS, 2) Founding Director of Curriculum and Instruction of Entrepreneurship Preparatory charter school in Cleveland, OH, 3) Co-founder, Village Preparatory School in

Cleveland, OH, 4) Director of Reading, Edison Schools, (charter school network) Honolulu, HI, and 5) Reading Coach, Pittsburgh Public Schools. Jason possesses a Masters of Arts in Elementary Education from Chatham College and a Masters of Arts in Curriculum and Instruction and K – 12 Supervision from the University of Pittsburgh.

Dave Massa, Chief Financial Officer, ICS. Dave will oversee all fiscal and financial operations. Dave is a CPA and certified School Treasurer. He has been providing financial services to schools and charter schools for over 14 years. He is a former Auditor-In-Charge for the State of Ohio. He helped one organization grow from 5 charter schools in 2001 to more than 50 schools in 2009. David consistently uses best practices to create realistic budgets that allow for contingency issues as well as growth and expansion.

Yvonne Adkins, Executive Director of Governmental Relationship and Strategic Partnerships, ICS. Yvonne is a board governance and operational expert with over 15 years of experience working with board relations, governance and compliance. Yvonne was most recently the Vice President of Sponsorship Operations for a charter school authorizer overseeing 43 schools in Ohio. She has also worked in the capacity as Corporate Secretary, Chief Compliance Officer, and Vice President of Governance for over 50 boards throughout various states over the years. She has been instrumental in enhancing communication between the boards of directors, senior management, and stakeholders and will work closely with the ICPS Board and school leadership.

Heather Stevens, Executive Director of School Accountability, ICS. Heather will directly manage, coach, support, and develop ICPS leaders to meet ambitious school performance goals, and she will oversee the instructional and operational programs for the school. Heather holds a master of education degree in Curriculum and Instruction and is a master teacher with over 15 years of teaching experience. She will stay abreast of changing laws and policies as determined by Indiana Department of Education and all state and nationally required mandates. Heather will ensure that ICPS meet performance goals and works with the Principal to set teacher professional development priorities.

Adrienne Lombard, Director of Talent Recruitment, ICS. Adrienne holds a Bachelor of Education degree and is an educational consultant and master teacher. She has charter school experience as a principal where she developed curriculum to sustain a professional and high academic learning environment. She is responsible for ensuring that ICPS attracts, develops, and retains a diverse pool of teachers and staff. This position oversees and executes all aspects of the recruitment process. Adrienne will supervise the Teacher Recruiter.

Linda Peavy, Director of Grants Administration and Proposal Development, ICS. Linda will manage and direct the grant making process to assure that ICPS has access to diverse funding streams. She will seek and develop proposals that will secure partnerships and relationships that allow for the sustainability and growth of ICPS. She has served in the area of education for eight years through her company LiPav Consulting, and non-profit management for 16 years.

C. Community Partnerships

- Provide a list of organizations that will partner with your school and the nature of those partnerships. Attachments should include letters of support from partner organizations, specifically detailing the nature of the partnerships.

See **Attachment XXI-Community Partnerships Template** for the list of organizations that ICPS seeks to serve as partners.

- Describe the steps you have already taken to develop partnerships, including the people and organizations with whom you have already met, and your plans to further develop additional community partnerships.

To successfully open Indiana College Preparatory School (ICPS), the vision of the organization must be clear and effectively communicated to all invested parties. The support of community stakeholders is critical. A marketing strategy is planned to create relationships with key stakeholders in Indianapolis. A community engagement campaign is underway to connect to organizations that share the vision of ICPS and will help us solicit parental support and attract high quality minority staff. The Founders of I CAN SCHOOLS (ICS), and the Executive Director of Governmental Relations & Strategic Partnerships (EDGR) for ICS are spearheading this campaign. Meetings with leaders at educational agencies, organizations, foundations, and companies began in November of 2013. Meetings with the NAACP, Urban League, National Black MBA Association, and educational institutions will assist us in achieving diverse staff and community partnerships that consists of a high proportion of racial/ethnic minorities.

Ongoing meetings with the following community organizations are underway: Concord Neighborhood Center, 2) East Washington Street Partnership, and 3) Englewood Community Development Corporation.

Concord Neighborhood Center (CNC). CNC is located at 1310 South Meridian Street, Indianapolis, IN 46225. CNC is the oldest and longest-running neighborhood center association in Indianapolis. The organization offers south side Indianapolis families and individuals various social services, children's programs, educational opportunities, health & fitness information, and recreational activities, as well as cooperative programs with other agencies. The Founding Team is meeting with Niki Girls, the Executive Director of the CNC and other staff to discuss opening ICPS and the exceptional educational opportunities that will be afforded to students in the community. CNC operates a Pre-K program and has shown an interest in becoming affiliated with a high performing charter school. The organization provides after school programs, childcare and various additional services.

East Washington Street Partnership (EWSP). EWSP is located at 57 N. Rural Street Indianapolis, IN 46201. EWSP is a collaborative effort to partner sustainable economic development and revitalization along one of Indianapolis's commercial and industrial corridors. EWSP is staffed by the Englewood Community Development Corporation, in partnership with Near East Area Renewal, and Southeast Neighborhood Development. EWSP seeks to transform this previously neglected corridor into a revitalized community. This corridor includes vacant building space and property that can be transformed into a charter school. The Founding Team is discussing with Joe Bowling, the Director of EWSP and other key staff, several opportunities

that may exist for a school location. Dialogues also include developing community partnerships that would support the EWSP efforts including the property acquisition.

Englewood Community Development Corporation (ECDC). ECDC is also located at 57 N. Rural St., Indianapolis IN 46201, and it is partnering with EWSP in its efforts to transform the East Washington Street corridor. Additionally, the organization, which developed out of the Englewood Christian Church, works in the areas of affordable housing, economic development and comprehensive community development on the Near Eastside of Indianapolis. ECDC focuses on strengthening the neighborhood by providing quality and affordable home ownership and rental opportunities for a wide array of valued neighbors, including special needs, ex-offender, and shelter population. The Founding Team is meeting with ECDC to discuss possible school locations and developing connections with community and neighborhood stakeholders including leaders and parents who have would a vested interest in a high performing educational alternative for students.

The Founding Team is also working to connect with a community development center on the north side and local individuals interested in collaborating to provide an excellent educational opportunity for the local students within their community. ICPS is interested in partnering with like-minded organizations that have a drive to advocate and empower their community members, their families and their children through access to quality educational programs and services. Additional discussions with potential board members and local organizations will continue to position ICPS as a school that better assists Indianapolis' underserved students.

These meetings and other outreach efforts will engage community stakeholders, solicit parental support, and pursue organizations that can offer wrap-around services. We believe the community connection is critical to the school's success in closing the achievement gap for the students of Indianapolis. Informational sessions, open houses, parent orientations, and other functions will be scheduled that give the community the opportunity to learn about ICPS. Open houses will serve to inform stakeholders about the educational model of ICPS and the track record of the Founding Team. Founding Team members will attend neighborhood meetings to assess the interest level of parents. A petition/survey will be created and distributed to parents throughout the neighborhood who have an interest in enrolling their child(ren) into ICPS. See **Attachment XV- Community Outreach Plan** for a schedule of events.

Vendor Partnerships
ICPS will secure independent legal counsel and accounting services to assure fiscal responsibility and compliance with rule and law. The founding team has been in contact with Seamus Boyce who is a partner at Church, Church, Hittle & Antrim, a firm with over 30 lawyers specializing in all areas relating to education and school law. ICPS has also been in contact with Beth Marsh of Bookkeeping Plus, Inc., an experienced firm in Greenfield, IN that has worked with approximately 40 charter schools over its lifetime. Representation for legal and fiscal expertise will be secured well before ICPS begins operations. The following positions and contracts will be outsourced to a variety of vendors who are available to provide the best services throughout Indianapolis.

Innovative! Gifted and Talented Specialist. This specialist will provide services to support the program for students who achieve in the 90th percentile or above on any of the assessments

and are eligible for gifted education. This contractor will be chosen from the Indianapolis community.

Behavioral and Mental Health Agency. ICPS will partner with local Indianapolis community health agencies in order to provide behavioral counseling and other resources to students who have special needs. Services will include providing speech/language, occupational therapy and school psychology resources. These agencies will also to help assess and assist students with emotional issues.

Innovative! Food Service Vendors. These vendors will provide meals that are in support of the Healthy Hunger Free Kids Act initiated by First Lady Michelle Obama and signed into law in 2010. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn. Nutrition guidelines for all foods offered by ICPS will require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards. Menu and product selection shall utilize student, parent, staff and community advisory groups whenever possible.

Psychological Services. This vendor or person will be available to discuss and provide assistance for any student (LEP, learning disability, students who are severely behind, and/or gifted) who may need additional accommodations in order to meet individual and school-wide goals.

D. Budget and Financial Matters

Due to the limited amount of guaranteed funding for charter schools, it can sometimes be a struggle for schools to allocate money towards programs and materials that directly benefit student outcomes. Through the innovative use of resources, schools may be able to locate efficiencies (through the use of staffing, technology, grants, etc.) that can better support students. In addition, use of recent legislation (PL 1321 and/or PL 1063) can offer partnerships with the school district for facilities, transportation, etc.

- Provide the school's estimated costs and revenues from the school's pre-operational startup phase through the fifth year of operation, including assumptions behind revenue and expenditure projections.
- A sample five-year budget template is included in this packet in Appendix 2.22
- Budget assumptions should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Provide assumptions for both revenue and expenditures. Provide detail for each line anticipated expense or revenue, explaining the basis for your assumption.
- Include details regarding your technology budget.

<u>Prospectuses submitted without detailed budget assumptions will be rejected.</u>

- In addition, provide a cash flow analysis for the first fiscal year of operation. (Note that all budget analyses should assume a July 1 – June 30 fiscal year.) Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per pupil.

- In the budget, you should only include those grants or in-kind donations which have already been firmly committed.
- A letter of commitment from funders must be included in the attachments for any fundraising revenue.

E. Facility

- If a facility has not been selected, indicate any existing possibilities and the process that will be used to find a suitable facility.

Indiana College Preparatory School (ICPS) is seeking facilities on the east, north, and south side of Indianapolis. ICPS has been working with CB Richard Ellis's Gordon Hendry to view and tour currently available sites throughout the city. The founding team has also met with IFF of Indianapolis to determine if a facility financing relationship would be beneficial going forward for one or multiple sites throughout the city. ICPS is also working with community associations and development corporations including Concord Neighborhood Center, East Washington Street Partnership, Englewood Community Development Corporation, and the Archdiocese of Indianapolis to assist in the efforts of finding suitable locations.

- Explanation of how this particular school is innovative in its governance and management structures.

Innovative! The Board of Indiana College Preparatory School (ICPS) is contracting with a successful and proven non-profit charter management organization, I CAN SCHOOLS (ICS), to provide the educational plan, operational, administrative, and financial resources. These services include providing a facility that meets high ICPS quality standards. ICS has a long-term relationship with Industrial Realty Group (IRG). IRG is a nationwide real estate development and investment firm specializing in the acquisition, development and management of commercial and industrial real estate throughout the United States. IRG operates a portfolio containing over 100 properties in 26 states with over 80 million square feet of rentable space. IRG is nationally recognized at being adapt at solving some of America's most difficult real estate challenges. Additionally, IRG is assisting in the efforts to find a location for ICPS. Stu Lichter is the Founder , President, and Chairman of the Board of IRG. His letter of support for I CAN SCHOOLS is attached.

F. Transportation

- Given that intention, provide a detailed description of the transportation arrangements made for charter school students, including arrangements made for students who would not have their own means of transportation.

Innovation! Free Yellow Bus Transportation for Families
Assuring that families have an efficient and safe means of assuring their children arrive to school each day is a top priority at Indiana College Preparatory School (ICPS). Therefore, ICPS will provide yellow bus transportation at no charge to families. The safety of school children is the primary concern of the ICPS Transportation Department. To assure that the transportation efforts met the high standards of ICPS, the school will provide its own private fleet of buses to transport students.

The department will hire trained drivers who are committed to providing children with reliable and safe transportation services. As a high performing charter school, it is the duty of the ICPS to create and maintain not only a healthy learning environment, but also a safe atmosphere on each school bus for students and adults. In order to maintain such a culture, it is vital that school and transportation policies are followed and enforced both at school and in transit to and from school. Scholars are expected to display excellent behavior and show the utmost respect and follow the directions of all bus drivers. Each of the ICPS managed buses will have a bus monitor. Bus monitors assure that scholars exemplify exceptional behavior at all times while boarding, riding, and de-boarding the buses.

To support these goals, each family seeking transportation from ICPS will receive a Transportation Family Handbook that outlines procedures, policies for the following subjects:

- Transportation requests
- Bus behavior/Bus evacuation/Bus accidents
- Responsibilities of the bus driver and monitor
- Code of conduct, conduct expectations, disciplinary procedures
- Safety tips

All policies, practices, and procedures will adhere to the Indiana Department of Education guidelines. Each parent or guardian wishing to utilize ICPS transportation is required to sign the Transportation Family Handbook. Each staff member of the ICPS Transportation Department including all bus drivers will receive the ICS Transportation Department Personnel Policies and Procedures Manual once it is finalized. The resource offers in-depth training for each staff, and includes the following information: 1) Indiana Department of Transportation's bus policies and procedures, 2) qualifications and responsibilities for a bus driver and bus monitor, 3) traffic laws, 4) trip directives, 5) school bus operation, 6) accident/first-aid procedures, 7) evacuation, 8) student management, and 9) human resource policies.

The vision of the Transportation Department is to make the ICPS bus transportation the most reliable and safe means of transporting scholars to and from school.

Indiana College Preparatory School (ICPS) will be a part of the I CAN SCHOOLS network. The education model and structure is based upon proven research and high performing schools. Families who want an exceptional education for their student(s) where graduation from college and access to opportunity is the goal will choose ICPS.

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[i] University of Chicago. UChicago Impact: Tools for Reliably Excellent Schooling: 5Essential. https://uchicagoimpact.org/5essentials (accessed July 8, 2014)
[ii] Ibid
[iii] http://www.ed.gov/news/speeches/rethinking-school-discipline (accessed July 8, 2014)
[iv] IFF.com/Research/ website. The Shared Challenge of Quality Schools: A Place-based Analysis of School Performance in Indianapolis. http://www.iff.org/quality-schools (accessed July 7, 2014)
[v] Jack Rinhart, ABC News. Zip Code 26218: Most Violent Challenge Area in City. http://www.theindychannel.com/news/local-news/zip-code-46218-most-violent-challenged-area-in-city Zip code 46218 most dangerous. (accessed July 7, 2014)
[vi] Ibid
[vii] Ibid

Attachment I-School Specific Goals

Summary Sheet: School-Specific Goals and Assessments

On this sheet, summarize the performance goals and assessments that are detailed on the templates.

School Name: Indiana College Preparatory School

At Indiana College Preparatory School (ICPS), student, teachers, and parents all work together to fulfill the mission to prepare students for a college preparatory high school that ensures acceptance and graduation from a four year college or university. All parties must be engaged and utilize the I CAN model of education fully. Parents are partners at ICPS and the performance goals reflect the importance that they must be satisfied with the level of education afforded their students. Committed and dedicated teachers are at the center of the ICPS education model. Teachers must believe that they are being provided the necessary resources to maximum impact. Their work directly affects whether or not the mission is being fulfilled. In order for the mission to be realized, students must excel in areas where math and reading assessments are provided continuously throughout their ICPS education. Below is a summary of the four school-specific performance goals and their 3rd year and 6th assessment measurements that require the full engagement of students, parents, and teachers.

Performance Goal 1
Grades 3-8 students will demonstrate proficiency of skills and content knowledge in reading and mathematics. The goal will be measured using the Indiana Statewide Testing for Educational Progress-Plus (ISTEP Plus). The ISTEP-Plus measures student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education. The test will identify which students require additional supports to bring them up to math proficiency. Performing at or above grade level allows students to progress to the next grade and move one step further to entering and graduating from a quality high school and pursuing college.
3rd-Year Target: *Exceeds standard:* 86% or more of students in grades 3-8 will perform at proficient or higher on the Math ISTEP-Plus
6th-Year Target: *Exceeds standard:* 96% or more of students in grades 3-8 will perform at proficient or higher on the Math ISTEP-Plus

School-Specific Performance Goal 2
Grades K-8 students will demonstrate proficiency of skills and content knowledge in writing. Students will perform at proficient or above using a school-specific rubric. The goal will be measured using the *6 + 1 Trait Writing Rubrics* developed by Education Northwest. Students will also collect writings in their portfolios during their entire career at ICPS. These portfolios will demonstrate the growth of student abilities in writing proficiency and penmanship over time. The grade K–2 rubric supports teachers and students as they are starting to write, creating classroom writing processes, building a common vocabulary, and establishing a vision for good writing. The grades 3–12 rubric is often used in late second or third grades and into higher grade levels. The rubrics will assist to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The rubrics and portfolios will identify which students require additional supports to bring them up to writing proficiency. Performing at or above grade level allows students to progress to the next grade and move one step further to entering and graduating from a quality high school and pursuing college.
3rd-Year Target: *Exceeds standard:* 86% or more of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
6th-Year Target: *Exceeds standard:* 96% or more of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*

School-Specific Performance Goal 3
Parents will rate Indiana College Preparatory School as providing a great quality of education for their students. Parents will rate Indiana College Preparatory School at a "B" level (out of an "A" to "F" scale)

in terms of quality of education. A parent satisfaction survey will be created and sent to each parent to complete. Parents are considered partners at Indiana College Preparatory School. Parental feedback is taken very seriously and offers ICPS an avenue for improving the academic program and social activities that develop a well-rounded student. ICPS desires to create an environment where students will want to attend and excel. Parental involvement is key to these efforts. Parental participation is crucial to providing a school that is a conduit to college for scholars, which leads to the fulfillment of the mission statement. The survey will be developed in conjunction with a professional consultant. The test will be administered online as well as in paper form and a professional survey company will tabulate the results.
3rd-Year Target: *Exceeds standard:* 86% or more of parents will rate ICPS at least a "B" level in terms of quality of education.
6th-Year Target: *Exceeds standard:* 96% or more of parents will rate ICPS at least a "B" level in terms of quality of education.

School-Specific Performance Goal 4
Teachers will strongly agree that ICPS is implementing the mission of the school. On an annual survey, teachers will indicate that they are satisfied with ICPS and that the school is implementing the mission statement. Teachers will be satisfied that they are contributing towards the success of students and the school mission. A teacher survey will be created and completed by each teacher. Teachers must believe that the skills they offer is making a difference in the lives of students. Teachers should be confidence that the resources and tools provided to them by ICPS create an environment where they can teach and engage students effectively. The survey will be developed in conjunction with a professional consultant. The test will be administered online as well as in paper form and a professional survey company will tabulate the results.
3rd-Year Target: *Exceeds standard:* 86% or more of teachers will agree that ICPS is implementing the mission of the school
6th-Year Target: *Exceeds standard:* 96% or more of teachers will agree that ICPS is implementing the mission of the school

General Template for School-Specific Goals

School-Specific Goal 1 for: Indiana College Preparatory School

Mission Statement: The mission of Indiana College Preparatory School is to prepare students for a college preparatory high school that ensures acceptance and graduation from a four year college or university.

Performance Goal: What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)
Grades 3-8 students will demonstrate proficiency of skills and content knowledge in reading and math.

Performance Indicators: How will we know that we have achieved this goal?
Students will perform at proficient or higher on the reading and math state standardized assessment.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?
The goal will be measured using the Indiana Statewide Testing for Educational Progress-Plus (ISTEP Plus).

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)

The ISTEP-Plus measures student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education. The test will identify which students require additional supports to bring them up to math proficiency. Performing at or above grade level allows students to progress to the next grade and move one step further to entering and graduating from a quality high school and pursuing college.

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**

Baseline Data: What is our beginning data point?

Students will to take the first ISTEP-Plus test in the Spring of 2016 to provide initial data points.

3rd-Year Target: What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)
Does not meet standard: Fewer than 70% of students in grades 3-8 will perform at proficient or higher using the reading and math ISTEP-Plus
Approaching standard: 71-84% of students in grades 3-8 will perform at proficient or higher using the reading and math ISTEP-Plus
Meets standard: 85% of students in grades 3-8 will perform at proficient or higher using the reading and math ISTEP-Plus
Exceeds standard: 86% or more of students in grades 3-8 will perform at proficient or higher using the reading and math ISTEP-Plus

6th-Year Target: What do we expect to achieve by the end of our sixth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)
Does not meet standard: Fewer than 80% of students in grades 3-8 will perform at proficient or higher using the reading and math ISTEP-Plus

Approaching standard: 81-94% of students in grades 3-8 will perform at proficient or higher on the reading and math ISTEP-Plus
Meets standard: 95% of students in grades 3-8 will perform at proficient or higher on the reading and math ISTEP-Plus
Exceeds standard: 96% or more of students in grades 3-8 will perform at proficient or higher on the reading and math ISTEP-Plus

School-Specific Goal 2 for: Indiana College Preparatory School

Mission Statement: The mission of Indiana College Preparatory School is to prepare students for a college preparatory high school that ensures acceptance and graduation from a four year college or university.

Performance Goal: What will our school accomplish?
Grades K-8 students will demonstrate proficiency of skills and content knowledge in writing.

Performance Indicators: How will we know that we have achieved this goal?
Students will perform at proficient or above using a school-specific rubric.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?
The goal will be measured using the *6 + 1 Trait Writing Rubrics* developed by Education Northwest. Students will also collect writings in their portfolios during their entire career at ICPS. These portfolios will demonstrate the growth of student abilities in writing proficiency and penmanship over time.

Attachments: Attachments to illustrate the performance goal and assessments.

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)
The grade K–2 rubric supports teachers and students as they are starting to write, creating classroom writing processes, building a common vocabulary, and establishing a vision for good writing. The grades 3–12 rubric is often used in late second or third grades and into higher grade levels. The rubrics will assist to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The rubrics and portfolios will identify which students require additional supports to bring them up to writing proficiency. Performing at or above grade level allows students to progress to the next grade and move one step further to entering and graduating from a quality high school and pursuing college.

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**

Baseline Data: What is our beginning data point?
Students will be tested during the fall 2015 school year to provide initial data points.

3rd-Year Target: What do we expect to achieve by the end of our third year?
Does not meet standard: Fewer than 70% of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
Approaching standard: 71-84% of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
Meets standard: 85% of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
Exceeds standard: 86% or more of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*

6th-Year Target: What do we expect to achieve by the end of our sixth year?
Does not meet standard: Fewer than 80% students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
Approaching standard: 81-94% students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
Meets standard: 95% of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*
Exceeds standard: 96% or more of students in grades K-8 will perform proficient or higher using the *6 + 1 Trait Writing Rubrics*

School-Specific Goal 3 for: Indiana College Preparatory School

Mission Statement: The mission of Indiana College Preparatory School is to prepare students for a college preparatory high school that ensures acceptance and graduation from a four-year college or university.

Performance Goal: What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)
Parents will rate Indiana College Preparatory School as providing a great quality of education for their students.

Performance Indicators: How will we know that we have achieved this goal?
Parents will rate Indiana College Preparatory School at a "B" level (out of an "A" to "F" scale) in terms of quality of education

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?
A parent satisfaction survey will be created and sent to each parent to complete.

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)
The parent-satisfaction survey will be developed by October 2014.

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)

Parents are considered partners at Indiana College Preparatory School. Parental feedback is taken very seriously and offers ICPS an avenue for improving the academic program and social activities that develop a well-rounded student. ICPS desires to create an environment where students will want to attend and excel. Parental involvement is key to these efforts. Parental participation is crucial to providing a school that is a conduit to college for scholars, which leads to the fulfillment of the mission statement.

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**

The survey will be developed in conjunction with a professional consultant. The test will be administered online as well as in paper form and a professional survey company will tabulate the results.

Baseline Data: What is our beginning data point?

Parents will receive the survey twice each school year at the end of the fall semester and spring semester. The first data point will be at the end of the fall 2015 semester.

3rd-Year Target: What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)
Does not meet standard: Fewer than 70% of parents will rate ICPS at least a "B" level in terms of quality of education.
Approaching standard: 71-84% of parents will rate ICPS at least a "B" level in terms of quality of education.
Meets standard: 85% of parents will rate ICPS at least a "B" level in terms of quality of education.
Exceeds standard: 86% or more of parents will rate ICPS at least a "B" level in terms of quality of education.

6th-Year Target: What do we expect to achieve by the end of our sixth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

Does not meet standard: Fewer than 80% of parents will rate ICPS at least a "B" level in terms of quality of education.

Approaching standard: 81-94% of parents will rate ICPS at least a "B" level in terms of quality of education.

Meets standard: 95% of parents will rate ICPS at least a "B" level in terms of quality of education.

Exceeds standard: 96% or more of parents will rate ICPS at least a "B" level in terms of quality of education.

School-Specific Goal 4 : Indiana College Preparatory School

Mission Statement: The mission of Indiana College Preparatory School is to prepare students for a college preparatory high school that ensures acceptance and graduation from a four- year college or university.

Performance Goal: What will our school accomplish?
Teachers will strongly agree that ICPS is implementing the mission of the school.

Performance Indicators: How will we know that we have achieved this goal?
On an annual survey, teachers will agree that ICPS is implementing the mission of the school. Teachers will be satisfied that they are contributing towards the success of students and the mission of the school.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?
A teacher survey will be created and completed by each teacher.

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)
The teacher survey will be developed by October 2014.

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)
Teachers must believe that the skills they offer is making a difference in the lives of students. Teachers should be confidence that the resources and tools provided to them by ICPS create an environment where they can teach and engage students effectively.

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**
The survey will be developed in conjunction with a professional consultant. The test will be administered online as well as in paper form and a professional survey company will tabulate the results.

Baseline Data: What is our beginning data point?
Teachers will receive the survey annually. The first data point will be received at the end of the spring 2016 semester.

3rd-Year Target: What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)
Does not meet standard: Fewer than 70% of teachers will agree that ICPS is implementing the mission of the school
Approaching standard: 71-84% of teachers will agree that ICPS is implementing the mission of the school
Meets standard: 85% of teachers will strongly agree that ICPS is implementing the mission of the school
Exceeds standard: 86% or more of teachers will agree that ICPS is implementing the mission of the school

6th-Year Target: What do we expect to achieve by the end of our sixth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)
Does not meet standard: Fewer than 80% of teachers will strongly agree that ICPS is implementing the mission of the school
Approaching standard: 81-94% of teachers will agree that ICPS is implementing the mission of the school
Meets standard: 95% of teachers will agree that ICPS is implementing the mission of the school
Exceeds standard: 96% or more of teachers will agree that ICPS is implementing the mission of the school

Performance and Accountability Model-Year 3 and Year 6

The academic criteria used to evaluate success at Indiana College Preparatory School (ICPS) align with State of Indiana requirements. ICPS teachers will use previously administered state tests to develop the Comprehensive Exams (COMPS) system. ICPS students are given COMPS every six weeks. ICPS will utilize the academic measurements determined by the state of Indiana Department of Education for the school.

2017 and 2020 Performance and Accountability Plan

1. Students at ICPS ***will demonstrate proficiency of skills and content knowledge in Math.***

Measure K-2

a. 85% of ICPS students will achieve proficiency (score of 80% or higher) on COMPS assessments based on power benchmarks in Math. Year 3
b. 95% of ICPS students will achieve proficiency (score of 80% or higher) on COMPS assessments based on power benchmarks in Math. Year 6
c. 85% of ICPS students will perform at or above grade level on the Math portion of the Stanford 10. Year 3
d. 95% of ICPS students will perform at or above grade level on the Math portion of the Stanford 10. Year 6

Measure 3-8

a. 85% of grades 3-8 will perform at proficient or higher on the Math state standardized assessment. Year 3
b. 95% of grades 3-8 will perform at proficient or higher on the Math state standardized assessment. Year 6
c. 85% of grades 3-4 will perform at or above grade level on the Stanford 10. Year 3
d. 95% of grades 3-4 will perform at or above grade level on the Stanford 10. Year 6
e. 85% of grades 5-8 will perform at or above grade level on the Stanford 10. Year 3
f. 95% of grades 3-4 will perform at or above grade level on the Stanford 10. Year 6

2. Students at ICPS will demonstrate proficiency of skills and content knowledge in Reading.

Measure K-2

a. 85% of Kindergarten ICPS students will achieve at minimum a level 8 on the DRA (DIBELS Reading Assessment). Year 3
b. 95% of Kindergarten ICPS students will achieve at minimum a level 8 on the DRA (DIBELS Reading Assessment). Year 6
c. 85% of First grade ICPS students will achieve at minimum a level 18 on the DRA. Year 3
d. 95% of First grade ICPS students will achieve at minimum a level 18 on the DRA. Year 6
e. 85% of grades K-2 will perform at or above grade level on the Stanford 10. Year 3
f. 95% of grades K-2 will perform at or above grade level on the Stanford 10. Year 6

Measure 3-8

a. 85% of grades 3-4 will perform at or above grade level on the Stanford 10. Year 3
b. 95% of grades 3-4 will perform at or above grade level on the Stanford 10. Year 6
c. 85% of grades 5-8 will perform at or above grade level on the Stanford 10. Year 3
d. 95% of grades 5-8 will perform at or above grade level on the Stanford 10. Year 6
e. 85% of grades 3-8 will perform at or above grade level on Reading state assessments. Year 3
f. 95% of grades 3-8 will perform at or above grade level on Reading state assessments. Year 6

Measure 1-6

a. 85% of grades 1-6 will score proficient or above on the one-minute timed DIBELS Oral Reading Fluency Assessment. Year 3
b. 95% of grades 1-6 will score proficient or above on the one-minute timed DIBELS Oral Reading Fluency Assessment. Year 6

3. Students at ICPS will demonstrate proficiency of skills and content knowledge in Social Studies.

Measure 5 and 7

a. 85% of grades 5 and 7 will perform at or above grade level on the state assessment. Year 3
b. 95% of grades 5 and 7 will perform at or above grade level on the state assessment. Year 6
c. 85% of grade 5 will achieve proficiency or above on teacher-created projects based on the history and citizenship standards using a school-wide adopted rubric. Year 3
d. 95% of grade 5 will achieve proficiency or above on teacher-created projects based on the history and citizenship standards using a school-wide adopted rubric. Year 6
e. 8th grade students will research, write and orally defend a 4-page thesis paper, which will be evaluated by a panel of at least three expert evaluators.
   -85% of students will demonstrate proficiency or higher on this project. Year 6
   -95% of students will demonstrate proficiency or higher on this project. Year 6

4. Students at ICPS will demonstrate proficiency of skills and content knowledge in Science.

Measure 4 and 6

a. 85% of 4th and 6th grade students will perform at proficient or higher on the state assessment. Year 3
b. 95% of 4th and 6th grade students will perform at proficient or higher on the state assessment. Year 6
c. 4th and 6th grade students will design, conduct, and report on an independent science experiment. Students will present their findings to a panel of at least 3 expert evaluators.
   - 85% of students will demonstrate proficiency or higher on this experiment. Year 3
   - 95% of students will demonstrate proficiency or higher on this experiment. Year 6

5. Students at ICPS will demonstrate proficiency of skills and content knowledge in Writing.

Measure K-8

a. Students will collect writings in their portfolios during their entire career at ICPS. These portfolios will demonstrate the growth of students' abilities in writing proficiency and penmanship over time.
b. These writing samples will be evaluated using the six traits of writing. Samples will include: narratives, informational reports, persuasive essays and business letters.
c. Students in grades 4th and 7th will present at least one of their writing samples in a conference setting to a panel of at least three expert evaluators.
   85% of students will demonstrate proficiency or higher in this writing conference. Year 3
   95% of students will demonstrate proficiency or higher in this writing conference. Year 6

School-Specific Goals

1) 4th and 6th grade students will design, conduct and report on an independent science experiment. Students will present their findings to a panel of at least 3 expert evaluators.
   85% of students will demonstrate mastery of grade-level science standards as measured by results assessed by a school-specific rubric. Year 3

-95% of students will demonstrate mastery of grade-level science standards as measured by results assessed by a school-specific rubric. Year 6

2) Students will collect writings in their portfolios during their entire career at ICPS. These portfolios will demonstrate the growth of student abilities in writing proficiency and penmanship over time as evaluated by a school-specific rubric that evaluates the six traits of writing.

3) Students in grades 4 and 7 will present at least one of their writing samples in a conference setting to a panel of at least three expert evaluators.
   -85% of students will demonstrate mastery of grade-level standards as evaluated by a school-specific rubric. Year 3
   -95% of students will demonstrate mastery of grade-level standards as evaluated by a school-specific rubric. Year 4

4) By the end of the first year of the charter contract, 100% of students will be able to adequately draw and label a picture (Kindergarten) and/or define in writing (Grades 1 – 8) the school character pillars and will be able to describe in writing and/or orally, instances when those pillars have been demonstrated by their classmates.

5) A panel of constituents consisting of educators and community members will agree that the mission statement and disciplinary code of the school is seen throughout the entire building. Observers will score the school using a rubric.

6) In an annual survey completed by at least 85% of families; 85% of respondents will rate the school at a "B" level (out of an "A" to "F" scale) in terms of the quality of education. Year 3
   In an annual survey completed by at least 85% of families; 95% of respondents will rate the school at a "B" level (out of an "A" to "F" scale) in terms of the quality of education. Year 6

7) 100% of families will rate the school a full grade higher than their previous school when asked to compare the overall quality of education offered at each.

8) 85% of students enrolled on October 1 of each school year will re-enroll and will be in attendance on October 1 of the following year. Year 3
   95% of students enrolled on October 1 of each school year will re-enroll and will be in attendance on October 1 of the following year. Year 6

9) Fewer than 7% of families whose children leave the school will describe the quality of the school's academic program as "poor" or will report that an unsafe environment contributed to their decision to withdraw. Year 3
   Fewer than 5% of families whose children leave the school will describe the quality of the school's academic program as "poor" or will report that an unsafe environment contributed to their decision to withdraw. Year 6

10) Teacher attendance will by 90% or better and turnover rates will be no greater than 15% throughout the duration of the charter contract. Year 3
    Teacher attendance will by 95% or better and turnover rates will be no greater than 10% throughout the duration of the charter contract. Year 6

11) When surveyed annually, 85% of teachers will agree that the Directors are implementing the mission of the school. Year 3
    When surveyed annually, 85% of teachers will agree that the Directors are implementing the mission of the school. Year 6

Attendance Goal

1) Student daily attendance will average at least 93% for the school year as measured by the school's local report card. Year 3
2) Student daily attendance will average at least 97% for the school year as measured by the school's local report card. Year 6

Diagnostic Testing Goals

1) 85% of students in each grade level will perform at or above grade level on the reading and math components of the Stanford 10. Year 3
   95% of students in each grade level will perform at or above grade level on the reading and math components of the Stanford 10. Year 6
2) By the end of each school year 85% of students in each grade K – 2 will perform at grade level on the DIBELS assessment. Year 3
   By the end of each school year 95% of students in each grade K – 2 will perform at grade level on the DIBELS assessment. Year 6
3) By the end of each school year 80% of students in grades K – 8 will perform at or above grade level in each subject area assessed by the Stanford 10. Year 3
   By the end of each school year 90% of students in grades K – 8 will perform at or above grade level in each subject area assessed by the Stanford 10. Year 4

These standards reflect our desire for students to not just compete with other students in the surrounding public school districts, but for them to compete with their peers who attend private and independent schools. Reaching the stated performance goals and objectives will allow ICPSICPS graduates to be better prepared for this competition.

Attachment II-I CAN LEAD program

I CAN LEAD program

Once Indianapolis College Preparatory School (ICPS) building leaders are selected, they participate in an eight-month training program held one day a week after school hours called I CAN LEAD. Each weekly class is five-hours of leadership training. Classes consist of case studies, guest speakers, and research reports on educational leadership, school culture, and instructional pedagogy. There are also off-site components, in which the leaders visit successful, high-performing charter schools in other cities.

In the first year after the training is completed and in subsequent years, ongoing support is provided to new leaders through regular classroom observation; verbal and written feedback; goal-setting; and professional development opportunities including off-site workshops. ICPS believes that consistent, ongoing support and mentoring must be provided over a number of years in order to develop strong building leaders.

I CAN LEAD Sample Scope and Sequence Schedule:

January
EI Book Talk
Emotional Intelligence, Perception, Communication

Effective School Leadership chapters 1-3 Book Talk
ACCE

Effective School Leadership Part I Book Talk
Culture/Rapport with students, families, staff, school

February
Effective School Leadership Book Talk
Feedback/Coaching, coaching plans, follow up and follow through

Teach Like a Champion Chapters 1-2 Book Talk
Fierce and uncomfortable conversations with families, staff and students

Teach Like a Champion Chapters 3-4 Book Talk
Fierce and Uncomfortable Conversations with Families and Staff

March
Teach Like a Champion Chapters 5-7 Book Talk
Powerwalks and Observations (New Logistics)

Teach Like a Champion Chapters 8-9 Book Talk
Staff Discipline, staff handbook, PTO's, follow up and follow through

April
Teach Like Champion Book Talk Part II
Progress reports, report card, attendance, tardies, truancy, DASL

Leverage Leadership Chapters 1-2 Book Talk
School Safety, arrival, dismissal, breakfast, lunch systems

Leverage Leadership Chapters 3-4 Book Talk
Data analysis, assessments, SAT 10, TIDE, KRAL, Diagnostics, Title I, TGRG

Leverage Leadership Chapters 5-6 Book Talk
PD's, LPDC, OTES, evaluations, SLO's

Leverage Leadership Chapter 7 Book Talk
Howard/Kenan - SARMS, family handbook/code of conduct, suspension, detentions, expulsions

May
Leverage Leadership Chapters 8-9 Book Talk
State assessments, rigor and relevance

Good to Great Chapters 1-3 Book Talk
SpEd, IAT, 504 plans

Good to Great Chapters 4-5 Book Talk
Instructional Components, Syllabi, AIMS, lesson plans

June
Good to Great Chapters 6-9 Book Talk
Saturday School, Tutoring, Retention

Teacher Training Module
Teacher Training 2013-2014

Student Culture Module

3.5 Hours

AIM: TWBAT identify important elements of student culture and plan for a positive culture within their classrooms.

Introduce Student Culture – Katherine and Howard (10 minutes):

- What is student culture?
- Have teachers come up with a word that exemplifies student culture.
- Using these words, we will lead the group to create a preliminary definition of student culture, which we will revisit at the end.

Room Icebreaker – Silindra (25 minutes)

- Explain that groups will be working together by personifying inanimate objects to form a cohesive room. They will not know what the other members' objects are during the scenario.
- Pose this question: How does individual behavior impact a group's success? What does it take to make a group successful? Think about how your object will contribute to the overall purpose of the room. Keep in mind, you are working to create a cohesive "culture" during the scenario.
- Teachers will break into groups (grade levels, intervention team, specials, high school)
- Each teacher will be handed a card with an inanimate object. Cards make up a room (example: rug, couch, lamp). That teacher must become the object during the group scenario.
- Each group member personifies the object they have been given for one minute, and works to create a cohesive room with the other members of the team.
- As the "scene" unfolds, group members attempt to guess the object each member represents.
- After one minute, groups circle up and guess what each person was.
- Give each group a ½ sheet of questions (see end of document) and have them discuss for 3 minutes.
- Then come together as a whole group and discuss key questions together. This will lead into the two-fold problem of today: How do I create a culture that is believable and authentic? And How do I get my students to buy into that culture? Sample questions:
    - What qualities were important for selling your object? (investment, 100% bought in)
    - What is needed from you in order to be the keeper of your classroom culture? (all-in mentality, drive) What will make the scholars believe and want to follow you?
    - What is a challenge you know you will face when selling the culture to your scholars? (cultural, new rules for teaching, balancing the scholar-teacher relationship)

    - You are responsible for building your classroom culture. Which object from the scenario is the most important for building a strong culture foundation?
    - Besides yourself, who is supporting you in building the culture of your classroom?
    - Why are respect, responsibility and relentlessness the most important pillars for any successful classroom culture?

Personality of your classroom – Howard (25 minutes)

- Before watching this video I want to pose two questions: What is being sold? Which makes the video memorable?
- Videos of sham wow sales pitch – original
- Take two minutes; write down what you remember from the first video, within your packets.
- Now we will watch the second video.
- Videos of sham-wow sales pitch – re-mix
- Take two minutes; write down what you remember from the second video, using the template provided within the packet.
- Questions:
    - In a module titled student culture, why are we showing you sham-wow videos?
    - Why are we showing you two different types of sham-wow videos?
    - (Do we want you to clean up messes?)

What is culture? How do? – Howard (45 minutes)

- Howard will talk about what culture is and how to build it and protect it.
- There are five parts of a student culture plan: building, maintaining, sustaining, communicating and growing.
- Teachers will divide into groups by grade level/grade band.
- Teachers will then create 2 aims for each of the 5 component of their student culture action plan.

  Ex. TWBAT build the student culture within their classroom by…

  Ex. SWBAT build the student culture within their classroom by…

Group Activity: Create your culture plan- Katherine (45 minutes)

I Do (15 minutes):

- I will model the culture plan I created in LEAD for scholars, explaining each part as I go.
- Remind teachers that they will be asked to defend their culture, so it should be strong and make a big impression on others.

We Do (30 minutes):

- In grade-level groups, the teachers will create their own culture plan using the template provided.
- Leaders will circulate to answer questions.
- Prepare teachers to sell the culture.
- You do is being moved to the takeaway part of the module.

Classroom Culture Idol – Rico (45 Minutes)

- Review culture plan and create a 30 second sales pitch of your class.
    - Sales pitch must include all five aspects of student culture (building, maintaining sustaining, communicating, growing).
    - Using the notes from the videos, make a sales pitch that shows how your students will interact within the culture using the engaging strategies and the five culture aspects to guide you.
    - Remember, what is a comfort zone?
- After each group presents, a panel of culture idol judges (Katherine C., Silindra, Rico, Kenan, and Rico) will rate the performances on a scale of 0-6, with one point for each aspect of culture, and one point for the "sham-wow effect." The scoring will serve to support guiding the teachers to understand exactly what the expectations are by providing specific feedback and recognizing and sharing strengths to benefit the network as a whole. The scores will be displayed on cards for everyone to see and judges will give specific verbal feedback to each group.

0-60 and Takeaways – Kenan (15 minutes)

- What is student culture? Review
- What makes it great? What does it take to sell the culture to your students and have everlasting/consistent customers? Takeaways
- Revisit the student culture definition and re-write.
- Homework – teachers will use one aspect of the culture plan they created with their team to "flesh out" specific activities that will be revisited throughout the year to ensure the culture progresses according to the 5 aspects of culture. They will use the homework page provided, which will be explained. This will be turned into Katherine who will provide feedback.
- ***Remind teachers that they are expected to consistently assess their culture and use the culture plan and homework activities to reach each of the five culture aspects throughout the year.***

Student Culture Discussion Questions

1. Did anyone stand out in the group who sold their object particularly well? What did that person do that helped them sell their object?

2. What was the greatest challenge of selling your object? How does this relate to your classroom?

3. Think back to the objects that each of your team members represented. What was each individual object's purpose in contributing to the overall room?

4. What were the challenges of creating this room?

Video Notes

Video One:	Video Two:
What is being sold?	What is being sold?
Which makes the video memorable?	Which makes the video memorable?
Additional Notes	Additional Notes

Attachment IV-Parents as Partners

Parental involvement is the key to the full engagement of the students at Indiana Preparatory School (ICPS), and helps to ensure a student's continuous focus on studies, during and after school. ICPS expect parents to be actively involved in their child's education. In order for our faculty and staff to effectively educate the students, ICPS welcomes their parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of each school. This partnership begins by requiring all parents to sign an agreement with the school stating they will meet, at minimum, the expectations found on the Family contract. Their signature is the beginning of a partnership and commitment to excellence.

Parent Orientation

Prior to the students' enrollment, ICPS will ask parents to attend a parent information meeting, and a mandatory parent orientation, facilitated by the Deans. During these meetings, parents will be guided through the expectations of the school, the code of conduct, and all other relevant information. Sessions totaling 5 hours allow parents to become intimately knowledgeable about ICPS. A three-hour orientation enables parents to see first-hand the expectations involved in the school. Next, parents are provided information on the School-Family approach adopted by ICPS and listed in the Family Contract. Parents will be asked to sign the Family contract prior to enrollment. This contract will outline the responsibilities of the family, student, and the school.

Parent Conference

Parents are engaged and aided in other ways including academic supports, transportation, before and after care services, parent-teacher meetings and conferences, and on-going communication. Parents are encouraged throughout the school year to meet with leaders and teachers. Whether it is through the formal parent-teacher conferences or parent requested meetings, families are given many opportunities to meet with school personnel. A parent conference is formally scheduled two times per school year (fall and spring) between faculty and parents in order to discuss the student development and progress. Additionally, parents will be required to confer with faculty about their child's/children's social and academic achievement on a regular basis as scheduled by the school. Parents will be required to attend parent conferences in order to receive written report cards. As well, the schools encourage parents to initiate these conferences when they have questions and concerns.

Academic and Social Events Calendars

ICPS will schedule organized events for parents to attend throughout the school year. These events include, but are not limited to, Back to School Meet and Greet, holiday celebratory functions, field trips, school pride events, and dances. A social events calendar is given to each family at the beginning of the school. The calendar will outline all social events to be held on/off campus. Parents will be encouraged to attend as many events as possible. The ICPS proactive approach will increase parent involvement over time. In addition, parents are provided the academic calendar with upcoming dates for tests and other academic programming. Through our open door policy, parents have taken the opportunity to observe classes and attend tutoring sessions with their children to be better able to support and assist their children at home. In support of our goal to enable parents to better assist students with assignments, ICPS will began Parent University.

Parent University

Parent University is a unique program that helps parents create and maintain a college-going atmosphere at home. Offered quarterly, the program allows parents to become familiar with the types of topics and subjects that are being taught to students. It is an avenue that familiarizes parents with core subjects, which enables them to be better prepared to assist their child (ren) with homework. Parent University offers continued learning opportunities for parents. The subjects consist of basic topics, allowing parents to become reacquainted with skills that will be beneficial for everyday usage such as math. Staff members

including the Principal and Deans participate in session of Parent University. The cost of Parent University is absorbed by ICPS. Parent University themes and events will alter in the type of information provided according to the time of year. It offers the parents an opportunity to engage with ICPS staff and administrators about the curriculum, upcoming academic events, and any other items pertaining to their education at the school.

Meet and Greet
ICPS will encourage parents to visit, attend open houses, and meet with their child's teachers as often as possible. Parent Orientation presents an opportunity for parents to meet with teachers and schools leaders. Before the opening of the school year, an Open House offers parents the opportunity to discuss the educational model, school culture, and academic expectations with the Design Team, building leader, and teachers. The Open House that will occur before the ICPS opens will allow parents the opportunity to provide feedback in the design of the operation and education model to be employed at ICPS.

Home visits
After the school year begins, teachers set up home visits with families to gain a better understanding of the background of students. It is a bonding opportunity between teacher and student and is an avenue for teachers to become better engaged in the lives of their students.

Parent Teacher Orientation
In addition, each school will create and implement a Parent Teacher Organization (PTO). During the summer prior to the start of the fall school year, ICPS will begin to create a strong PTO. The Principal will actively seek engaged, committed parents to create and serve on the PTO. An active PTO will contribute to a healthy school culture and best practices inform us that the PTO will need to meet at least once a month to become effective. The PTO will use best practices to facilitate Kindergarten promotion, fundraisers, clothing drives for needy students, and celebrations for staff and students. Parents are asked to assist in three to four fundraisers per year to support their child's school.

48 Hours
In an effort to increase parent satisfaction and increase the level of communication especially within the first year of operations, ICPS created a strategic plan called the *First 48*. The overarching goal of *First 48* is to increase student and parent satisfaction the first 4 weeks of school, 8 hours a day. This intentional approach opens the gates of communication to foster healthy and frequent avenues to adequately communicate, ask and answer questions, and express concerns especially at the beginning of the school year. This is a time for teachers to capitalize on making ICPS scholars and families feel welcome and really strive to make them a part of our culture.

Components of the *First 48* included the following:

1. Teacher created homework for parents that model a typical homework assignment that would go home with the student
2. Teachers contacting all of the new families and offering them a visit before the first day of school
3. Teachers inviting parents to take advantage of home visits, and
4. Teachers assisting in the creation of a school DVD for every family. The DVD is a film of the teachers over the course of a week and offers a tour of their classroom while discussing their classroom management style, expectations and exciting items that would be happening during the school year.

Ultimately, the goal of the *First 48* is to increase satisfaction at the beginning of the school year. Additionally, parents are introduced to teachers early on for the beginning of an ongoing relationship throughout the school year

Attachment V-Culture Camp

Culture Camp

I CAN SCHOOLS (ICS) campuses offer a disciplined, structured and engaging culture that ensures every minute of the eight hour school day is productive. Each school meets high academic and student behavioral expectations through an intense training program for the scholars. This program is known as "Culture Camp." Culture Camp is a one week session at the start of each school year. Its purpose is to familiarize scholars with school culture and high behavioral expectations. During this week, scholars are not engaged in any academic instruction, which allows them to focus solely on the training.

Students learn the following components during Culture Camp:

- How to transition between classes in an orderly manner
- The importance of respecting other scholars and adults inside of the building
- How to wear the ICS uniform with honor and pride
- How to utilize nonverbal cues to communicate needs to avoid distraction during learning
- How to respectfully enter and exit each classroom in a silent, quick and non-disruptive mode
- The ICS behavior management system and code of conduct
- The ICS Pillars: Respect, Responsibility and Relentlessness
- The ICS mission statement
- How to celebrate community and love for learning

Community Celebration is a school-wide pep rally that follows the completion of Culture Camp. This celebration is the final phase of the culture building week. During this event, scholars and teachers celebrate success achieved throughout the various components of the Culture Camp.

Culture Camp is one of the most important weeks of each scholar's academic experience. It provides each scholar with an opportunity to learn and grow within the school. Culture Camp is one part of a comprehensive program that fulfills our mission statement as follows: "To prepare students for a college preparatory high school that will ensure success and graduation from a four your college." Listed below is the grades K-2 lesson on mission and pillars from Culture Camp.

K-2 Mission and Pillars Instruction, Culture Camp

12:15 – 2:15 Art – Mission and Pillars Instruction

Name Date

DO NOW Grade

Mission, Pillars, Culture (2 hours)

1. Do you want to go to college someday? How important is it that you go to college and are successful?

2. What tools do you need to achieve success in school to get you to school?

3. When do you demonstrate the following items of respect, responsibility and relentlessness in your daily life?

Direct Instruction

Our Mission at CCPS:

To prepare students for a college preparatory high school that will ensure success and graduation from a four year college.

Let's first say it together.

Now, let's write it. (The more we write this the more we remember it)

_____

_____

WHAT'S THE BIG IDEA?

We talk all about college at Chicago College Preparatory School. Every morning we say that we come to CCPS "a conduit to college." But what does that mean? College is years away, and there may seem like there are several obstacles in your way. We're going to spend this period talking about the ways that college can make a difference in your life and the reasons why the obstacles shouldn't stop you from attending college. Also, how using the Three Pillars of Respect, Responsibility and Relentlessness can get you to college.

First: What's the big deal about college, anyway?

"Why are we here?"

Every day in morning meeting, we are asked the question, "Why are we here?" and we respond, "to strive to go to college!"

Remember: the word strive means to work hard, or to struggle against.

So, every morning what we are saying is that we come to CCPS to work hard in order to get to college. Our classrooms are named after the colleges that our teachers attended. We talk about college every day at CCPS, but what's the big deal?

What do you think about when you say that you are here "to strive for college"?

When you think of attending college, do you think about any obstacles that are in your way? If so, what are they?

List the reasons why you want to go to college:

_____

_____

_____

Second: But I Can't Go to College…

Why Not Go to College?

There are many reasons why students are unsure about going to college. Here are five we've heard before, and why they shouldn't stand in your way.

☐ I can't afford it.

Most students get financial aid (or scholarships) to help pay for college, and most of this aid is based on need. This means that the less money you have, the more aid you might get.

☐ Nobody in my family has ever gone.

Being first can be hard. For instance, you may have to explain to the family why college is important to you. On the other hand, being first is likely to be a source of pride, for you and for your family.

☐ I don't know what I want to do with my life.

Join the crowd. Thousands of college freshmen haven't decided on a career. College gives you the opportunity to learn more about what's out there and going to college gives you more options to choose from in life. You'll be exposed to a variety of academic subjects, people, and new ideas.

☐ College is too hard for me.

Most students think college will be too hard for them. Keep in mind, all colleges offer tutoring and student support. As confident as some students seem, no one goes to college knowing everything—if they did, why would they go? Also, you're very well prepared after leaving CCPS!

☐ I just won't fit in.

Most colleges have students from many backgrounds. To get an idea of what to expect, start doing research, or better yet, visit in person. Be sure to ask about students who go to that college, and if they have clubs and activities that you're interested in joining.

How did you feel about college before reading this information?

_____

_____

Do you feel differently now? Why or why not?

_____

_____

Third: What will college do for me?

Life is full of options and choices. The choices we make shape our future (like coming to CCPS). Choosing to go to college will change your future in big ways.

Decide whether the following statements are TRUE or FALSE.

College & Family

I will be the first person in my family to go to college. ☐ True ☐ False

My family will be proud of me if I go to college. ☐ True ☐ False

If I go to college, there's a greater chance that my younger siblings will also want to go to college.
☐ True ☐ False

College & Jobs

Going to college will give me more job opportunities. ☐ True ☐ False

I can earn more money if I go to college. ☐ True ☐ False

College will help me achieve my goals. ☐ True ☐ False

The job I get after going to college will help me to take

better care of my family. ☐ True ☐ False

College & Life

College will give me an opportunity to meet new and interesting people. ☐ True ☐ False

I will have the opportunity to make new friends in college. ☐ True ☐ False

If I go to college, I may get to study in another country. ☐ True ☐ False

College will be hard work. ☐ True ☐ False

College will be lots of fun. ☐ True ☐ False

Fourth: Our Pillars

I am a respectful scholar. A time I was respectful was

I am a relentless scholar. An example of how I will be relentless is

I am a responsible scholar. A time I demonstrated responsibility was

The class will complete the pledge and recite it by repeating after the teacher.

I pledge to follow the mission statement of CCPS which is to prepare students for a college preparatory high school that will ensure success and graduation from a four year college, by doing the following items everyday_____
_____
_____
__.

I CAN SCHOOLS | 2014-2015 ACADEMIC CALENDAR – K-8

AUGUST 2014

S	M	T	W	Th	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						

14	Back to School Meet & Greet (5:00 pm – 7:00 pm)
18	First Day of School for Scholars (K-8)

SEPTEMBER 2014

S	M	T	W	Th	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				

1	Labor Day – School Closed for Staff and Scholars
8	Teacher In Service Day – No School for Scholars
9-19	Grades K-3 Diagnostic Assessments
12	Progress Reports Sent Home with Scholars
20	Saturday School
25	Open House (5:00 pm – 7:00 pm)
27	Saturday School

OCTOBER 2014

S	M	T	W	Th	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	

3	Progress Reports Sent Home with Scholars
4	Saturday School
6-9	3rd Grade Fall Ohio Achievement Assessment (OAA)
10	Teacher In Service Day – No School for Scholars
13-17	Fall Break – School Closed for Staff and Scholars
24	Quarter 1 Ends – Report Cards Mailed Home
25	Saturday School

NOVEMBER 2014

S	M	T	W	Th	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						

7	Progress Reports Sent Home with Scholars
8	Saturday School
10	Teacher In Service Day – No School for Scholars
11	Parent-Teacher Conferences / Veteran's Day – No School for Scholars
22	Saturday School
26-28	Thanksgiving Break – School Closed for Staff and Scholars

DECEMBER 2014

S	M	T	W	Th	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			

5	Progress Reports Sent Home with Scholars
6	Saturday School
13	Saturday School
19	Progress Reports Sent Home with Scholars
22-31	Winter Break – School Closed for Staff and Scholars

JANUARY 2015

S	M	T	W	Th	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

1-2	Winter Break – School Closed for Staff and Scholars
5	Classes Resume for Staff and Scholars
10	Saturday School
16	Quarter 2 Ends - Report Cards Mailed Home
19	Martin Luther King Day – School Closed for Staff and Scholars
24	Saturday School

FEBRUARY 2015

S	M	T	W	Th	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

6	Progress Reports Sent Home with Scholars
7	Saturday School
16	Teacher In-Service Day – School Closed for Scholars
17-27	Grades 3-8 State Assessments – Reading and Math (PARRC)
21	Saturday School
27	Progress Reports Sent Home with Scholars

MARCH 2015

S	M	T	W	Th	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				

2-13	Grades 4-8 State Assessments – Science and Social Studies
2-16	Grades 3-8 State Assessments – Reading and Math (PARRC)
7	Saturday School
13	Progress Reports Sent Home with Scholars
21	Saturday School
27	Quarter 3 Ends – Report Cards Mailed Home
30-31	Spring Break – School Closed for Staff and Scholars

APRIL 2015

S	M	T	W	Th	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		

1-3	Spring Break – School Closed for Staff and Scholars
6	Easter Monday – School Closed for Staff and Scholars
7	Classes Resume for Staff and Scholars
11	Saturday School
17	Progress Reports Sent Home with Scholars
20-24	3rd Grade Spring Ohio Achievement Assessment (OAA)
20-30	Grades 3-8 State Assessments – Reading and Math (PARRC)
25	Saturday School

MAY 2015

S	M	T	W	Th	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						

2	Saturday School
1-15	Grades 3-8 State Assessments – Reading and Math (PARRC)
4-15	Grades 4-8 State Assessments – Science and Social Studies
8	Progress Reports Sent Home with Scholars
16	Saturday School
18-22	Grades K-3 Diagnostic Assessments
25	Memorial Day – No School for Staff and Scholars
26-29	Grades K-3 Diagnostic Assessments
29	Progress Reports Sent Home with Scholars
30	Saturday School

JUNE 2015

S	M	T	W	Th	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				

1-5	Grades K-8 Stanford 10 Assessments (SAT 10)
15	8th Grade Promotion
16	Kindergarten Promotion
17	5th Grade Promotion
18	Last Day of School for Students Quarter 4 Ends
19	Report Cards Mailed Home Last Day of School for Staff

ICAN SCHOOLS

Akron Preparatory School | Canton College Preparatory School | Cleveland College Preparatory School | Lake Erie Preparatory School | Northeast Ohio College Preparatory School | Ohio College Preparatory School | University of Cleveland Preparatory School

I CAN SCHOOLS | 2014-2015 SOCIAL EVENTS CALENDAR – GRADES K-8

Network-Wide Events occur on the same date for every campus across the network.

Campus Events occur at every campus during their designated month. The dates of these events vary by campus and will be announced by building leadership at each school.

August

Network-Wide Events:

14 – Back to School Meet & Greet
18 – First Day of School for Scholars (K-8)

Campus Events:

- Beginning of the Year Community Celebration

September

Network-Wide Events:

25 – Open House

Campus Events:

- Grandparent's Day Celebration
- College Visits (Middle School)
- Field Trip – Grades K-2
- Scholastic Book Fair

October

Network-Wide Events:

31 – Read O' Ween

Campus Events:

- I CAN Pillar Week
- Community Celebration
- Field Trip – Grades 3-5

November

Campus Events:

- Quarter 1 Report Card/Attendance Assembly
- Middle School Dance (Hosted by NEO)
- Field Trip – Grades 6-8

December

Campus Events:

- I CAN Pillar Week
- Community Celebration
- College Visits (Middle School)

January

Campus Events:

- 100th Day of School Celebrations (K-2)
- Quarter 2 Report Card/Attendance Assembly
- Field Trip – Grades K-2

February

Campus Events:

- I CAN Pillar Week
- Community Celebration
- Middle School Dance (Hosted by CCP)
- Field Trip – Grades 3-5
- College Visits (Middle School)

March

Network-Wide Events:

02 – Read Across America (Dr. Seuss's Birthday)

Campus Events:

- Field Trip – Grades 6-8
- Scholastic Book Fair
- OGT Spirit Week

April

Campus Events:

- Quarter 3 Report Card/Attendance Assembly
- I CAN Pillar Week
- Community Celebration
- College Visits (Middle School)

May

Campus Events:

- 8th Grade Junior Prom
- Muffins for Mom
- End of the Year Community Celebration
- Field Trip – Grades K-4

June

Network-Wide Events:

15 – 8th Grade Promotion
16 – Kindergarten Promotion
17 – 5th Grade Promotion

Campus Events:

- Donuts for Dad
- Field Trip – Grades 5-8

ICAN SCHOOLS

Akron Preparatory School	Canton College Preparatory School	Cleveland College Preparatory School	Lake Erie Preparatory School	Northeast Ohio College Preparatory School	Ohio College Preparatory School	University of Cleveland Preparatory School

Attachment VIII - School Daily Schedule Examples

Table 1: Kindergarten Daily Schedule

Kindergarten Daily Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7:30 - 8:00	Breakfast	Breakfast	Breakfast	Breakfast
8:00 – 8:10	Morning Message	Morning Message	Morning Message	Morning Message
8:10 – 8:30	HR/Penmanship Morning Seat Work	HR/Penmanship Morning Seat Work	HR/Penmanship Morning Seat Work	HR/Penmanship Morning Seat Work
8:30 – 8:40	Restroom	Restroom	Restroom	Restroom
8:40 – 10:10	Reading Tri-Rotations	Reading Tri-Rotations	Reading Tri-Rotations	Reading Tri-Rotations
10:10-10:55	Spanish	Spanish	Spanish	Spanish
11:00-11:25	Lunch	Lunch	Lunch	Lunch
11:30-11:40	Restroom	Restroom	Restroom	Restroom
11:40-11:55	Phonics	Phonics	Phonics	Phonics
11:55-12:25	Text Talk	Text Talk	Text Talk	Text Talk
12:25-12:55	Writer's Workshop/Grammar	CAR/CR Math	Writer's Workshop/Grammar	CAR/CR Reading
1:00-2:30	Math Tri-Rotations	Math Tri-Rotations	Math Tri-Rotations	Math Tri-Rotations
2:30-3:00	Science	Social studies	Science	Social studies
3:00-3:15	HR	HR	HR	HR
3:15-4:00	Dismissal	Dismissal	Dismissal	Dismissal

FRIDAY	
7:30 - 8:00	Breakfast
8:00 – 8:10	Morning Message
8:10 – 8:30	HR/ Penmanship Morning Seat Work
8:30-8:40	Restroom
8:40 – 9:25	PE
9:30-11:00	Reading Tri-Rotations
11:00-11:25	Lunch
11:30-11:40	Restroom
11:40-12:10	Science
12:10-1:40	Math Tri-Rotations
1:40-2:00	Writer's Workshop/Grammar
2:00 – 2:30	Dismissal
2:30-4:00	Staff Professional Development

Table 2: Fourth Grade Daily Schedule

Grade 4 Daily Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7:30 – 8:00	Breakfast	Breakfast	Breakfast	Breakfast
8:00 – 8:10	Morning Message	Morning Message	Morning Message	Morning Message
8:10 - 8:30	Homeroom/Morning Seat Work	Homeroom/Morning Seat Work	Homeroom/Morning Seat Work	Homeroom/Morning Seat Work
8:30-9:00	Corrective Reading	Corrective Reading	Corrective Reading	Corrective Reading
9:00-10:00	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
10:00 - 10:30	CAR/CR Math	CAR/CR Reading	CAR/CR Math	CAR/CR Reading
11:00-11:30	I Ready Math	I Ready Reading	I Ready Math	I Ready Reading
11:30-11:55	Lunch	Lunch	Lunch	Lunch
12:00 – 12:30	Writer's Workshop/Grammar	Read Aloud	Writer's Workshop/Grammar	Read Aloud
12:30 - 1:15	Spanish	Spanish	Spanish	Spanish
1:15 – 1:30	Math Meeting	Math Meeting	Math Meeting	Math Meeting
1:30-2:30	Math Class	Math Class	Math Class	Math Class
2:30 – 3:00	Science	Social Studies	Science	Social Studies
3:00 – 3:15	HR	HR	HR	HR
3:15-4:00	Dismissal	Dismissal	Dismissal	Dismissal

FRIDAY	
7:30 – 8:00	Breakfast
8:00 – 8:10	Morning Message
8:10 - 8:30	Homeroom/Morning Seat Work
8:30 – 9:00	Corrective Reading
9:00-10:00	Reading Comprehension
10:00 - 10:30	Writer's Workshop/Grammar
10:30 – 11:00	Math Class
11:00-11:25	Lunch
11:30-12:00	Math Class Cont'd
12:00 - 12:45	PE
12:45-1:00	Math Meeting
1:00 – 2:00	Science
2:00 - 2:30	Dismissal
2:30 – 4:00	Staff Professional Development

Attachment IX - Behavior Management System

Schools must set boundaries that will ensure all students experience a safe, orderly and productive environment. Our goal is to prepare students to thrive in a rapidly changing world. Succeeding academically, developing the skills and traits that will serve them throughout life and getting involved in a variety of extra-curricular activities are traditional benchmarks. The ability of a school to help students meet and exceed these benchmarks is influenced greatly by both individual and school-wide discipline. Every staff person in the school is an equal and contributing partner in the important area of student management. All adults have the obligation to report any inappropriate behavior to administration. The underlining purpose of the discipline policy is to identify the type of behavior that will be acceptable, to set forth the response to unacceptable behavior, to assign responsibility for any action taken, and to keep open the communication between the parent, student, and the school.

Good conduct is a goal for all students at Indiana College Preparatory School (ICPS). However, if a child is unable to accept the responsibility for good behavior, the staff and administration must assist the student's growth.

Code of Conduct

The Code of Conduct is the behavioral mainframe by which ICPS carries on its day-to-day operations. The code reflects academic standards and the right for every student to learn in a non-threatening environment. The code further reflects the school's desire to protect each individual's right to deal with violations of safety issues through consequences. ICPS sees the implementation of such a code as a necessary element of providing a positive school experience for everyone. The prohibited acts listed in the code are not to be construed as all-inclusive. Nor is the list to be seen as a limitation upon the authority of school officials to deal appropriately with violations of school rules and regulations or 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.

The Code of Conduct encompasses the Behavior Management System (BMS) and establishes reasonable boundaries for students and provides clear understanding of consequences for breaking the rules. It is expected that students, like the rest of us, will make mistakes. It is our hope that students learn from their mistakes. By reading the code, we also expect students to understand the school's expectations and avoid the transgression in the beginning. All students are expected to follow the ICPS Code of Conduct. Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. ICPS will benefit from Special Education personnel who will be available at the school to shepherd the program for students with special needs.

Classroom Rules and Behavior Management System

The purpose of the classroom rules and the Behavior Management System (BMS) is to implement an effective, structured predictable system of behavioral standards and generate a positive school culture to enhance student performance. Classroom rules and BMS policies are geared towards the appropriate grade levels. The rules and behavioral management system

listed below pertain to classroom policies. There are additional criteria listed regarding homework, after-school, Saturday School, and academic extra-curricular activities.

The classroom rules and BMS is divided into three sections according to grade level:

- Early Learning (Kindergarten through 2nd grades)
- Junior High Readiness (3rd through 5th grades
- Junior High School (6th through 8th grades)

Classroom Rules

The following classroom rules are mandatory in all grade levels:

1. I will follow directions the first time.
2. I will listen carefully and keep my eyes on the speaker.
3. I will raise my hand to speak and wait to be called on.
4. I will respect my classmates, my materials and all adults.
5. I will work quietly, stay on-task and always do my personal best.

Each class regardless of grade adheres to the following classroom behavior rules:
Upon entering the classroom, students should take their seats quietly and without interference, begin their Do Now and on certain days place their homework on their desk for collection.

Three items will always be on the classroom board:

- **Do Now.** In each class, the teacher will place on the board a brief "Do Now" problem or activity that students should begin completing, as soon as they take their seats. Questions regarding the "Do Now" should be directed toward the teacher.
- **Aim or Focus**. After completing the "Do Now" activity, students should be prepared to write down the day's lesson objectives.
- **Homework.** After copying the lesson objectives, students should be sure to write down the next day's homework.

Grades K-4 Behavior Management System

The Behavior Management System (BMS) was designed to encourage character building and social development. The BMS will gradually change throughout the primary years so that developmentally appropriate consequences and rewards can be given to the children. The overarching goal of the BMS is to support and sustain good choice making by all students. The discipline system was designed to encourage responsibility and ownership of one's actions and choices. The following policies mimic, in certain aspects, the code of conduct used at high performing, college-preparatory intermediate and middle schools. .

Teachers will use a multi-tiered, color-coded card system to reward and modify student behaviors. See Table 1. Each morning every student will begin on green; thus, promoting a positive beginning to the day ahead. Students who remain focused and on-task will stay on green. Any student who needs re-direction for off-task behaviors or who breaks a rule will progress through a five step, developmentally-appropriate set of consequences. Progression through the different steps will constitute a card being changed to a different color; each color has a different consequence (see below).

Since the purpose of the card system is to modify behaviors, students will have the opportunity to correct their behavior through the consequence. As the students' behavior changes and/or is corrected, so will the color change on his/her behavior card, back to green. For example, a student whose card is on blue can be changed back to green; after the student shows that the behavior has been modified and corrected. Students who end the day on green will be given a sticker to place on the individual behavior chart and a stamp on the hand. The stamp is a visual reminder to the student and the parent that the day ended being focused and on-task. Student behavior is communicated to the parents through a behavior log that is sent home each evening; and parent signatures are required.

Color-Code Card System
GREEN: On task, focused and having a great day!
Verbal Warning and Redirection (First Offense; no card turned)
YELLOW: Slow down and think (Second Offense)
ORANGE: Think Chair for 5 minutes; note sent home to parent (Third Offense)
BLUE: Think Chair for 10 minutes with a specific task assigned by teacher (task is related to behavior correction); note sent home and parent phone call (Fourth Offense)
RED: Removal from class to Dean's office; phone call home from Dean (Fifth Offense)

Table 1. Color-Code Card System

Name			Y			O			B			R

Reward System
For every 10 stickers (ending the day on green), students can choose a reward. Rewards range from choosing a prize from the ICPS Treasure Chest, bringing their favorite picture to school, or eating lunch with the teacher. Teachers will create an extensive list of rewards for their classrooms that will be communicated to students and parents throughout the year.

Grade 5 Behavioral Management System
Teachers will use a demerit system to track student behaviors. Each morning every student will begin with zero demerits. Any student who engages in one or more of the infractions or who breaks a rule will progress through a series of five demerits. If five demerits are earned in one day, a student will receive an automatic after school detention. If a student receives five demerits in one day, it will be communicated to parents from a Dean or Principal. The demerit system is implemented as a line of authority between the teacher and students. It is designed to re-direct any conduct that does not exude college preparatory behavior. The Dean of Student Life and Management, at any given time, may exercise the authority to increase the quickness, severity and/or aggressiveness of the consequence. In addition to demerits, students may also receive merits for outstanding scholarly behaviors. Accumulation of merits will result in reward and recognition to promote scholarly behavior.

Grades 6-8 Behavioral Management System
Teachers will use a demerit system to track student behaviors. Each morning every student will begin with zero demerits. Any student who engages in one or more of the infractions listed below or who breaks a rule listed above will progress through a series of three demerits. If three demerits are earned in one day, a student will receive an automatic after school detention. If a student receives three demerits in one day, it will be communicated to parents from a Dean or Principal. A student who receives three or more demerits during one class will be removed from that class with a referral to the Dean. A student that earns 6 or more demerits in one day will be removed from the classroom environment for the day with a referral to the Dean and a possible recommendation for further discipline. In addition to demerits, students may also receive merits for outstanding scholarly behaviors. Accumulation of merits will result in reward and recognition to promote scholarly behavior.

School-Wide Behavioral and Disciplinary Policies
Drug Prevention Program
ICPS recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole community. ICPS prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia, as the term is defined by law, on school grounds, on school vehicles and vehicles used for school-sponsored events, and at any school-sponsored event. ICPS will implement a drug prevention program that emphasizes the prevention of drug use and provides for a comprehensive drug and alcohol education and prevention program.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the ICPS drug policy. The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. ICPS will provide a student assistance program which includes guidelines for prevention, intervention, referral, treatment, and after-care. Such a program will be comprehensive in nature addressing all issues affecting students' academic, social, and emotional well-being in the educational setting which may negatively affect behavior and interfere with their ability to learn.

ICPS will develop a curriculum for instruction in the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco for students at each grade level and conduct such in-service training programs for staff members necessary to ensure effective teaching about drugs and assistance to students with drug problems.

Sexual and Other Forms of Harassment

ICPS students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of ICPS, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability and/or other legally protected category.

The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline. The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the Principal(s) his/her designee. Any person who receives such a report shall immediately advise the Principal or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

Anti-Harassment, Intimidation, and Bullying Policy

ICPS prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events. A safe and civil environment at ICPS is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and ICPS's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

ICPS reserves the right to discipline students' off campus behavior which substantially disrupts the school's educational process or mission, or threatens the safety or well-being of a student or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that ICPS respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyber-bullying that they require a response either at the classroom, ICPS building or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion.

All ICPS employees, volunteers and students are required to report prohibited incidents of which they are aware to the Principal. The Principal is responsible for determining whether an alleged incident constitutes a violation of this policy. 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. Once an investigation is completed, and the reported incident has been substantiated, the parent or guardian of any student involved in the prohibited incident will be notified and to the extent permitted by law and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) have access to any written reports pertaining to the prohibited incident. ICPS will maintain, via the education management information system, information regarding the number of incidents of harassment of students against other students, in each building and school-wide, that violates this policy. All ICPS employees, volunteers and students will be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

Furthermore, ICPS prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation will be determined by the Principal after consideration of the nature and circumstances of the act, in accordance with ICPS policies and procedures. Nothing in this policy prohibits a victim from seeking redress under any provision of Illinois law that may apply.

ICPS will form a prevention task force and training to educate students about this policy, including holding an assembly on harassment, intimidation and bullying for parents and students, to raise the level of awareness and help prevent the prohibited conduct. ICPS will also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contact with students.

Anti-Hazing Policy

ICPS prohibits all acts of hazing. Hazing, like other violent and disruptive behaviors, is conduct that disrupts both a student's ability to learn and the ICPS's ability to educate its students in a safe and civil environment. Hazing or hazing activity means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Hazing activities of any type are inconsistent with the educational process and are prohibited at all times, regardless of whether the activity occurs on or off of property owned, used or controlled by ICPS, so long as the hazing activity is in any way connected to the activities or incidents that have occurred on property owned, used or controlled by the school. This policy will be actively enforced at all times. All hazing incidences are reported immediately to the Dean(s), Principal. No staff shall encourage, permit, condone or tolerate any hazing activities, and staff who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties pursuant to State law.

Gang Activity Policy

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the ICPS environment will not be tolerated by ICPS. The ICPS Board believes gangs or gang activity create an atmosphere where violations of ICPS

policies and regulations as well as civic and criminal laws may occur. Incidents involving initiations, hazing, intimidations and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or staff are prohibited.

The ICPS Board directs the administration to prohibit any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student. Such behaviors will be subject to disciplinary action. The staff will be provided with the necessary information that will enable them to identify symbols used by those involved in gang-related activities, which include hand signals, symbols, colors, apparel, jewelry and/or any other pertinent gang related information.

Severe Disciplinary Policies

For students who consistently struggle with disciplinary issues, suspension will be the last resort in an effort to address behavior issues. ICPS believes that early detection and correction of behavior issues can avoid suspension. ICPS' decision to rely less upon suspensions adheres to the guidelines released in January 2014 by The Obama administration, which issued procedures that recommended public school officials use law enforcement only as a last resort for disciplining students. According to the Obama Administration, a rise in zero-tolerance policies has disproportionately increased the number of arrests, suspensions and expulsions of minority students for even minor, nonviolent offenses.

In the speech on January 14, 2014 given by U.S. Secretary of Education Arne Duncan announcing the guidelines, it was reported that "exclusionary discipline is applied disproportionately to children of color and students with disabilities. Educationally, and morally, that status quo is simply unacceptable."[1] The speech stated that the U. S. Department of Education's Civil Rights Data Collection shows that African-American students without disabilities are more than three times as likely as their white peers to be expelled or suspended.

To support these efforts, ICPS uses an Intervention Assistance Team and the Students At-Risk for Multiple Suspension Team (SARMS) to address students who have special needs and/or demonstrate behavior issues.

Intervention Assistance Team

In order to address the individual needs of all students, ICPS has employed an Intervention Assistance Team (IAT). This team is comprised of the intervention specialist, special education teacher (s) and/or Director, principal and two teachers. It will meet monthly to discuss any student (LEP, learning disability, students who are severely behind, and/or gifted) who may need additional accommodations in order to meet individual and school-wide goals. The IAT will review data, complete classroom observations, and give teacher/parent/student surveys, in order to make informed decisions regarding necessary accommodations. As well, the IAT will work with and coach teachers so they are able to successfully service the individual needs of the students in their classrooms.

[1] http://www.ed.gov/news/speeches/rethinking-school-discipline(accessed July 8, 2014)

SARMS

SARMS proactively identifies students who are struggling to make the right decisions both in and out of class. These students, early on, are displaying behaviors that do not meet the high behavioral expectations of ICPS. The SARMS team will meet weekly at the beginning of the school year and as time progresses; the need for the team to meet will decrease and therefore, will meet less frequently. The team will be comprised of the principal, student peers, Dean of Curriculum and Instruction, two teachers and be supervised by the Director of Student Life and Management. The SARMS team will review student behaviors, develop a specific action plan (with the parent) and make recommendations to teacher and family to assist in decreasing unwanted, unruly behaviors so the student can successfully attend school without multiple suspensions. The data collected by the SARMS team will be used to measure progress, specifically as it relates to attendance and culture.

Expulsion and Suspension Policies

In the most severe disciplinary cases, as a last resort, ICPS may suspend a student for up to ten (10) days or may expel a student. The Student Handbook will outline the policies and guidelines for suspension or expulsion. They include the following infringements: disorderly conduct, failure to cooperate, scholastic dishonesty, trespassing, certain electronic/communication devices, fighting, profanity/obscenity, stealing, violent disorderly conduct, defacement of property, destruction of property, sexual misconduct, weapons, and look-alike weapons. In these cases, it is important that the student has due process rights as indicated below.

Due Process Rights

In the most severance circumstances, the Dean(s) or Principals may suspend or expel a student. The following procedure is required:

Suspension

The following procedure does not apply to in-school suspensions. The Dean(s) or Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written or oral Notice of Intent to suspend will be given to the student, which contains the following:
   - The reasons for the intended suspension; and
   - If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Dean(s) or Principal may seek permanent exclusion.
2. The student must be allowed an informal hearing before the Superintendent, Dean(s) or Principal to challenge the reasons for the intended suspension or otherwise explain his actions. The student is not entitled to call witnesses at this informal hearing.
3. Within one school day after the suspension is imposed, the Dean(s) or Principal shall provide written notification to the parent, guardian, or custodian. The notice must contain the following:
   - The reasons for the suspension;
   - Notification of the right to appeal to the Board or its designee;
   - The right to representation at all appeals;

- The right to a hearing before the Board; and
- The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion. Suspensions imposed during the last ten days of the school year may be carried over into the following school year. However, only the Dean(s) or Principal may impose a carryover suspension.

Expulsion

The Dean(s) or Principal may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Dean(s) or Principal must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:

    - The reasons for the intended expulsion; and
    - The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Dean(s) or Principal at the request of the student, his parent, custodian, guardian or representative.
    - The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.

    If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Dean(s) or Principal to challenge the reasons for the expulsion or otherwise explain his/her actions
3. Within one school day after the expulsion is imposed, the Dean(s) or Principal shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of the expulsion. The notice must include the following:

    - The reasons for the expulsion;
    - Notification of the right to appeal to the Board or its designee;
    - The right to representation at all appeals;
    - The right to an appeal hearing before the Board or its designee;
    - The right to request that the hearing be held in executive session;

    If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;

When the Dean(s) or Principal expels a student for more than twenty days or for any period of time extending into the next semester or school year, ICPS will provide, along with this notice,

the student and his parent, guardian or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, ICPS may, but is not required to, continue educational services in an alternative setting. The Dean(s) or Principal are required to follow through on expellable offenses even if the student in question withdraws from ICPS prior to the hearing or decision.

Attachment X-Curriculum Map

Instructional Delivery	Grade Level	Subject Area (s)	Rationale	Delivery Style	Monitoring Tool
1.Direct Instruction	K – 4	Reading Math	Systematic and explicit instruction in reading and math increases academic performance at a quicker rate, especially with students who are below proficiency.	Teacher-directed	-Weekly Syllabi -Lesson Plans -Teacher Observations -DIBELS / COMPS
2. Cooperative Learning	K – 8	Art, PE	Non-tested subjects that elicit increased opportunity for small group work, projects, and team-related events	Student-centered Project-based	-Student portfolios -Weekly Syllabi -Teacher Observations
3. On-line learning	K – 2 3 – 8	Reading Math	To increase intervention support for below proficient learners and to enhance instruction for above proficient learners	-Teacher-monitored -Student directed	-Study island progress monitoring template -BOY / EOY data points I-Ready
4. Direct Instruction / Experiential Learning	K – 8	Science	To provide a multi-faceted approach to the teaching and learning of Science as well as increase the hands-on learning of real-life science concepts	-Teacher Directed -Project-based -Hands-on	-BOY / EOY testing points -Student Portfolios -Science fair (MS) -COMPS (3-8)
5. Manipulative-based	K – 5	Math	To allow students opportunity to see and touch math concepts that are difficult to conceptualize	-Teacher/ Student led	-Exit Slip data drops -COMPS (3-5)
6. Guided Release Learning	K – 8	All subjects	The infrastructure of the guided release model of teaching and learning supports high academic expectations and gradually releases the responsibility of learning onto the students. It uses the I DO, WE DO, YOU DO method of learning and increases the amount of independent practice students typically encounter during a lesson.	-Direct instruction -Teacher / Student led	-Independent practice -Exit Slip -Homework -DIBELS / COMPS -SAT 10

7. Small group, differentiated learning	K – 4	Reading Math	Students in the primary grades needs increased amounts of individualized instruction in order to increase performance beyond proficiency. The small groups, based upon academic levels, support the teacher in implementing this kind of instruction.	-Teacher led -Direct instruction -Project-based	-Independent practice -Exit Slip -DIBELS / COMPS -SAT 10

Attachment XI-Curriculum List

Curriculum

Curriculum	Grade Levels	Subject, and/or Program
Engage NY	K-8	Reading
Engage NY	K-2	Phonics
Leveled Readers Fountas and Finnell	K-3	Reading
Trade Books	3-8	Reading
Write Steps	K-5	Writing
Eureka Math	K-8	Math
Problem Attic	K-8	Math
Rekenrecks	K-2	Math Problem Solving and Fluency
i-Ready	K – 8	Reading and Math Online
Ready Common Core	K – 8	Reading and Math
Science: A Closer Look	K – 6	Science
Glencoe Integrate	7 – 8	Science
Pearson – myWorld	K-8	Social Studies
Timelinks	3 – 8	Social Studies
Easy Tech	K-8	Internet & Technology; Computer Literacy

Attachment XII-Teacher Training Guidelines

Summer Professional Development Teacher Training Day Schedule

Academic Taxonomies and Student Engagement	8:00 a.m.-12:00 p.m.
TWBAT: Identify all academic taxonomies that increase student engagement and create and implement examples of each taxonomy to be used in the classroom setting.	
Do Now	10 minutes
Review of Taxonomy Reflection Questions	15 minutes
High Academic and Engagement Expectations Presentation	110 minutes
Vegas vs. Joy Factor and Activity	15 minutes
Questioning Technique and Bloom's Taxonomy Discussion and Activities- 30 minutes	30 minutes
Academic and Engagement Techniques, Cont'd	30 minutes
Exit Slip	10 minutes
Cornerstones of Being Administrator of Your Own Classroom	12:30-4:00 p.m.
TWBAT: Teachers will feel empowered to become the administrators of their classrooms after being equipped with effective tools and strategies to assist them in difficult situations.	
Overview/ Big Idea	5 minutes
Winnie the Witch Video and Activity	35 minutes
Identifying the Needs of the Learning Environment: Activity and Discussion	25 minutes
Evidence of an unbalanced classroom	5 minutes
The Four Cornerstones – **PERT**inent	10 minutes
Punitive vs. Responsive	45 minutes
Emotional Consistency (videos and discussion)	15 minutes
Rapport	15 minutes
Taxonomies and Routines	15 minutes
Scenarios/ Activity/ Discussion-	30 minutes
Continued Growth	10 minutes

Listed below are the topics covered during the five-week summer professional development training:

TEACHER TRAINING MODULES	ACTIVITIES
I CAN SCHOOLS Vision and Mission. Aligns the vision of I CAN SCHOOLS with the teachers' personal educational values to create a sustainable personal vision.	• Explains the Why? – Why does ICS have such high expectations for scholars, teachers, and leaders? What are our scholars' dreams? Why are so many failing to realize their dreams? What is the impact of this failure? What is our role? • Introduction to charter schools • ICS charter school accountability and why? • The ICS Teacher • The Personal Mission and why
Academic Taxonomy. This class assist teachers in identifying all academic taxonomies that increase student engagement. Teachers are given the opportunity to create and implement examples of each taxonomy to be used in the classroom setting. Session includes:	• Do Now • Review of Taxonomy Reflection Questions • High Academic and Engagement Expectations Presentation • Vegas vs. Joy Factor and Activity • Questioning Technique and Bloom's Taxonomy Discussion and Activities • Exit Slip

Cornerstones of Being the Administrator of Your Own Classroom. This session empowers teachers to become the administrators of their classrooms after being equipped with effective tools and strategies to assist them in difficult situations.	• Video Analysis and Activity-
	• Identifying the Needs of the Learning Environment: Activity and Discussion
	• Evidence of an unbalanced classroom
	• The Four Cornerstones – PERTinent
	  o Punitive vs. Responsive
	  o Emotional Consistency (videos and discussion)
	  o Rapport
	  o Taxonomies and Routines
	• Scenarios/ Activity/ Discussion
	• Continued Growth

CULTURE	
Behavioral Management. The intensive covers all grade levels. Teachers learn acceptable code of conduct for students and utilize the components of the behavior management system properly and effectively in the classroom.	• Do Now Discussion • Video analysis and discussion • Behavior Management System and Student Code of Conduct • Redirections vs. Warnings • Detention, Demerit, and Referral Writing and Activities • Power Hour • Parent Communication • Exit Slip and Discussion
Cultural Taxonomy session will describe what culture looks, feels and sounds like in the classroom. The class offers the essential components necessary to having a successful classroom culture and focuses on the four major components of 1) high behavioral expectation, 2) urgency, 3) tone, and 4) mission driven.	• High Behavioral Expectations • Video Analysis and Discussion • Systems and Routines • Activity • Urgency • Tone • Mission Driven
Adult Culture. Teachers will create a pact that will support the Chicago College Preparatory School adult culture in addition to developing actions and verbiage to protect it.	• Defining Chicago College Preparatory School adult culture • Case studies • I CAN SCHOOL teacher testimonials • Statements to use to protect their culture when someone may threaten it • Right and responsibility to contribute top and

	protect the culture • Collaboration among teams, content teams, grade bands • Culture as a school and as a network • Alignment to organizational values and mission • Flexibility in providing coverage and understanding do whatever it takes • School Adult Culture Pact

Student Culture. Identifies important elements of student culture and plan for a positive culture within their classrooms.	• Introduce Student Culture
	• Group activities and ice breakers for team building
	• Based upon group activities, teachers learn how to create a culture that is believable and authentic and reflect upon the strategies utilized to get students to buy into that culture? Core elements are discussed including the following:
	  o Investment
	  o 100% buy-in
	  o Drive
	  o New rules for teaching culture
	  o Balancing the scholar-teacher relationship
	  o The responsibility for building classroom culture
	  o Support structures for building culture
	  o Pillars of respect, responsibility and relentlessness
	• Developing the personality of a classroom
	• Video analysis and activities
	• Examination of the five parts of a student culture plan: building, maintaining, sustaining, communicating and growing.
	• Creation of an individualized classroom culture plan

Wall Culture and Print Environment Teacher will understand the importance of a student culture that incorporates developing walls and producing print materials that reinforce the Chicago College Preparatory School high achievement and college readiness culture.	• Wall culture, pictures, and print environment description and discussions including the following components:
	  o College doors
	  o Student achievement doors
	  o Vocabulary Boards/Pocket Charts
	  o Behavioral/Motivational Board or Posters
	  o Data Boards
	  o Mission Statement poster
	• Sample Pictures and Print Environment Checklist Activity
	• Exit Slip

Culture Camp. Teachers learn the Chicago College Preparatory School Culture Camp process. Teachers are provided the modules according to grade level. Teachers learn the importance of utilizing the term "scholar" when addressing CCPS students.	• Overview of "What is a Scholar?" • Teachers and leaders are divided into school groups to redesign Culture Camp modules • School teams work to revise modules and add scholarly based components • Modules are divided based upon the grade levels of K, 1 and 2, 3 and 4, 5, and middle school grades 6-8. • Teachers learn the essential components in preparation of the Culture Camp week
RELATIONSHIP BUILDING	
First 48 Hours. Teachers will demonstrate an understanding of the expectations that are placed upon them for the first 4 weeks of school for 8 hours	• Dow Now activities • Detailed explanation of First 48 Hours purpose, origin, and best practices

a day and prior to the beginning of the school year, by following The First 48 Accountability and Action Plan. The training module incorporates the following action plans:	• Measurements are provided to assist leaders and teachers to establish meaningful and positive relationship with parents and students prior to the first day, first week, first two to four weeks, and after the first four weeks of school. • Sample measurements are provided, which can include sending summer postcards for scholars to be sent prior to the beginning of school, arranging "Meet and Greet" events and Family Weekend project with parents, and planning Community Celebration activities.
Teacher – Student Relationships & Rapport. The module uses various tools and strategies to demonstrate how to build a successful and long-lasting rapport with students that positively impacts student behavior and academic performance.	• Stringing conversations together • Do Now (5 min) • "Teacher – Student" Rapport • Components that Build Strong Positive "Teacher – Student" Rapport • Show & Tell • "Why Rapport?" • "Getting into their world" • "Welcome to our team" • Exit Slip
CURRICULUM	
AIMS/Syllabus. These sessions train teachers to effectively write specific, achievable, and measurable objectives to promote learning and increase student academic performance in all content areas and use these objectives to create daily and weekly syllabi.	• Introduction to Pacing Guide • Understanding and Creating Appropriate AIMS • We Do and You Do Activities • Syllabus Expectations and Sample Syllabus Template • Homework Review

Common Core and Pacing Guides. Teacher learn **to** utilize a prescribed Pacing Guide to create daily and weekly AIMS and make decisions for instructional pacing based on the alignment of the Common Core standards to classroom learning.	• Introduction into Common Core Standards
	• Pacing Guide Power Point/Activities
	  o Alignment with Common Core
	  o Full Common Core vs. Hybrid Model, K-2 and 3-11
	  o Scope and Sequence vs. Pacing Guide
	  o Examine the Pacing Guides Activity
	• Using the Pacing Guide to Create AIMS
	  o Unpack common core using the pacing guide
	  o Develop daily and weekly plan
	  o Develop AIMS and scaffold using the Bloom's Taxonomy
	  o AIMS creation group and team activities (whole group)
	  o Modification of Pacing Guide
	• Shift of Instructional Practices

Gradual Release. Teachers will comprehend and utilize all parts of the gradual release model and be able to incorporate them into their own rigorous and intentional lesson. Modules and activities are arranged according to grade levels for K-2, 3 and 4, 5, and middle school graded 6-8.	• Do Now and discussion • Gradual release video and slides • Creation of Gradual Release Math / Reading lesson • Lesson plan expectations • Student engagement and High Academic expectations • Modeling of Gradual release • Exit Slip and discussion
Corrective Reading. Teachers will effectively implement the corrective reading program in order to strengthen student's phonemic awareness and	• Description of Corrective Reading • Supportive Data - 20 minutes • Teacher case studies

fluency in grades 3-8.	• Anatomy and Verbiage • Summative Assessment
Data Assessments **k-2:** Teachers administer DIBELS and ORF testing per specific expectations and protocol and compile and analyze the testing data to make informed decisions for Reading instruction at six-week increments. --- **3-8:** Teachers will utilize the process of data driven analysis to create a whole class and three individual actions to increase student performance.	• Introduction to DIBELS and ORF logistics, templates, and testing • Administration of DIBELS/ORF • Data Collection / Analysis • Grade Level Activities --- • COMP definition and make-up • Data reporting requirements and vernacular • Performance tracking and instructional adjustments • Goal setting and long-term planning

Year-round Weekly Professional Development

The 140 hours of professional development received by teachers during the school year encompasses weekly sessions on Friday. The 90 minutes sessions from 2:30-4:00 p.m. includes basic training components to in-depth sessions that reinforce the summer training. Listed below are a few of the topics covered throughout the year.

Individual Professional Development Plan (IPDP). The class covers the purpose of an IPDP and enables teachers to effectively write and defend their IPDP goals. The class teaches the effective goal writing and the utilization of self-assessment tools while providing state publications that reinforce Illinois teacher and principal standards**.** Included are Process models that allow teacher to write Specific, Measurable, Attainable, Results-based, and Time-bound goals.

English Language Development Strategies. This module assists teachers to incorporate English Language Development strategies into their lessons in order to promote the language of opportunity. The class will assist teachers in helping students acquire the vocabulary and forum to practice the language of opportunity (ability to articulate) in order to better equip them for future oral and writing activities.

Emotional Constancy. Teachers learn the importance of infusing emotional constancy into varying emotional environments in order to center the emotions of scholars and other staff members and produce a feeling of calm and focus inside of the classroom.

Problem Solving. The problem solving module allows teachers to problem solve with confidence and develop solutions to trouble shoot problems independently. Lessons include a systematic approach to problem solving, self-assessments, quizzes, and process models. See

Teaching Large Classes. The module prepares teachers to implement the most effective teaching dynamics in a large setting. The class lessons assist teachers in identifying the benefits and challenges to large class sizes. Additionally, the course emphasizes the importance of connecting with families before the start of class. Elements include articles and grade band discussion and role-play.

Instructional Self-Assessment for Self-Actualization. The self-actualization segment of the module allows teachers to identify best practices that impact instructional and cultural change. The self-assessments for each practice will assist teachers refine individualized goals and seek self-actualization as instructors in the classroom. Helpful articles pertaining to the subject matter are included. The goal is for each teacher to achieve their full potential as leaders in the classroom.

Attachment XIII - Staff Job Descriptions

Principal

The ICS Principal serves as the educational leader and chief administrator, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The Principal will articulate and implement a culture of pride and high behavioral and academic expectations at the school. Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the Deans, the Principal is expected to build and maintain a healthy student and adult learning community. The Principal will be accountable directly to Board of Directors. The job description and performance expectations are listed below.

Responsibilities:

1. Provide oversight to the Dean of Students Life and Management and Dean of Curriculum and Instruction.
2. Ensure the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership.
3. Provides effective guidance, support, coaching, assistance and supervision to all members of the leadership team.
4. Supervises all school personnel directly or indirectly.
5. Serve as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member.
6. Conceptualizes goals and plans accordingly to ensure that procedure and schedules are implemented to carry out the total school program
7. Ensures the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
8. Define responsibilities and accountability of all staff and support staff and develop plans for interpreting the school program to all constituents.
9. Identifies objectives for the instructional, extracurricular and athletic programs of the school.
10. Supervise and evaluate student and staff performance and progress in the instructional program.
11. Encourage the use of community resources, cooperate with the community, interpret the school program for the community and maintain communication with community members.
12. Manages, directs and maintains records of supplies and equipment necessary to carry out the daily school routines.
13. Organizes, oversees and provides support to various services, supplies, materials, and equipment necessary to carry out the school program.
14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
15. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
16. Design, implement and revise systems to maintain a safe and orderly building in every aspect of the school program before, during and after sessions.
17. Produce a school designation of effective or higher.
18. Monitor all discipline files and documentation necessary for parent meetings.
19. Educate Deans on the Board and State policies to ensure transparency.
20. Provide the management company with all relevant data and reports to effectively manage school.
21. Serve as the leader and chief administrator of the school's administrative team

22. Organize and oversee weekly leadership meetings.
23. Applies the laws and regulations of state and federal authorities governing the education of persons with disabilities, including proper testing and program implementation.
24. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Director of Operations

This role oversees all processes pertaining to the operations of ICPS including procurement of supplies, foodservice, facility maintenance, student records, and enrollment data. Responsibilities include site level budget monitoring and management, accounts payable and payroll. The position supervises non-instructional operational functions in the areas of admissions, expansion and outreach, planning, leadership and management, budget and financial management, campus operations, facilities, data and analytics, technology, and food service. The will also play a significant role in developing and implementing the organization's long-term strategy. This position reports directly to the Principal.

Responsibilities:

Planning, Leadership & Management

1. Steward the process for defining and adapting service levels for schools ensuring that the central support office is always accountable to high standards.
2. Ensure performance management and substantial professional development opportunities for all school and operations staff
3. Participate as a key member of the Management Team to set organizational strategy
4. Spearhead the constant improvement of support processes and communication with schools
5. Serve as point of contact for school principals to address any operational needs
6. Represent ICS as needed to resolve operational issues with external parties, including legal counsel, school district, state, etc., as well as liaising with board of directors

Budget & Financial Management

1. Oversee operating budgets
2. Support the CFO and school principals in developing and monitoring organization-wide budgets and financial controls
3. Monitor the impact of operational decisions and performance on the organization's financial health

School Operations

a. Support the Principal and CFO in leading campus operations staff to provide high-quality and financially compliant goods and services, including procurement, transportation, and other key areas
b. Lead facilities staff and vendors in routine maintenance of sites and user support
c. Support the technology personnel in leading a team to create and refine data and knowledge management systems, to provide custom reporting to support academic and operational decisions and to provide data-driven instructional support programs and alumni support.
d. Effectively manage the food service budget
e. Support the management of the food service staff and vendors to provide healthy school meals

Dean of Student Life and Management

The Dean of Student Life and Management (DSLM) is responsible for overseeing the school culture and supporting the goals and objectives of the school. The DSLM will work to ensure that staff and students are supported in all facets of the school program. The DSLM will oversee every facet of the school's operation that directly impacts student culture. This role ensures that scholars are prepared, socially and academically, for a college preparatory environment. This will include monitoring of classroom

management and behavior, management of all internal and external data, and facilitating and sustaining the healthy and safe environment where achievement will thrive.

The DSLM effectively relates to students and engages them in relationships, in one-on-one, small group and large group settings. The position oversees student behavior with emphasis of students in class: learning position, on task, eyes on the speaker, uniforms are on properly, etc.

The DSLM works directly with ICPS staff to create a professional learning community in which teachers regularly collaborate to reflect on and refine Student Life and Management at the school using achievement data, student work, and their own observations/experiences. The person mentors and coaches staff members with challenging but manageable assignments to encourage growth; identify and systematically develop future leaders.

The DSLM will be directly involved with families at ICPS. This position ensures effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.

Qualifications:

1. 3-5 years of experience working with at-risk students or with a demonstrated record of improving their opportunities and success
2. 2+ years of experience in developing and managing systems effectively
3. 2+ years of experience providing coaching and support to adults
4. BA, MA preferred

Dean of Curriculum and Instruction

The DCI is responsible for overseeing the school curriculum and supporting the goals and objectives of the school's academic programs and assessments. The DCI will work to ensure that staff and students are supported through sound, data driven decision-making and observation of classroom instruction. The DCI will oversee every facet of the school's operation that directly impacts student learning. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas.

The DCI establishes professional standards and expectations for teaching staff while coordinating and leading professional development activities in collaboration with the Principal. The DCI also supervises classroom teaching and lead all staff evaluations. Frequent classroom observations of teachers and intentional feedback push classroom instruction and teacher performance.

Qualifications:

1. Master's degree with a major in educational leadership and/or administration. Additional coursework specific to curriculum or curriculum leadership preferred. State administrative certification for Director of Instruction.
2. Minimum of five years of successful teaching required and three years of successful administrative experience.
3. Excellent verbal and written communication skills; ability to facilitate teams; ability to work well with administrators, teachers, students, and parents.

Teachers

The single most important factor in shaping a student's academic life in kindergarten through eighth grade is the teacher. As ICPS expands, hiring the best teachers is pivotal. Not only do teachers need to care about delivering rigorous quality instruction, they also need to care about the lives of their students outside of the classroom. Teachers must build healthy personal relationships with their students. Additionally, teachers must be mission-driven and aligned with the ICPS vision of closing the achievement gap for all students. A minimum of 15 teachers and 3 school leaders will be hired for each of

the schools. Specials Teachers possess certification or expertise in specialized fields such as art, dance, music, foreign language, etc.

Teachers will be recruited throughout the year. The goal behind the year-long recruitment process is to build a robust pool of highly qualified teachers. Being a teacher for ICPS is incredibly rewarding and requires candidates to possess an extraordinarily strong work ethic. A teacher for ICPS can expect to work extended hours, create and sustain a quality learning environment where high academic and behavioral expectations are the norm, achieve high student test scores, and be a healthy addition to our adult learning communities. We are seeking teachers who will "sweat the small stuff" and have a "no excuses" attitude. Teachers will be expected to do "whatever it takes" to close the achievement gap. ICPS teachers must be able to work in a fast-paced environment where accountability and high expectations are upheld at all times. ICPS teachers must possess a philosophy that 100% of our students will attend and graduate from a four year college and/or university.

Responsibilities:
1. Use assessment data to refine curriculum and inform instructional practices.
2. Participate in collaborative curriculum development, grade-level activities, and school-wide functions.
3. Communicate effectively with students, families, and colleagues.
4. Remain highly organized and meet deadlines 100% of the time.
5. Create intentional lesson plans that support academic rigor and student engagement.
6. Be relentless, serious and focused.

Qualifications:
1. Proven track-record of high achievement in the classroom.
2. Mastery of and enthusiasm for academic subjects.
3. Evidence of self-motivation and willingness to be a team player.
4. Bachelor's degree is required; Master's degree is preferred.
5. Minimum of one year teaching experience in an urban public or charter school setting preferred.
6. Valid State Certification is preferred.
7. Belief in the ICPS mission and vision.

Assistant Teachers
Assistant Teachers will work under a teacher's supervision to give students additional attention and instruction. A valid teaching certificate is required.

- Duties are as follows:
- Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
- Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
- Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
- Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
- Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
- Conduct demonstrations to teach such skills as sports, dancing, and handicrafts.
- Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.
- Distribute tests and homework assignments, and collect them when they are completed.
- Enforce administration policies and rules governing students.
- Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.

- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.
- Observe students' performance, and record relevant data to assess progress.
- Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills.
- Organize and supervise games and other recreational activities to promote physical, mental, and social development.
- Participate in teacher-parent conferences regarding students' progress or problems.
- Plan, prepare, and develop various teaching aids such as bibliographies, charts, and graphs.
- Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review.
- Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.
- Take class attendance, and maintain attendance records.

Intervention Specialist
Intervention Specialists will develop, implement, and evaluate individualized programs for ICPS students who have special academic and social adjustment needs. These interventions are monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency (dependent upon the individual student and the interventions being made).

- A valid Indiana License, LBS1, Type 10 or Type 73
- Commitment to the team approach
- Working knowledge of the relationships among behavior, communication, cognition, social/emotional and academic development.
- Experience designing behavioral programs
- Experience presenting or coaching for interventions in school systems

Special Education Tutor
Under the direction of the school principal, the special education tutor plans and provides for appropriate learning experiences for students with special needs in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with special needs, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

Responsibilities

1. Provide direct and indirect instructional support to students in a positive environment.
2. Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
3. Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
4. Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
5. Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
6. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
7. Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.

8. Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
9. Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
10. Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
11. Develop plans for effective communication, monitoring, and follow-up of students in inclusive
12. Serve as a member of the Interventionist Team as appropriate.
13. Belief in the ICPS mission and vision.

Education

Requires a Bachelor's Degree in an approved program for special education – general curriculum or have completed a major in special education – general curriculum, or have completed 27 semester hours in the education of students with disabilities in the assigned area required.

Attachment XIV-Saturday School and Gifted and Talented Program

Gifted and Talented Program
I CAN SCHOOLS (ICS) is proud of the Gifted and Talented Program it will offer to students. Too often, the accelerated gifts of urban students go unnoticed. Most other charter schools across the country do not offer this option and it is yet another benefit to an ICS education. The Gifted and Talented Program will begin in grade 3 as these students are able to handle the accelerated work. Students who achieve in the 90th percentile or above on any of the assessments including the Stanford 10 and/or on the total composite score are eligible for gifted education.

ICS will contract with an outside Gifted and Talented Program Specialist to provide services for the program. The classroom teacher works with the vendor to ensure that the students are receiving accelerated lessons inside of the classroom. Therefore, accelerated work occurs when the Gifted and Talented Program Specialist is not inside of the building. The program will include experiential learning. The Gifted and Talented Program Specialist will create a thematic plan that includes field trips. These trips enable students to implement processes in real time, and engage more of concepts they learned on paper. For example, if the classroom lesson is about debate, the students' experiential learning trip could include visiting a law firm. The students would shadow a lawyer and conduct interviews. This process allows students to draw connections between what they learned in the classroom and what they experienced in the law firm. In the future, it is the goal of the school to will eliminate the outside vendor and hire a permanent Gifted and Talented Specialist as a part of the staff. This plan will allow for increased intimacy in order to build stronger connections with students, parents and teachers. As the campus grows, there will be an increase in the number of Gifted and Talented students.

Saturday School Program
Saturday School will be required for any student in grades 3 through high school who is performing at basic or below proficiency according to teacher-created Comprehensive Exams. Saturday School is held twice a month and lessons are planned and taught by a highly qualified teacher. Teachers who teach the lesson also plan the lesson as they are keenly aware of a student's individual needs.

Saturday School helps students to remediate and review coursework while increasing the opportunity for independent practice. Students who are struggling need more time to engage lessons. When it is time to perform in class independent of teacher, the student is better prepared due to the additional study time.

The school will offer an extended school day and school year. However, there are students who require more intensive instruction than the regularly scheduled classes offered Monday through Friday. Saturday School works and has been a tremendous boost to student performance. It is a fluid program. Students who require Saturday School and experience significant growth on proficiency tests throughout the school year are no longer required to attend. The lessons are based upon Common Core state standards. The instruction is both teacher-led and computer-based. When the students are not in front of a teacher, they are at a computer using iREADY curriculum.

Saturday School hours are from 8:30 a.m. until noon. The school provides breakfast and lunch. The schedule is accommodating to parents. The school works with families to assure that the required work is accomplished. There are 20 Saturday School sessions a year with 4 hours of instruction per session. Students who are required to attend for the entire program receive an extra 80 hours of additional instruction.

Teachers receive a stipend as well as the building level leader who is present at every session. The school will employ a Saturday School Coordinator (SSC) who is a master teacher and is responsible for visiting sites and viewing data with the Principal. The SSC sends both attendance and achievement data to the Principal at the end of each session. Additionally, the SSC gives feedback to the building level leader.

Parents are aware of the requirements of Saturday School as it is discussed during Parent Orientation and it is listed on the academic calendar.

Attachment XV-Promotions and Community Outreach Schedules

Table 1. Promotions Schedule

Category	Estimated Quantity	Notes
Advertising		
Postcards Mailed	86,000	
Print Materials Postcards Brochures Folders Door hangers Flyer Inserts Banners	15,000 promotional pieces to be distributed: 4500 1000 2000 1500 2500 4500	
Newspapers / Magazines Ads	3	Advertisements/ Announcements
Billboards	5	Billboard ads
Radio Media Advertisements		Radio spot ads
Telephone RoboCalls	10,725	Call-em-all phone call ads to homes throughout the community
Display Holders Display Boards Display Wheels	200 300 100	Display products to be used for Open Houses and community events
Promotions		
Promotional Product #1	1,250	Customized Ink Pens
Promotional Product #2	600	Promo T-Shirts
Promotional Product #3	1,500	Stadium Cups
Promotional Product #4	500	Yard Signs
Promotional Product #5	5,000	Candy
Promotional Product #6	150	Misc. Prizes

Table 2: Community Outreach Plan

Task	Purpose	Date	Team
Meet with key leaders	Introduce ICPS to leaders and create partnerships	June/July 2014	Founding Team
Attend community meetings/events	Introduce ICPS at community meetings and also learn about the surrounding communities	August/September 2014	Founding Team
Visit Resource/Community Centers	Create a partnership with local centers that can provide resources for ICPS families and can generate prospective students	August/September 2014	Founding Team
Round Table-Key Leaders	Meet with key leaders to discuss how ICPS can serve the community	August/September 2014	Founding Team
Meet with local businesses	Introduce ICPS and create partnership for future opportunities	August/September 2014	Founding Team
Visit local churches	Introduce ICPS to religious communities and create a partnership to impact the community	August/September 2014	Founding Team
Open House	Invite key leaders from Michigan	October/November 2014	Founding Team
Parent Orientations	Host monthly orientations for prospective families	January 2015	Admissions Team
Leaders Celebration	Celebrate community key leaders and provide an award for service.	April 2015	Director of Operations/Admissions Team
Community Fun Day	Host a community celebration to announce the opening of ICPS	June 2015	Admissions Team

Attachment XVI-Enrollment Form

Open Enrollment Procedures 2014-15 SY

Admissions Process:

To be eligible for a space at ICAN Schools, the parent/guardian must complete the following steps listed below:

Step 1: Attend a Parent Orientation

Step 2: Application Process

Complete and turn in an application packet in-person.

1. Submit Enrollment Packet & Supporting Documents:
   - A. Child's Birth Certificate
   - B. Parent/Guardian ID
   - C. 2 Proof of Residence (Mortgage, Utility Bill, Lease)
   - D. IEP/ETR/ 504 plan if applicable
   - E. Immunization records

Step 3: Notification of Status

All new scholars will receive a letter indicating the enrollment status. Enrollment status may be one of the following:

1. New Scholar (Space is available)
2. Waitlist (See Waitlist Procedures)

Re-Enrollment of Current Students Procedures

Re-Enrollment for the upcoming school year begins in February for current scholars. Applications (Re-Enrollment Forms and accompanied documentation) will be accepted from all currently enrolled students and siblings (new scholars).

*Siblings can be defined as children who reside in the same household. For example, siblings or half-siblings that reside in different households are not given preference in admission.

At the conclusion of the Re-Enrollment Campaign, ICAN Schools will determine whether there are any additional spaces still open at all grade levels. The number of these spaces may be somewhat flexible based on specific class configurations. Once the number of available spaces has been determined, open enrollment procedures will be implemented.

Open Enrollment Procedures:

Open enrollment is based on a first come, first served approach. Therefore the date of application is an important factor. This is the date on which the school receives a completed application and supporting documentation.

A completed enrollment consist of the following

- Enrollment Application
- Original Birth Certificate
- Identification of Parent/Guardian
- 2 Proof of Residency (lease, mortgage or utility bill)
- Immunization Records (due prior to the first day of school)
- Physical & Dental Form (Kindergartens- due prior to the first day of school)
- IEP/ETR (if applicable)
- Proof of Custody (if applicable)

<u>The procedure for assigning any available spaces is as follows:</u>

1. After each Parent Orientation, admissions staff will offer spaces to applicants who have attended an information session in the order of having received the application form.
2. If space is not available at the campus of choice, parent/guardian will be offered another campus or be placed on the Waitlist.
3. Immunization Records and Physical/Dental Forms are due prior to the first day of school.

Waitlist Procedures:

1. As soon as ICAN Schools has determined that there is a match between available spaces and an applicant, ICAN Schools shall notify the parent of this by phone at the contact number provided. Parents are required to provide confirmation of their intention to accept the placement within 48 hours.
2. After this time, the offer of enrollment will be withdrawn and a letter will be sent to the parent.

Transfer Procedures:

1. Parent must complete a ***Network Transfer Form*** along with a ***Withdrawal Form*** at their current school.
2. Parents must provide a new proof of residence if the address has changed.
3. I CAN Schools will notify parent of a start date after all documentation has been received and reviewed.

Previously Withdrawn Students:

If a student was withdrawn from I CAN SCHOOLS and requests re-admission, the parent/guardian do the following:

1. Parent must notify Admissions

2. Admissions will arrange a meeting with a building leader.

Additional Enrollment Information

At ICAN Schools no student progresses to the next grade level until he/she has met the benchmark criteria for the preceding grade level. These criteria include both standardized achievement tests and mastery of state standards. For new applicants, it is essential to place the student in the appropriate grade. For this purpose, ICAN Schools will use the same assessments we ordinarily use to make a determination of the student's level of learning.

Lottery: During this process of allocating spaces, if there is ever a point at which the number of new student applicants exceeds the number of available spaces, the selection is made by the use of a random lottery. Lottery numbers will be assigned to all new applications during Open Enrollment based on application date and grade level applied for.

DETAILED LOTTERY PROCEDURES

Admission slots will be offered first to returning students and siblings of currently enrolled students as listed in the Open Enrollment Procedures section. Remaining slots will then be offered according to the random order until all spaces are filled, beginning with Cleveland residents.

A lottery will be held in the event the number of applicants exceeds the capacity of the school's available space. Each completed application will be assigned a number in consecutive order as received. In the event that more than one child from a single family has applied, one lottery number will be assigned to each child. If that number is offered admission, all siblings will be offered admission, if space is available. On the date of the lottery, a board member or designated official will supply a list of the application numbers chosen in random sequence through designated lottery process agreed upon by school officials in compliance with community school standards.

Once the full capacity of students has been admitted according to the above procedures, the remaining applications will be assigned a place on the waiting list in the random order already generated. If an admitted student fails to enroll, that vacated slot will be offered to the next student at the appropriate level on the waiting list.

NOTIFICATION PROCEDURES

Parents/guardians are encouraged to attend the lottery but attendance is not mandatory. Parents who do not attend the lottery will be notified of their child's status within five business days of the lottery through phone contact by ICAN Schools Staff and via first class mail sent to the address provided on the application. Parents are required to provide confirmation of their intention to enroll their child in the school **within 3 days**. Failure to respond during the appropriate time will result in the transfer of that opening to another student and placement on the inactive file. Please call the Admissions Office for more information or clarification.

POLICY AND PROCEDURES

ICAN SCHOOLS NETWORK
Cleveland & Public Community Schools

ICAN Schools (2010) are Ohio Community schools, sometimes called a charter school. Both are free public school that is offered as a choice to parents and students. ICAN Schools are independent, free-standing 501(c) (3) nonprofit organizations (not run by a for-profit educational management company). Since its opening, ICAN Schools has established its own mission, philosophy and educational programs.

NON-DISCRIMINATION POLICY

ICAN Schools are open and accessible to all students regardless of race, color, national origin, creed, gender, athletic performance, special need, sexual preference, proficiency in English, physical or mental disability or academic achievement.

PUBLIC SCHOOL REGULATIONS

ICAN Schools are community schools established under Chapter 3314 of the Ohio Revised Code. The school is a public school and students enrolled in and attending the school are required to take Achievement tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for purpose of home education as defined by the Administrative Code shall longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the School Manager or the Ohio Department of Education.

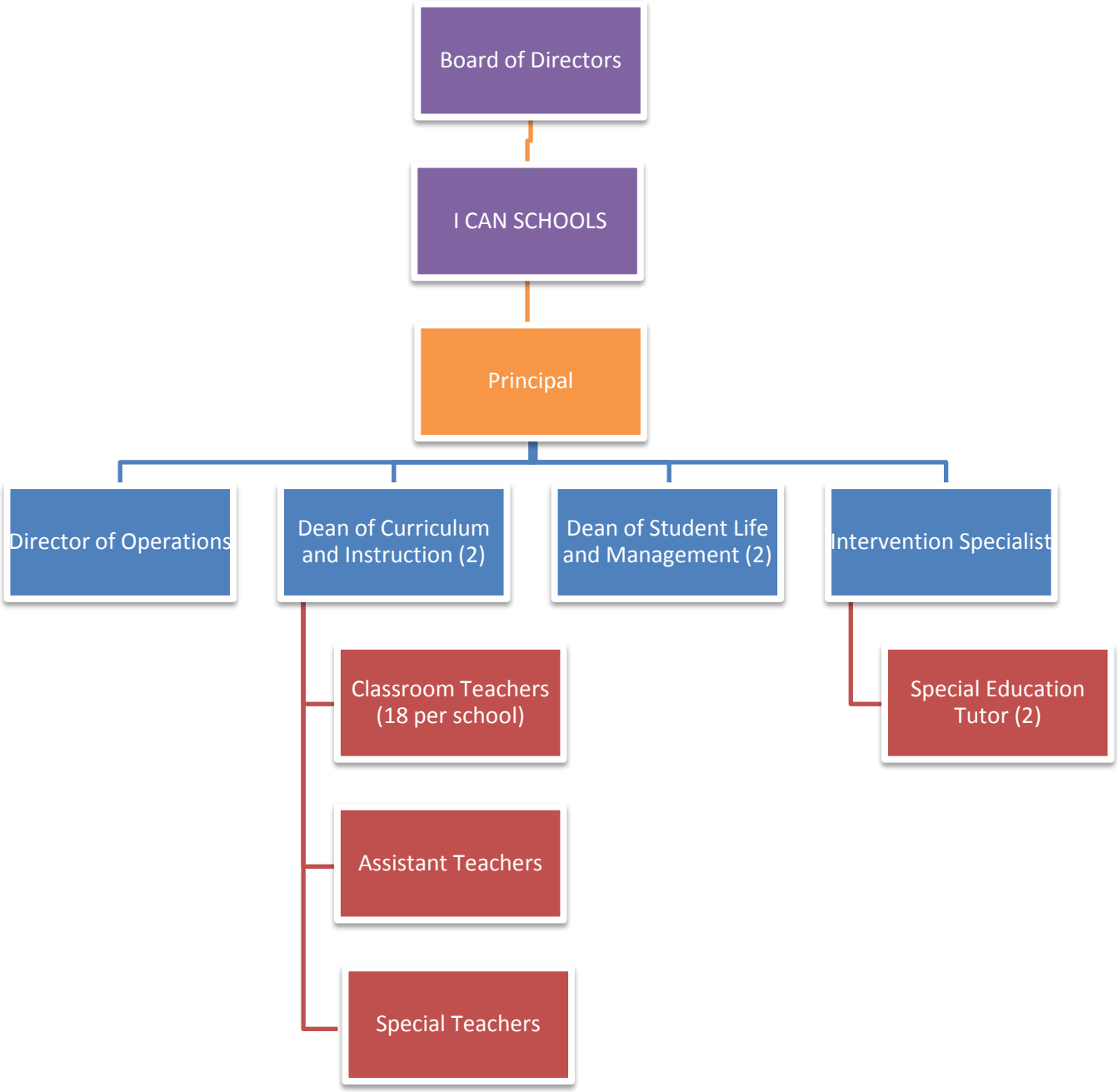
School districts across the State of Ohio are participating in an effort to identify, locate, and evaluate all children birth through 21 years of ago who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, mental retardation, other health impairments, physical impairments, autism, and traumatic brain injury. Public schools have responded vigorously to federal and state mandates requiring the provision of a free appropriate public education regardless of a child's disability. However, before school districts can serve children, they must be found. Parents may not be aware their child has a disability or that there are programs and services available.

Parents and children have certain rights in this process, which will be explained in detail by the school district.

School districts are interested in identifying, locating, and meeting the needs of children with disabilities, including homeless, migrant families, and preschoolers. If you know of any child who may have a disability, contact your local public school for more information on how to help.

Contact ICAN Schools Office of Admissions at 1-888-977 ICAN (4226)

Attachment XVII - ICPS Organizational Chart



Attachment XVIII-Principal Fellow Program

I CAN SCHOOLS Principal Fellow Training

I CAN SCHOOLS (ICS) has inaugurated an innovative fellowship program designed to challenge and strengthen exceptional, early career principals. ICS takes seriously its responsibility to place the best of the best school leaders at it campuses. The goal is to develop strong leaders who are ready for the challenges of ICS. The 12 month paid fellowship features daily, on-site shadowing of highly-successful principals in the ICS network. In real-time, the Fellow will observe the routine/non-routine interactions of a principal. Executive coaching sessions will routinely occur each month to solidify the learning of the on-site shadowing. These sessions will include bi-monthly face-time meetings and phone conferences in which the Fellow will discuss relationships, curriculum and instruction and the culture of their school. At the end of the program, the Fellow will become the Principal at Indiana College Preparatory School (ICPS). The following is the detailed intensive training that will create a Fellow for ICPS who is mission-driven and prepared to administer the ICS model of education and close the achievement gap for deserving students.

All Fellows who are chosen for the program receive the bulk of their training at the ICS in Cleveland, Ohio. The Fellow will move to Cleveland to be a part of the program. The first six months of training for the Fellowship is conducted at various ICS campuses in Northeast Ohio. The final six months is spent "on-the-ground" in the city where the new school is located. Once on the ground (in Indianapolis), the ICPS Fellow will cultivate the relations begun by the school Founders, Marshall Emerson and Jason Stragand and the Executive Director of Governmental Relations & Strategic Partnerships during their community engagement visits.

In addition to the ICS hands-on training, the Fellow will receive additional formal education and training. There is required reading of twenty-five books as a part of the development process. The Fellow participates in the Building Excellent Schools (BES) Leaders for Emerging Networks of Schools (LENS) summer training program. This highly competitive program cultivates, selects, and trains Fellows to effectively found and lead high-performing charter schools across the country.

The program prepares Fellows to execute on common design elements of rigor, time, culture, talent, and data use. It is specifically designed to prepare an individual to think, see, decide, manage, and execute as an effective instructional leader in an urban charter school. Content include the following elements:

- Developing a leader's mindset, lens and voice
- Managing strong adult culture by equipping and inspiring adults to perform effectively
- Setting appropriate school culture, including arrivals, transitions, thresholds, discipline and classroom systems
- Delivering effective instruction, including curriculum, rigor, classroom routines and procedures, and assessment

Specific classes include the following sessions:

- Assessment and Data Analysis
- Calendars, Schedules and Action Plans
- Leadership Voice and Low/High Stress
- Coaching Adults
- Coaching Parents and Students
- Mission, Values, and Vision
- Ensuring Instructional Excellence
- Leadership Self-Awareness
- Crucial Conversations and Giving Feedback
- Recruitment, Hiring, and Maintaining Talent

The LENS classes allow the Fellow to be surrounded by other like-minded Fellows who will also become charter school principals. Additional classroom training is provided at the University of Berkeley, California.

All Fellows attend leadership classes at the Harvard Graduate School of Education at Harvard University. These classes help to prepare students to assume roles leading transformative change in schools. The classes offer information on the centrality of teaching and learning, devices of improvement including how school leaders create conditions in start-up schools. These classes also help the leader with an awareness of their leadership skills.

Fellowship Recruitment Process

A national search is conducted for Fellows. Phase I requires that interested applicants answer five preliminary essay questions focused on school culture, school leadership, community engagement, leadership effectiveness and emotional intelligence. Phase 1 resumes are vetted based upon their essay responses. Candidates, who pass Phase 1, receive a telephone interview. Phase II includes the I CAN SCHOOLS (ICS) Co-founder providing mission fit questions to determine if the candidate has a deep understanding of the mission and vision of ICS. Additionally, questions pertain to specific experiences on the resume. From there, an additional phone interview occurs which offers questions that will help to determine the strength of character. These questions also assist in gauging how effective the candidate will be in leading, motivating, and inspiring groups of stakeholders including students, teachers, leaders, parents.

Phase 3 includes a SKYPE interview for out-of-state candidates and face-to face interview for local candidates. A team of current principals, Executive Directors and other building level leaders interview the candidate. They ask direct questions pertaining to student and adult culture, curriculum, leadership effectiveness, and community engagement. Candidates who pass this Phase 3 are asked to travel to Cleveland (courtesy of ICS) to participate in a nine hour interview day.

During the final Phase 4, a team of 29 current ICS team leaders assess the candidate in a 360 degree evaluation. During the 9 hours, the candidate will teach a sample lesson, observe a teacher instruct and provide feedback, and complete a power walk of every classroom in the training site school. Additionally, the candidate creates an action plan addressing their observations for the day. Next, candidates engage in a demand writing sample. The candidates end their day by participating in a rapport building activity where they lead a student class by engaging in dialogue around a topic of importance to them. The students evaluate the candidate's ability to build a relationship and effectively understand the population where they would be working.

In one last activity, candidates analyze instruction data given to them two weeks before arriving to the program. They are tasked with making assumptions about the data and creating a strategic action plan from the perspective of a building level leader at an actual school. All ICS leaders use a rubric to evaluate each candidate skill set to make final recommendation and determinations to the school Founders for offer letters to go out to the potential Fellow candidates. Figure 1 is an actual 2014 weekly schedule for Fellows in training.

Figure 1: Principal Fellowship Weekly Schedule

Principal Fellowship
Weekly Schedule
August - December
Focus K - 5

Office of the Principal

1. Greet every scholar, with the principal, three times per week in outside parking lot
2. Meet every morning to review schedule for the day, make adjustments as needed
3. Attend all parent/teacher meetings the principal attends
4. Attend bi-monthly principal meetings
5. Meet at minimum for one hour reviewing progress of School Immersion Project
6. Create agenda for all leadership face time meetings and assist principal with discussing these items with the leadership team
7. Meet at the end of each day, reviewing notes, celebrating successes, discussing roadblocks

Office of the Dean of Curriculum and Instruction

1. Complete 2 classroom co-observations with the DSLI, assist with teacher feedback, debrief with DSLI
2. Select 2 teachers you will manage and provide instructional feedback, via routine observations, with the DSLI (you will write observation and give all feedback), keep the teacher observation tracker for those teachers
3. Attend ALL parent/teacher meetings related to Academics in which the DSLI leads/attends
4. Teach one lesson (different grade each week), alternating, Math and Reading, using the guided release

Office of the Dean of Student Life and Management

1. Complete 1 Power Walks and debrief with DSLM, create action plan
2. Manage breakfast room and lead morning message two times per week; debrief with DSLM. Keep a log in your binder of the topics.
3. Manage elementary lunch room 3 days per week and middle school lunch room 2 days per week
4. Manage inside dismissal 3 days per week and outside dismissal 2 days per week
5. Attend one DSLM meeting per month with Principal, summarize the meeting and send notes to principal and Jason
6. Attend ALL parent/teacher meetings related to behavior in which the DSLM leads/attends
7. Call 5 parents, narrate the positive, keep documentation (per grade level), share with teacher
8. Manage detention 3 times per week and assist as needed in making detention phone calls

Responsibility

Once the Fellow becomes a Principal, he or she is tasked with significant responsibilities. The Principal position will be responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of ICPS. The Principal will articulate and implement a culture of pride and high behavioral and academic expectations at the school. Achieving academic excellence requires that the Principal work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the Deans of the School, the Principal is expected to build and maintain a healthy student and adult learning community. The Principal will be accountable directly to the Board of Directors. She/he will work collaboratively with the Executive Director of School Accountability, a member of the Project Team member.

Attachment XIX-Board Orientation Process

SAMPLE

Board of Directors Recruitment, & Orientation Process

The following process provides guidelines and tasks necessary when considering new membership of the Board of Directors for I CAN SCHOOLS. This process is used to identify the needs of the Board and to recruit beneficial skillsets, thoroughly consider applicants, and orient new members to the role and requirements of Board membership within the I CAN SCHOOLS network of schools.

Recruitment:

I CAN SCHOOLS recommends a 5-7 member Board to help ensure adequate skills and talents and to encourage regular communication, availability and involvement for necessary Board governance work related to the I CAN SCHOOLS network.

Boards should ensure diverse backgrounds, talents and skills are on their Board at all times. When considering new membership, the Board members will review the professions and experience currently on the Board and recruit for additional interest and expertise. Consideration should be made to include the following:

Non-profit Governance;
Education;
Financial;
Operational;
Legal;
Human Capital;
Community Involvement; and
Parental point of view and expertise

In the recruitment stage, a prospective Board member candidate will receive an overview of the School and the Charter Contract as well as financial and academic performance information on the school.

The candidate will receive a Statement of Expectations, a Code of Ethics / Conflict of Interest Policy, a board meeting schedule and informational references to help them determine if they can make the required commitment to the Board.

If the prospective Board member candidate is interested in membership, they will complete an application and provide a resume or bio for consideration.

122 **Orientation Process for Board of Directors**
(as revised and adopted August 2014)

The I CAN SCHOOLS Board of Directors believes that the Orientation Process is an essential process used to ensure continuous and consistent Board performance. The Board's intent is to ensure materials, training, and information are provided to new members to encourage knowledgeable and active participation from day one of membership throughout each Board member's full term.

Preparation and orientation of each Board member is critical to the Board's long term effectiveness. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the School, and learn Board procedures.

Each prospective Board member candidate will be required to complete an application and submit a resume or bio to the Board and I CAN SCHOOLS for consideration of membership. The Board member candidate's information will be reviewed with the Board and leadership.

The prospective Board member candidate may be asked to meet with the Board president and leadership to discuss potential membership and continue the Orientation Process.

It is important to ensure that all new members are committed to the mission and vision of the Board and I CAN SCHOOLS. It is critical to the success of the school that each Board member understands the roles of governance and the roles of management to ensure a cohesive and functional partnership. The meeting will allow for the candidate to meet with the management company leadership to gain an understanding of the School operations in addition to governance responsibilities.

The Orientation Process includes the following:

1. Potential Board member candidate submits an application for membership as well as a resume or bio to the president of the Board or I CAN SCHOOLS co-founders or school leader.
2. Application and potential board member candidate information is shared with president, founders and school leader for consideration.
3. A meeting with the Board president, founders and/or school leader is scheduled to discuss the Board functions, policies and procedures, expectations and requirements, and general information about the School operations. At this time, the candidate will receive the Commitment Statement and the annual Board and School calendars and informational references to ensure that he/she has the required time and resources necessary to commit to membership of the Board.
4. If the candidate appears to have skills, expertise and ample time to commit to the Board as needed, the candidate application and resume/bio is shared with all Board members and the Orientation Process continues. If it is agreed that the potential candidate may not be the right fit for the Board, a thank you letter is sent to the candidate thanking him for his/her interest, but declining his Application.
5. Upon continuation of the Orientation Process, the potential Board member candidate is invited to tour the School and attend the next Board meeting. The candidate will observe the meeting and be available to answer any questions the current Board members may have.
6. Upon discussion with the Board members, attendance at a meeting, touring of the School, and meeting with management and school leader, the management company will prepare and provide the potential Board candidate with an electronic Board Binder for reference and review.
7. If the Board is considering new membership at the time, the Board will discuss and put to a vote the potential Board member candidate's application at the next Board meeting. If a majority of the current members vote in favor of the new Board member candidate, then the vote will approve the new member and he will become a member of the Board of Directors of the School.
8. Upon formal Board approval, the new Board member will sign the Commitment Statement and Code of Ethics/Conflict of Interest Policy as well as commit to attending any required current or future training.

Board Documentation includes the following:

New Board members will receive an electronic Board Binder (on a thumb drive) which includes the following critical documents that are important for Board members to review and have available for reference throughout their term:

A. Board member and staff rosters with contact information

B. A copy of the School's contract with the Sponsor including all attachments including the educational plan, the accountability plan, the budget, the organizational chart and management agreement, etc.;

C. A copy of the Board's organizational documents including Bylaws;

D. A copy of all adopted Governance Policies;

E. A copy of the Ohio Open Meetings Law (R.C. 121.22);

F. Board Member reference sheets for roles, responsibilities and meeting conduct;

G. Most recent Board Member training/schedule information;

H. Most recent promotional / informational brochures for I CAN SCHOOLS

I. Annual I CAN SCHOOLS handbook, school and event calendar, and board meeting calendar.

J. A copy of the current School year budget and related financial information;

K. Board Member Annual Commitment Statement (for signature);

L. Board Member Code of Ethics / Conflict of Interest Policy (for signature);

M. Log in and password to the "Board on Track" system to access all Board documentation and information (which will ultimately ease in the accessibility of viewing electronic copies of these essential documents.)

Attachment XX-Teacher Hiring Process

ICPS Teacher and Leader Hiring and Recruitment Process

ICPS Teachers

Teachers for Indianapolis College Preparatory School (ICPS) will be recruited throughout the year. The goal behind the year-long recruitment process is to build a robust pool of highly qualified teachers. Being a teacher for ICPS is incredibly rewarding and requires candidates to possess an extraordinarily strong work ethic. A teacher for ICPS can expect to work extended hours, create and sustain a quality learning environment where high academic and behavioral expectations are the norm, achieve high student test scores, and be a healthy addition to our adult learning communities. We are seeking teachers who will "sweat the small stuff" and have a "no excuses" attitude. Teachers will be expected to do "whatever it takes" to close the achievement gap. ICPS teachers must be able to work in a fast-paced environment where accountability and high expectations are upheld at all times. ICPS teachers must possess a philosophy that 100% of our students will attend and graduate from a four year college and/or university.

Teacher Recruitment Process

The Teacher Recruiter will deploy several methods to recruit teachers including job postings, referrals, and attending teacher career fairs. Once resumes and cover letters are submitted, the following process ensues. After a careful analysis of job experience, educational background, and other professional endeavors, qualified candidates are given a 15-minute phone interview. The purpose of the initial interview is to quickly determine if the candidate is mission-driven and aligned with the ICPS vision.

Successful candidates will go through one more phone interview (more intense and lasting 60 – 75 minutes) to determine how they respond to certain behavioral situations and their ability to be a team player. The third phase of the interview process is a 75 minute, face-to-face interview with the recruitment team consisting of the school Deans and master-level teachers. The interview team will ask focused and intense questions around teaching, learning, assessment, lesson planning and classroom management. Candidates who pass this final phase of the recruitment process will be asked to do a demonstration lesson in their content area at an ICPS network school. The candidate will be asked to submit detailed lesson plans and be observed by the recruitment team as well as be required to complete two on-demand writing assignments that involve writing a letter to a parent and analyzing a set of data with the goal of preparing an academic plan of action for a specific class. Candidates who successfully pass all facets of the interview process will undergo heavy reference checks. If references check positive, the candidate will be offered a letter of intent to hire.

Building Level Leaders Hiring Process

Building Level Leaders Recruitment Process

Recruitment for building level leaders including the positions of Dean of Student Life and Management and Dean of Curriculum and Instruction undergo a special recruitment process. Building level leadership recruitment begins with a 15-minute phone interview for qualified candidates. The purpose of the initial interview is to quickly determine if the candidate is mission-driven and aligned with the ICPS vision. Successful candidates will go through one

more phone interview (more intense and lasting 60 – 75 minutes) to determine how they respond to certain behavioral situations and their ability to be a team player. The third phase of the interview process is a 75 minute, face-to-face interview with the recruitment team. The interview team will ask focused and intense questions around teaching, learning, assessment, lesson planning and classroom management. Candidates who pass this final phase of the recruitment process will be asked to do a demonstration lesson in their content area. The candidate will be asked to submit detailed lesson plans and be observed by the recruitment team as well as be required to complete two on-demand writing assignments that involve writing a letter to a parent and analyzing a set of data with the goal of preparing an academic plan of action for a specific class.

Leadership recruits will additionally be required to attend the ICPS Selection Weekend. The weekend will include 4-5 additional interviews with Deans, complete four writing projects that will include writing an "Instructional Battle Plan" for a fictitious school with specific norms, observing a teacher video and giving detailed feedback, analyzing school-wide data, creating an academic/behavioral action plan, and writing a parent letter outlining the upcoming school year's academic roadmap. Leadership recruits will also be required to complete a culture walk a ICPS and give the Deans' feedback about its culture. If the candidate is currently in an administrative role, the recruitment team will visit his/her school to observe the leader in action. The final phase of the leadership recruitment process is a heavy reference check. If references check positive, the candidate will be offered a letter of intent to hire. Teachers and school leaders will begin working at ICPS beginning July 2015.

Attachment XXI - Community Partnerships Template

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is a letter of support included in the application?
Office of the Mayor	Brandon Brown, Director of Charter Schools	2501 City County Building 200 E. Washington Street Indianapolis IN 46201 brandon.brown@indy.gov 317-327-3621	Charter school authorizer	
Teach for America	Jason Simons	1630 N Meridian St, Indianapolis, IN 46202 (317) 632-4218	ICPS will utilize Teach for America teachers.	
Bookkeeping Plus	Beth A. Marsh, CEO	232 E McClarnon Dr, Greenfield, IN 46140 (317) 462-2049	An experienced accounting firm that works with dozens of charter schools and is knowledgeable on Indiana finance and reporting requirements.	
The Mind Trust	Patrick Herrel	WFYI building , 1630 North Meridian St, Indianapolis, IN 46202 pherrel@themindtrust.org (317) 822-8102	ICPS will seek school funding opportunities.	
Church, Church, Hittle & Antrim	Seamus P. Boyce	10765 Lantern Rd, Suite 201, Fishers, IN 46038, (317)572-1609	ICPS is working with the firm to retain knowledgeable and experienced local board counsel.	
Concord Neighborhood Center	Nikki Girls, Executive Director Hallie Robbins, Education Specialist	1310 Meridian Street, Indianapolis, IN 46225	CNC is working to implement the ICS model on the south side of town to serve their neighborhood for a holistic wrap-around services approach.	
East Washington Street Partnership	Joe Bowling, Executive Director	EWSP is located at 57 N. Rural Street Indianapolis, IN 46201.	This group is revitalizing the Washington St. Corridor. Meetings are being held to	

			implement an ICS model school within the corridor. Discussions include whether the school should be housed in a new or existing facility.	
Chris Brunson	Archdiocese of Indianapolis	1400 N Meridian St, Indianapolis, IN 46202 (317) 317-236-1516	Discussions are being held to determine if the ICS model is a great fit for a school building they have available on the north side of Indianapolis.	
CB Richard Ellis	Gordon Hendry		As a real estate partner, they are providing location opportunities and demographic information.	
IFF	Jeff Bennett, the Director of Indianapolis Real Estate Services	202 E. Market St. The Platform Indianapolis, IN 46204 jbennett@iff.org (317) 454-8530	They are providing a detailed demographic study plotting current areas of service gap throughout the city and discussions of financing opportunities are occurring.	
Industrial Realty Group	Stu Lichter, President and Chairman of the Board	Industrial Realty Group, LLC 11100 Santa Monica Boulevard Suite 850 Los Angeles, CA 90025 slichter@irg.cc | Phone: 562-803-4761	IRG may purchase and renovate the school building facilities and lease them to ICPS.	Yes.

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Memo to: **Indianapolis Mayor's Office**

Memo from: **Yvonne Adkins, Authorized Representative**

Re: **Indiana College Preparatory School**
Application for Charter

Please accept this memo as my expressed interest in serving as authorized representative for the Indiana College Preparatory School (the "School"). As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the board of directors for the School:

1. 15 years of charter school management experience
2. 15 years of non-profit governance experience
3. Charter school authorizer oversight experience
4. Currently board president for an existing educationally driven non-profit

I am pleased to represent the Indiana College Preparatory School board of directors and founding team. I do not have any potential conflicts of interest prohibiting me from being authorized representative for the School.

My intention is to be actively engaged with the board of directors and the founding team for the School. As part of the founding team and employee of I CAN SCHOOLS, I am acting as the authorized representative on behalf of the board for a multi-school application to implement I CAN SCHOOLS model elementary schools and high school in various parts of the city of Indianapolis. I will not receive compensation from the School. I do not have any existing contractual relationships with the School and I will not engage in any contractual relationships with the School, directly or indirectly, that would provide financial or other benefits to me or my family personally or professionally.

YVONNE E. ADKINS

6301 Rockingham Court ● Prospect, KY 40059 ● 330-800-6363 ● yeadkins@gmail.com

PROFESSIONAL SUMMARY

Results-oriented leader who knows that teamwork and strategic alliances are invaluable in driving change, improvement and effective organizational performance in non-profit and for-profit organizations. Skilled in building new business relationships and providing consistent and superior service to strengthen and maintain ongoing partnerships.

Areas of expertise include:

Organizational Leadership
Multi-Site Operations Mgmt.
Non-profit Governance
Strategic Business Planning
New Business Development
Goal Setting & Benchmarking
Coaching & Staff Development
Policies/Operating Procedures
Meeting & Event Planning

PROFESSIONAL EXPERIENCE

Vice President of Sponsorship Operations **2011 – Present**
Charter School Specialists Pickerington, OH

- Manages sponsorship operational projects relating to oversight of 46 independent nonprofit charter schools across the state.
- Develop strategic plan, self-evaluation process and implementation of operational processes for the organization
- Develop and oversee new school board/non-profit training programs.
- Develop guidelines and oversee annual compliance assessments for nonprofit school operations

Significant Achievements:

- Developed a two tier process for charter school applicants. This includes a LOI process for currently operating applicants to assess historical performance and a more comprehensive application process and rubric scoring which served as a capacity test for new start-up schools. Brought in ten new applicants in the first year of implementation.
- Redesigned a three phase annual compliance assessment process which was used by all internal auditors to review and assess compliance across 46 sites across the state.
- Developed Standard Operating Procedures for the company including processes for communications, complaints, applications, proposals, contracts, corrective action plans, background checks and required board member documentation.
- Created a new monthly sponsorship newsletter distributed to all stakeholders including the Ohio Department of Education, the state and national authorizer's association, and all boards and schools.
- Responsible for oversight of all Auditor of State audits and corrective action plans as necessary for 46 schools across the state.

Co-Founder/Chief Consultant **2010 – 2012**
Achieve Board Certification North Canton, OH

- Creation of on-line professional development program for non-profit charter school boards and school leaders. Development of the program included research, writing all content, PowerPoint creation, scripting, and recording voice over of the course content.
- Design, develop and implement the program website, all video presentations, webinars as well as promotional material and marketing of the program.

Significant Achievements:

- Established partnership with Ashland University for approval of content and certification of the course. This partnership resulted in Achieve Board Certification's program being the only certified charter school board development and training program in Ohio.
- Conducted and awarded annual training and certification for 20 boards across Ohio.

Vice President/ Director of Board Relations **2001 – 2010**
White Hat Management Akron, OH

- Recruited, secured and oriented hundreds of new board members. Strengthened relationships with board members, community members, authorizers and state representation.

- Developed policies and protocols for ensuring compliance for multiple educational program models in multiple states.
- Conducted staff development and required policies and procedures to ensure appropriate oversight and supervision of compliance requirements; this included many contract renewals, corrective action plans and negotiation of revised provisions and terms.

Significant Achievements:

- Continuously gained new responsibilities and promotions during my 9 year tenure – from Board Liaison to Director of Board Relations to Vice President Governance and Compliance, overseeing board relations, compliance and governance for all partnerships.
- Successfully managed growth from 12 governing boards Ohio to 53 governing boards across 6 states. This included recruiting and developing board members, building a team and managing liaisons and compliance officers, development of protocols and policies, and establishing internal and external communication processes to ensure all parties, including department heads, board members and authorizer representatives, received necessary and continued communication.
- Lead for strategic planning (Balanced Scorecard) initiative beginning at the corporate level, including initial development of measures and benchmarking for balanced scorecard roll-out. Developed ongoing process improvements that made it possible to accommodate increasing levels of responsibilities necessitated by continued growth and various staff reductions.
- Successfully established relationships and worked with strategic partners including the governing boards and various sponsors to maintain contract compliance in multiple states over the years.

Corporate & Real Estate Paralegal **1998 – 2001**
Amer Cunningham Co. LPA Akron, OH

- Calendared and tracked all critical dates for the corporate and real estate attorneys.
- Maintained good standings and regularly updated minute books and corporate structures for all of the firm's twenty attorneys and their corporate clients.
- Drafted leases, purchase agreements, operating agreements, articles, bylaws, stock certificates and various other documents.
- Maintained client relationships and liaison services with all title companies, developers, and leaseholders to monitor escrow payments, lease renewals and track phases of development for the various development projects, clients, and files.

Significant Achievements:

- Years working with the firm's senior partner and his corporate and real estate development practice resulted in my responsibility for all of the firm's corporate paralegal duties, and recommendation for future job opportunity.

EDUCATION, CERTIFICATIONS & ASSOCIATIONS

Palladium Kaplan-Norton Balanced Scorecard Strategic Planning Certified Graduate (2010)
Ohio Auditor of State Fiscal Training (2010)
National Charter Schools Institute – Board Governance & Leadership Certificate Program (2005)
BoardSource – Non-Profit Consultant Certification (2002)

The University of Akron, Akron, OH / American InterContinental University, IL – Bachelor of Business Administration
3.94 GPA - Graduated Summa Cum Laude

Kentucky & Southern Indiana Stroke Association (KSISA) – Board President / Board Member
Lamplighters of America, Inc., Lexington, KY – Interim-Chairman / Board Member
Buckeye Charter School Boards, Inc. –Evaluation Development Project Advisory Committee Member
Kentucky Nonprofit Network – Nonprofit Advocacy Council Member
National Association of Professional Women Member (NAPW) – Member
BoardSource Member – since 2001
Notary Public - Commissioned since 1999

Previous Member of Stark Community Toastmasters 2010 - 2012
Previous Member of the National Association of Female Executives (NAFE)
Previous Member of International Association of Administrative Professionals (IAAP)

Bernadine Tooley

Bernadine Tooley was a Social Worker with the Indianapolis Public Schools for 34 years. Ms. Tooley worked for the State Child Welfare Department in Louisiana, as a caseworker prior to her coming to Indiana.

Ms. Tooley received her Masters of Social Work from Lilly of the Lake University. Ms. Tooley was educated through the Catholic School system from grade school to high school.

In 1994 Mrs. Tooley received the State School Social Worker of the year. Ms. Tooley has been a Girl Scout leader and a coach for the Catholic Youth Organization for softball and kickball.

Ms. Toolely has served as a Concord Neighborhood Center board member for 20 years, and has chaired the program committee and has served several terms as a member on the executive committee.

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Memo to: **Indianapolis Mayor's Office**

Memo from: **Bernadine Tooley**

Re: **Indiana College Preparatory School**
Application for Charter

Please accept this memo as my expressed interest in serving in a governing authority member capacity for the Indiana College Preparatory School. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the board of directors for the school:

1. 34 years social work experience
2. Masters of Social Work from Lilly of the Lake University
3. State School Social Worker of the Year
4. Girl Scout leader and coach
5. Concord Neighborhood Board Member

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Indiana College Preparatory School. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the School or with I CAN SCHOOLS and I will not have any future business relationships with the School or I CAN SCHOOLS. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

Joseph Hankins biography

Joseph Hankins is the founder and managing member of Hankins Law, LLC, which specializes in estate planning and business law.

Joseph is originally from Jacksonville, Illinois, a small farming community in Central Illinois. Joseph graduated from Truman State University in Kirksville, Missouri, and received his law degree from George Mason University School of Law in Arlington, Virginia, where he met his wife, Jackie, who is originally from Indianapolis, Indiana.

Following graduation from George Mason School of Law, Joseph did a one-year judicial clerkship with The Honorable William T. Newman of the Arlington County, Virginia, Circuit Court. Thereafter, he worked as an attorney for a boutique estate planning and family law litigation firm located in Bethesda, Maryland.

Joseph is a member of the Hamilton County and Indianapolis Bar Associations, and serves as the Associate Editor of the Indiana Bar Association's Trust, Probate and Real Property newsletter. He is a member of the Sagamore Inn of Court and participated in Opportunity Indianapolis through Leadership Indianapolis. He also and serves on the Board of The Scene, the Palladium at the Center for the Performing Art's Young Professionals organization, and the Horizon Council at Conner Prairie. Joseph is licensed to practice law in Indiana, Maryland and Virginia.

21100 Southgate Park Blvd. Maple Hts., OH 44137 | 216-390-0268|
info@icanschools.org

Memo to: **Indianapolis Mayor's Office**

Memo from: **Joseph Hankins**

Re: **Indiana College Preparatory School**
Application for Charter

Please accept this memo as my expressed interest in serving in a governing authority member capacity for the Indiana College Preparatory School. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the board of directors for the school:

1. **Advocate for educational advancement**
2. **Dedicated member of community**
3. **Serve in leadership position on several community boards**

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Indiana College Preparatory School. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school or with I CAN SCHOOLS and I will not have any future business relationships with the school or I CAN SCHOOLS. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with the Indiana College Preparatory School and look forward to providing a quality educational offering for our students of Indianapolis.

Joseph Hankins

8250 Haverstick Road, Suite 150 · Indianapolis, Indiana 46240· (317) 973-0700 · jhankins@hankinslawindy.com

BAR ADMISSIONS

Virginia (2008); Maryland (2009); Indiana (2013)

EDUCATION

George Mason University School of Law, Arlington, Virginia
Juris Doctor, May 2008
Honors: *Federal Circuit Bar Journal*, Managing Editor
Activities: Phi Alpha Delta, Marshall

Truman State University, Kirksville, Missouri
B.A.: Political Science, Minor: Philosophy/Religion, May 2004
Honors: General John J. Pershing Memorial Scholarship, Full academic scholarship with study abroad stipend.

EXPERIENCE

Hankins Law, LLC, Indianapolis, Indiana Fall 2013 – Present
Founding Attorney: Perform all functions of managing a solo law practice, including client development, practice management, implementation of firm growth strategies and providing quality legal services to clients. Legal practice focuses on business, estate and family law, with a focus on litigation. My practice's goal is to provide clients with individualized legal solutions, with a focus on pragmatic and real-world solutions to a client's legal problems.

New & Lowinger, P.C., Bethesda, Maryland Fall 2009 – Summer 2013
Associate Attorney: Handled all aspects of family law proceedings, including discovery, motion practice, mediation, trials and appeals, in both Virginia and Maryland. Issues in proceedings often included the valuation of complex assets such as beneficiary interests in trusts, partnership interests and closely held corporate interests. Argued extensively before state trial courts on preliminary motions, discovery disputes, final equitable distribution and child custody hearings. Deposed both fact and expert witnesses, including forensic accountants and child custody evaluators.

Arlington County Circuit Court, Arlington, Virginia Fall 2008 – Summer 2009
Judicial Law Clerk: Assisted four trial court judges in preparing their civil and criminal dockets. Civil docket preparation involved writing legal memoranda, briefing judges, and recommending an appropriate course of action. Drafted judicial letter opinions in domestic relations, civil procedure and employment law matters. Managed and briefed presiding judge on all filings in a criminal jury trial in which conviction carried a sentence of mandatory life imprisonment. Reviewed proposed orders, adoption filings and final divorce hearing requests; revised the Virginia Model Jury Instructions.

The Honorable Judith E. Retchin, Superior Court of DC, Washington, DC Summer 2007
Judicial Intern: Wrote memoranda regarding issues in civil litigation, requiring synthesizing motions, researching the applicable law and recommending an appropriate course of action. Presented findings to Judge, and then drafted final judicial orders. Regularly observed trials and discussed impressions with Judge.

Commonwealth of Virginia Public Defender's Office, Alexandria, Virginia Spring 2007
Legal Intern: Wrote legal memoranda on topics including constructive drug possession, unreasonable searches, improper questioning, and effectiveness of probation for sexual offenders.

PROFESSIONAL AND CIVIC ORGANIZATIONS

Hamilton County and Indianapolis Bar Associations
The Scene at the Center for the Performing Arts (Young Professional organization)
Conner Prairie's Horizon Council (Young Professionals organization)
Associate Editor of the Indiana Bar Association's Probate, Trust & Real Property Newsletter
Sagamore Inn of Court Associate Member
Opportunity Indianapolis graduate through Leadership Indianapolis

Todd Hurst, Director of Education and Workforce Innovation

(317) 791-5705

hurstt@uindy.edu

Todd Hurst serves as the Director of Education and Workforce Innovation, overseeing CELL's Education and Workforce Innovation Network (EWIN) and the Indiana New Tech Network. Todd Has also worked extensively with CELL's Early College High School and Project-Based Learning initiatives. Todd earned his bachelor's degree in history, classical cultures, and ancient Greek from Ball State University and holds a teaching license in Latin. He earned a Master of Education Degree in Curriculum and Instruction from the University of Indianapolis. Currently, Todd is pursuing a Ph.D. in Education Sciences with a Specialization in School Technology Leadership at the University of Kentucky. His education and research interests include leveraging technology for 21st-Century skill development, education and workforce alignment, and hybrid/non-traditional learning environments.

TODD M. HURST

8654 N. Mia Ln.,
McCordsville, IN 46055
317.473.6158
thurst32@gmail.com

EXPERIENCE

Center of Excellence in Leadership of Learning, Indianapolis, IN
Director of Education and Workforce Innovation
August 2009-Present

- Managed $1.6 million budget and the Education Workforce Innovation Network
- Convened multiple statewide events on education-workforce issues
- Provided technical assistance the Center for Education and Career Innovation on innovation in K-12
- Assisted multiple economic growth regions in applications for college and career readiness grant applications
- Established eight regional partnerships across Indiana with the purpose of developing innovative programming to address education-workforce gaps
- Served as the state intermediary for the New Tech Network in Indiana
- Conduct monthly statewide update on education-workforce issues in partnership with the Center for Education and Career Innovation
- Establsihed the Indiana College and Career Collaborative, in partnership with the Indiana Youth Institute, the Indiana Chamber of Commerce, and LearnMore Indiana

Herron High School Indianapolis, IN
Director of College Advising
August 2006 - August 2009

- Oversaw Advanced Placement for the school
- Responsible for college and career counseling for the school
- Taught two course, AP U.S. History and AP Latin
- Led professional development aligned to curricular goals

EDUCATION

University of Kentucky In Process – Est. May 2016

- PhD, Educational Leadership
- Programmatic focus: School technology leadership and educational policy.

University of Indianapolis **May 2011**

- Master of Arts, Curriculum and Instruction

Ball State University **December 2005**

- Bachelor of Arts, Greek, History, & Classical Literature
- Graduated Summa Cum Laude

ACHIEVEMENTS

- Member of the College and Career Readiness panel for the development of the the Indiana State Academic Standards, 2014
- Served on the feedback team for the Indiana Chamber of Commerce's report on Indiana High School Counseling
- Member of the Indiana I-STEM Action Coalition
- Conducted multiple statewide events with the Indiana Governor, Lietuenant Governor and Superintendent of Public Instruct as keynotes
- Member of the Center for Education and Career Innovation Innovative Curriculum Grant feedback committee

REFERENCES

David Dresslar
Executive Director, Center of Excellence in Leadership of Learning
ddresslar@uindy.edu
317.791.5927

Amy Marsh
Director of College and Career Readiness Initiative, Indiana Chamber of Commerce
Email: amarsh@indianachamber.com
Phone: 317.264.7548

Bryan Rausch
Superintendent, Liberty Perry Community School Corporation
brausch@libertyperry.org
765.744.8348

Marie Macintosh
Director of Works Councils, Center for Education and Career Innovation

mmackintosh@dwd.in.gov
317.233.6792

21100 Southgate Park Blvd. Maple Hts., OH 44137 | 216-390-0268| info@icanschools.org

Memo to: **Indianapolis Mayor's Office**

Memo from: **Todd Hurst**

Re: **Indiana College Preparatory School**
Application for Charter

Please accept this memo as my expressed interest in serving in a governing authority member capacity for the Indiana College Preparatory School. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the board of directors for the school:

1. **I currently work with schools across the state of Indiana in programmatic and alignment issues;**
2. I have previous experience as an employee of a charter school and am very familiar with the structures;
3. I have extensive academic and professional knowledge in school development issues; and
4. I have strong connections with various institutions in the state, including post-secondary institutions, the Chamber of Commerce, IDOE and others.

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Indiana College Preparatory School. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the school or with I CAN SCHOOLS and I will not have any future business relationships with the school or I CAN SCHOOLS. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

I am pleased to be affiliated with the Indiana College Preparatory School and look forward to providing a quality educational offering for our students of Indianapolis.

Margie Lawyer-Smith

Margie Lawyer-Smith has been an attorney for over 19 years and has been a Special Deputy Attorney General for the State of Indiana for the past 5 years. She served as an Adjunct Professor of Legal Writing at the Robert H. McKinney School of Law in Indianapolis for several years. Prior to that, she served as a judicial clerk and senior judicial clerk for the Hon. Michael Barnes and the Hon. John Sharpnack of the Court of Appeals of Indiana and was in private practice as an associate with Stewart & Irwin, P.C.

She is a *cum laude* graduate of DePauw University and Valparaiso University School of Law.

Margie is a Court Appointed Special Advocate volunteer in Johnson County and sits on the Board of Directors of the Concord Neighborhood Center. She has a son who is a freshman and a daughter in eighth grade in Center Grove.

21100 Southgate Park Blvd. Maple Hts., OH 44137 | 216-390-0268| info@icanschools.org

Memo to: **Indianapolis Mayor's Office**

Memo from: **Margie Lawyer - Smith**

Re: **Indiana College Preparatory School**
Application for Charter

Please accept this memo as my expressed interest in serving in a governing authority member capacity for the Indiana College Preparatory School. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the board of directors for the school:

1. Licensed attorney with over 19 years of experience
2. Special Deputy Attorney General for 5 years
3. Adjunct Professor
4. Court appointed Special Advocate
5. Concord Neighborhood Board Member

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Indiana College Preparatory School. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the School or with I CAN SCHOOLS and I will not have any future business relationships with the School or I CAN SCHOOLS. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

Asset Management Group
Biography Information Sheet

Personal Information

Name: Lonnie D. Tate

Title: Director of sales

Business Development Officer

Joined PNC (month/year):10/2009

Description of current role and responsibilities:

Lonnie is responsible for institutional sales in his designated region. He works with a team of seasoned investment professionals utilizing sophisticated market strategies and top quality research with a concentration in investment management, defined contribution/benefit, liquidity management and custody services for corporations, non-profits, and municipals.

Other Industry Experience

(Include firms, timeframes, functional titles, and description of roles):

Prior to joining the firm in 2009, Lonnie was a relationship manager for HSBC Bank North America in New York were he was positioned to acquire, advise, and retain a portfolio of ultra high net worth clients.

Education

(Include degree, major, special honors, and school)

Undergraduate:

B.S. from Indiana University with a focus in brand marketing and management

Postgraduate:

Professional Licenses/Certifications

List:Series, 6, 7, 63, 65, Life and Health Insurance

21100 Southgate Park Blvd. Maple Hts., OH 44137 | 216-390-0268| info@icanschools.org

Memo to: **Indianapolis Mayor's Office**

Memo from: **Lonnie Tate**

Re: **Indiana College Preparatory School**
Application for Charter

Please accept this memo as my expressed interest in serving in a governing authority member capacity for the Indiana College Preparatory School. As you will see in my attached resume/bio and as highlighted below, I bring valuable skills and experience to the board of directors for the school:

1. Experienced in investment management
2. Certified in life and health insurance sales
3. Brand marketing and management experience
4. Concord Neighborhood Board Member

I do not have any potential conflicts of interest prohibiting me from being a board member for the school.

My intention is to be an active and engaged volunteer board member for Indiana College Preparatory School. I will not receive compensation for my efforts and involvement with the school. I do not have any existing contractual relationships with the School or with I CAN SCHOOLS and I will not have any future business relationships with the School or I CAN SCHOOLS. I will not engage in any contractual relationships directly or indirectly that would provide financial or other benefits to me or my family personally or professionally.

Appendix 3-Educational Service Provider (ESP) Questionnaire

Please note this questionnaire is to be filled out by any applicant contracting with an Educational Management Organization (EMO), Charter Management Organization (CMO), or any other educational service provider.

Portfolio:

- List all of the schools in the network, the number of years they have been in operation and the number of students served by those schools.

I CAN SCHOOLS is closing the achievement gap for over 2500 students in seven high performing campuses in Northeast Ohio.

I CAN SCHOOLS Cleveland, Ohio locations:

- Northeast Ohio College Preparatory School (found 2010, K-12, 611 students), 2357 Tremont Ave., Cleveland, OH 44113 (K-8, 306 students; high school-305 students)
- Cleveland College Preparatory School (found 2010, K-8, 285 students), 4906 Fleet Ave., Cleveland, OH 44105
- University of Cleveland Preparatory School (found 2011, K-8, 387 students), 1906 E. 40th Street, Cleveland, OH 44103
- Lake Erie College Preparatory School (found 2012, K-8, 318 students), 14405 St. Clair Ave., Cleveland, OH 44110

I CAN SCHOOLS Northeast Ohio locations:

- Akron Preparatory School (found 2013, K-8, 339 students), 1200 East Market Street, #3360, Akron, OH 44305
- Canton College Preparatory School (found 2013, K-8, 202 students), 2215 3rd Street SE, Canton, OH 44707
- Ohio College Preparatory School (found 2013, K-8, 313 students), 21100 Southgate Park Blvd., Maple Hts., OH 44137

- Provide names and contact information for all other authorizers that oversee schools within the network.

The Educational Resource Consultants of Ohio
Spectrum Office Tower
11260 Chester Road, Suite 230
Cincinnati, OH 45246
Phone: (513) 771-4006
J. Leonard Harding, Executive Director

Founded in 2005 as a not-for-profit organization, Education Resource Consultants of Ohio (ERCO) works closely with the governing boards, leaders and educators of schools to provide resources and technical assistance that help them fulfill the ERCO mission of: empowering and preparing children for successful, productive lives. ERCO has partnered with the Ohio Department of Education to assist schools and assure accountability. ERCO sponsors Cleveland College Preparatory School (CCP) and Northeast Ohio College Preparatory School (NEO). ERCO has recognized NEO as one of the top four schools that it sponsors.

Ohio Council of Community of Schools
3131 Executive Pkwy
Toledo, OH 43606
(419) 720-5200
Lenny Schafer, Executive Director

Founded in 1997 as a part of the University of Toledo, Ohio Council of Community School (OCCS) is one of Ohio's largest in terms of schools sponsored and student enrollment. OCCS is a not-for-profit organization designed to oversee the legal compliance and overall performance of its statewide portfolio of community schools. OCCS is the sponsor of five campuses including the University of Cleveland Preparatory School (UCP), Lake Erie Preparatory School (LEP), Ohio College Preparatory School (OCP), Akron Preparatory School (AKP), and Canton College Preparatory School (CAP). In 2013, OCCS awarded OCP, AKP, and CAP with a total of $60,000 in technology grants.

- Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth.

I CAN SCHOOLS (ICS) growth plan includes opening five new schools in Indianapolis; four elementary schools and a high school, within three years. The strategy provides low-income students within the Indianapolis Public Schools district an exceptional level of education. The Indiana College Preparatory Schools (ICPS) enrollment plan includes opening one Kindergarten through Fifth grade school in the fall of 2015. In fall of 2016, grades 6 through 8 will be added to the Kindergarten through Fifth grade school. Additionally, two new Kindergarten through Eighth grade schools will open. In the fall of 2017, a fourth new Kindergarten through Eighth grade school will open. During the same school year, a new high school will open. Each school will be located in Indianapolis. The final locations of the schools in 2017 and beyond will be based upon enrollment and waiting lists in the current schools as well as demand in new neighborhoods. The goal of ICPS campuses is to maintain an annual per class size of 30 to achieve a first year enrollment of 180 students for the Kindergarten through Fifth grade school, and an enrollment of 270 students for the Kindergarten through Eighth grade schools. The schools will prepare for a maximum enrollment of 360 students in the elementary schools and 480 students in the high school by the fall of 2021.

Since the opening of the first two ICS locations in 2010, all campuses have experienced fiscally sound operations. Dave Massa, the CFO of ICS, has served as the lead financial officer for all schools. Due to fiscal responsibility, each campus has sustained operations beyond its first year. The enclosed budget allows for the resources that are needed to support ICPS during the initial years of operation in order to produce schools that are high-achieving, has strong enrollment, and will establish themselves as a focal point of the community they will serve. Monies received through state aid, federal programs, grants, and other local sources will be the primary sources of revenue for ICPS. These resources will not all be available prior to the school opening, and ICPS will seek other funding. ICS employs a Director of Development to increase revenue streams. Staff and student recruiting, as well as, capital expenditures for furniture, equipment, and classroom technology will all be required to be in place before the first day of instruction. Beyond the first year, ongoing costs in the areas of staffing, professional development, facility, technology, curriculum and student support services (including food service and transportation) will be coordinated in a fiscally responsible manner in order to achieve strong results while maintaining overall sustainability.

To assist the school financially during its start-up year, ICS, has existing relationships with partners such as Charter School Capital and Industrial Realty Group (IRG) that can help provide working capital solutions when necessary. Charter School Capital is a capital investment firm that provides access to the working capital for operating expenses that include start-up costs, education enrichment, payroll, facilities, technology, books, or other expenses. IRG currently owns the properties for four ICS campuses. In addition, the management agreement indicates that ICS may provide additional advances as required. Please see **Attachment ESP1 – I CAN SCHOOLS Letter of Support for ICPS** for a financial commitment letter from ICS. Finally, ICPS is intending to apply for start-up funding through the Walton Family Foundation and other grant resources that are available. These programs could yield at least $250,000 if the school is awarded the funding.

Financial Management Services

The Chief Financial Officer (CFO) has the overall responsibility of making sure that ICPS achieves all of the goals set forth in the business plan and budget. To achieve this, the CFO must have deep-rooted understanding of budgeting, expense management, and revenue maximization. The CFO must also interact and have effective communication at all levels of the ICPS' structure (state, Authorizer, Board, CMO, and ICPS) in order to ensure that these objectives are achieved. Our CFO for ICPS has worked directly with charter schools in various states over the past 14 years, including previous experience in the State of Indiana.

Our specific financial management plan for ICPS will cover the following key areas:

Cash management – ICPS will use reputable financial institutions as its depository for all monies and will establish direct deposit for the receipt of all state and federal funds. Any funds received onsite will be deposited locally. All expenditures of the school will be drawn on the School's account either by electronic payment or by a check signed by the CFO. All bank accounts of the School will be reconciled monthly.

Accounts Payable – All invoices for goods and services received at the School will be aggregated and scanned electronically to the CFO's office for coding and processing. On a weekly basis, an aging of all trade payables for the school will be generated and reviewed against the available cash balance. The CFO will then determine which items to pay. Checks will be issued in the name of the school, but sent from the CFO's office.

Payroll – Payroll management will be administered by the CFO using the ADP system (national payroll service) to issue payroll to all employees twice a month. ADP will have the responsibility of collecting and remitting taxes, filing returns, and issuing W-2s for all employees at the end of the year.

Financial Reporting – All financial transactions will be recorded by the CFO's office using accrual based accounting within the SAGE 50 accounting system. Financial activity of the school will be recorded in accordance with the School's established chart of accounts which is aligned to the Indiana School Accounting Manual (Bulletin 1022). Ledger activity for the school will be reviewed monthly.

Financial Statements – The CFO's office will produce monthly financial statements for review by the stakeholders of ICPS (Authorizer, Board, Management, etc.). These statements will be presented by the CFO or his designee at each regularly scheduled Board meeting and at Special Meetings of the Board, if requested. The monthly financial package will include a Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position (with comparison to Budget), Bank Reconciliations, Check Register for the Month, and an aging of all Accounts Payable. The Board will use this information and the guidance of the CFO, to assist in decision making and ensure that the School remains financially viable.

Annual Audit – The CFO will help to coordinate an annual audit of the School's finances at the end of each fiscal year (June 30). The results of all audits will be public and shared with the school stakeholders (and other parties as required). Any issues or corrective actions will be immediately addressed by the CFO.

ICPS will be governed by the Board and operated by ICS. ICS will report directly to the Board and will be accountable for providing timely and accurate information to the Board on a continuous basis.

Additionally, ICS benefits from a highly dedicated management team that has been instrumental in ICS opening seven high performing schools in Ohio in only three years. See additional information on the ICS management team in the Leadership section of this document.

Founding Team
ICPS has assembled a highly qualified Founding Team that is dedicated to ensuring high quality services are provided to ICPS throughout its period of growth. Leaders must possess the right combination of classroom skill, leadership ability, and an understanding of quality instruction. The Project Team possesses all of these characteristics required to open and sustain Indiana College Preparatory Schools (ICPS).

Marshall Emerson III, Co-founder and CEO of I CAN SCHOOLS (ICS). Marshall will oversee the creation and administration of ICPS. He is experienced in school leadership, school administration, and urban school instruction, and completed his undergraduate studies at Xavier University (OH). Marshall became a Fellow in the Building Excellent Schools (BES) Fellowship program. Marshall completed an extended residency at Roxbury Preparatory Charter School as well as studied the operations of over fifty of the highest performing charter schools in the country. He has 14 years of charter school experience including serving as the following: 1) Co-founder of I CAN SCHOOLS (ICS), 2) Co-founder and Head of School, award-winning E Preparatory charter school in Cleveland, OH, 3) Co-founder, Village Preparatory School charter school, Cleveland, OH, and 4) Founding Administrator at the W.E.B. Dubois Academy, Cincinnati, OH.

Jason Stragand, Co-founder and Chief Academic Officer, ICS. Jason will develop and oversee the Curriculum and Instruction methodologies for ICPS. Jason is experienced in school leadership, curriculum and assessment development, teacher and leader professional development, instruction, and literacy coaching. He has 16 years of public school experience including serving as the following: 1) Co-founder and Chief Academic Officer of ICS, 2) Founding Director of Curriculum and Instruction of E Prep charter school in Cleveland, OH, 3) Co-founder, Village Preparatory School in Cleveland, OH, 4) Director of Reading, Edison Schools, (charter school network) Honolulu, HI, and 5) Reading Coach, Pittsburgh Public Schools. Jason possesses a Masters of Arts in Elementary Education from Chatham College and a Masters of Arts in Curriculum and Instruction and K – 12 Supervision from the University of Pittsburgh.

Dave Massa, Chief Financial Officer, ICS. Dave will oversee all fiscal and financial operations. Dave is a CPA and certified School Treasurer. He has been providing financial services to schools and charter schools for over 14 years. He is a former Auditor-In-Charge for the State of Ohio. He helped one organization grow from 5 charter schools in 2001 to more than 50 schools in 2009. David consistently uses best practices to create realistic budgets that allow for contingency issues as well as growth and expansion.

Yvonne Adkins, Executive Director of Governmental Relationship and Strategic Partnerships, ICS. Yvonne is a board governance and operational expert with over 15 years of experience working with board relations, governance and compliance. Yvonne was most recently the Vice President of Sponsorship Operations for a charter school authorizer overseeing 43 schools in Ohio. She has also worked in the capacity as Corporate Secretary, Chief Compliance Officer, and Vice President of Governance for over 50 boards throughout various states over the years. She has been instrumental in enhancing communication between the boards of directors, senior management, and stakeholders and will work closely with the ICPS Board and school leadership.

Heather Stevens, Executive Director of School Accountability, ICS. Heather will directly manage, coach, support, and develop ICPS leaders to meet ambitious school performance goals, and she will oversee the instructional and operational programs for the school. Heather holds a master of education degree in Curriculum and Instruction and is a master teacher with over 15 years of teaching experience. She will stay abreast of changing laws and policies as determined by Indiana Department of Education and all state and nationally required mandates. Heather will ensure that ICPS meet performance goals and works with the principal to set teacher professional development priorities.

Adrienne Lombard, Director of Talent Recruitment, ICS Adrienne holds a Bachelor of Education degree and is an educational consultant and master teacher. She has charter school experience as a principal where she developed curriculum to sustain a professional and high academic learning environment. She is responsible for ensuring that ICPS attracts, develops, and retains a diverse pool of teachers and staff. This position oversees and executes all aspects of the recruitment process. Adrienne will supervise the Director of Admissions and Teacher Recruiters.

Linda Peavy, Director of Grants Administration and Proposal Development, ICS. Linda will manage and direct the grant making process to assure that ICPS has access to diverse funding streams. She will seek and develop proposals that will secure partnerships and relationships that allow for the sustainability and growth of ICPS. She has served in the area of education for eight years through her company LiPav Consulting, and non-profit management for 16 years.

LaTonya Hester, ICPS Principal. The ICPS Principal will serve as a community liaison and the educational leader and chief administrator. LaTonya joins ICPS from the ICS Principal Fellow Program described in this proposal. LaTonya Hester holds a Master's degree in Education Administration from the Northern Illinois University and a Bachelor's degree in Mathematics from the Chicago State University. LaTonya has an in-depth knowledge of administration or urban education. She served for six years Principal of Austin Polytechnical Academy and Bowen Global Visions Academy in Chicago. She utilized online courses and blended learning strategies to create programs that allowed students to become on-track to graduate. As an Assistant Principal at Fenger Achievement Academy, she planned and implemented the SES AIM High Program. Her practitioner experience includes serving as the Math Department Chair and math teacher at Chicago Vocational Career Academy. LaTonya has also taught in higher education as a Math teacher at Truman Middle College in Chicago.

Resumes can be found in **Attachment ESP2-I CAN SCHOOLS Founding Team Resumes.**

Academic Performance:

Provide the following academic information for each school managed by the organization.

- Pass rates or equivalent for the state's mandated assessments in English Language Arts and mathematics;

The **Attachment ESP3-I CAN SCHOOLS OAA District Scores** demonstrate the proficiency rates for all I CAN SCHOOLS (ICS) on the Ohio Achievement Assessment tests since each school's opening. For the school year 2013-2014, Northeast Ohio College Preparatory School students percent proficient or better rate in reading is 74.33% (an increase of 3.56% from the school year 2011-2012). Cleveland College Preparatory School percent proficient or better rate in reading is 76.57%. Canton College Preparatory School, recently opened in 2013, percent proficient or better rate in reading is 72.09%.

ICS campuses experienced significant improvement in math proficiency rates. From the 2011-2012 to the 2013-2014 school year, Cleveland College Preparatory School increased their proficient or better percentage for math by 29.66% to 61.76%. From the 2012-2013 to the 2013-2014 school year, Lake Erie Preparatory School, which opened in 2012, increased their proficient or better percentage in math by 14% to 60.20%.

- Performance of students on statewide assessments compared to students in nearby traditional public schools;

The **Attachment ESP4_I CAN SCHOOLS OAA & District Scores per Grade** offers Ohio Achievement Assessment data that includes the scores for the four original I CAN SCHOOLS (ICS) campuses per grade level. The data also includes the scores from the local school district, Cleveland Metropolitan Schools District. ICS students continue to achieve academically across all campuses, and outperform their peers who attend schools in the local district and throughout the state. A few key highlights of the test results are listed below.

- For the past three years, ICS students have outperformed their peers in the local school district in grades 3, 4, 5, 6, 7, and 8 math *and* reading.
- 24.2% of ICS students are testing at the accelerated and advanced proficient level in grade 3 math, which is above the district percentage of 19%.
- As of 2014, 92.3% of ICS students are proficient and above in grade 5 reading; outperforming their peers who attend schools in the local district (35.4%) *and* throughout state (72%).
- Northeast Ohio College Preparatory School increased the percentage of students from 25.9% in 2013 to 41% in 2014 that tested at accelerated and advanced proficient in grade 6 math.
- In 2014, ICS students tested at 82.5% proficient and above level in grade 8 math, which is higher than the district (47.4%) and the state (80%) percentages. This is the second year in a row that ICS has outperformed district and state schools in grade 8 math proficiency.
- From 2013 to 2014, Northeast Ohio College Preparatory, University of Cleveland Preparatory School, and Lake Erie Preparatory School each *doubled* the percentage of students who tested as accelerated and advanced proficient in grade 7 reading.

- Graduation rates for every year the school has had graduates;

I CAN SCHOOLS will graduate its first scholars from high school in June of 2015.

- Post-graduation degree attainment, if available.

I CAN SCHOOLS does not yet have a graduating class.

- Any additional evidence showing that schools are serving student populations similar to the target population

I CAN SCHOOLS (ICS) has significant experience serving student populations similar to the target population of at-risk, low-income, and minority students in Indianapolis. The Indiana Public Schools (IPS) district serves 30,813 students with a population that consist of 78.8% minorities of which 52.2% are African American, 21.9% are Hispanic and 4.7% are Multi-racial. Of this population, 95% of students qualify for free or reduced lunch.

The school district is considered low performing according to recent academic and state test data. As of the 2012-2013 school year, IPS' four-year graduate rate was 68.2% compared to an 88.6% four-year graduation rate in the state of Indiana. For the 2012-2013 school year, IPS received an "F" letter grade (equivalent to Academic Probation) on the state report card and has received this failing grade for the past three school years. Over the course of the past twelve months, 19.9% of Indianapolis residents lived below the poverty line and unfortunately, this figure skyrocketed to 33.3% for children under age five.

The population of students that ICS serves consists of similar demographics. Cleveland consistently ranks as one of the poorest cities in America and is coupled with a low performing public education district. The Founders saw the opportunity to provide its residents with a proven method of high quality education. ICS successfully serves a population of underrepresented students; however, they are able to exceed community and parent expectations; as well as outperform public and charter district schools.

I CAN SCHOOLS Campuses

Northeast Ohio College Preparatory School-Cleveland, Ohio
Cleveland, College Preparatory School-Cleveland, Ohio
University of Cleveland Preparatory School-Cleveland, Ohio
Lake Erie Preparatory School-Cleveland, Ohio
The student demographic averages for I CAN SCHOOLS locations in Cleveland show diversity and can be summarized as 100% qualify for free/reduced price lunch, 83.4% Black, 6.2% Hispanic, 6.2% multiracial, and 3.1 White. The Cleveland Metropolitan School District (CMSD) serves 40,251 students and is the area from which the ICS draws students for the Cleveland campuses. CMSD demographics are as follows: 100% qualify for free/reduced price lunch, 67.6% Black, 13.8 Hispanic, .8% Asian or Pacific Islander, .2% American Indian or Alaskan Native, 2.9% Multiracial, and 14.6% White.[i] The district earned a grade "F" for achievement indicators met on the Ohio Department of Education report card for 2012-2013. According to the 2010 Census, the population of Cleveland is 396, 815 and the poverty level is 32.6% for all residents.[ii] The rate increases to 48% for youth under 18 years old and 54.7% for children under 5 years old.

Akron Preparatory School-Akron, Ohio

Akron Preparatory School (AKP) opened in Akron's Middlebury neighborhood in fall 2013 as a high quality school serving students in grades K-8. AKP's student population is diverse and has the following demographics: 100% qualify for free/reduced lunch, 94.9% Black, 1% Multiracial, and 3.7% White.[iii]

The Akron Public Schools district serves the area from which AKP draws students. The district has a total enrollment of 22,186 students.[iv] Their demographics are as follows: 47.2% Black, 2.3% Hispanic, 6.7% Multiracial, .1%, American Indian/Alaskan Native, 3.2% Asian/Pacific Islander, and 40.5% White.

The district earned a grade "F" for achievement indicators met on the Ohio Department of Education report card for 2012-2013. According to the U.S. Census Bureau, the city of Akron had a median household income of $34,359 between the years 2006-2010.[v] Nearly twenty-four percent of residents (23.9%) lived below the poverty level (2006-2010). By comparison, the state-wide median household income for the same period was $47,358 and the state-wide percentage of people living below the poverty level was 14.2%.

Canton College Preparatory School-Canton, Ohio

Canton College Preparatory School (CAP) opened in fall 2013 as a high quality school and serves grades K-8. In November 2013, CAP was awarded a technology grant from its sponsor; Ohio Council of Community Schools. CAP students are performing exceptionally well on standardized tests. CAP received the highest percentage of third graders who will move on to fourth grade of any charter school in Stark County based upon their June 2014 Ohio Achievement Assessment Reading scores. (See Ohio Department of Education website)

The student demographics are as follows: 100% qualify for free/reduced lunch, 76.8% Black, .07% American Indian or Alaskan Native, 10.8% Multiracial, and 9.4%

White. The Canton City School District serves the area from which CAP draws its students. Canton City School District has a total enrollment of approximately 9,750 students[vi] and the following ethnic segmentation: 35.9% Black, 13.5% Multiracial, 2.0% Hispanic, 0.3% American Indian/Alaskan Native, 0.2% Asian/Pacific Islander, and 48.2% White.[vii]

The district has failed to meet the Adequate Yearly Progress requirements for ten years. Additionally, the district earned a grade "F" for achievement indicators met on the Ohio Department of Education report card for 2012-2013. According to the U.S. Census Bureau, the city of Canton had a median household income of $30,043 between the years 2006-2010. Twenty-seven percent of residents lived below the poverty level (2006-2010). By comparison, the state-wide median household income for the same period was $47,358 and the state-wide percentage of people living below the poverty level was 14.2%.[viii]

Ohio College Preparatory School-Maple Hts., Ohio

Ohio College Preparatory School (OCP) opened in fall 2013 as a high quality school and serves grades K-8. OCP draws students from Maple Heights and neighboring communities, including Bedford, Garfield Heights, and Warrensville Heights. These four school districts have a combined total enrollment of approximately 13,138 students[ix] and the following composite ethnic segmentation: 80.9% Black, 1.18% Hispanic, 3.35%Multiracial, 0.0% American Indian/Alaskan Native, 0.7% Asian/Pacific Islander, and 13.75%White.[x] While the Maple Heights school district met the Ohio Department of Education (ODE) Adequate Yearly Progress requirements for the 2010-2011 school year, the surrounding communities of Garfield Heights, Bedford, and Warrensville Heights did not.

For the school year 2012-2013, the above-named school districts received an "F" grade for indicators met on the ODE report card, with the exception of Maple Hts., which received a "D" grade. According to the U.S. Census Bureau, these four cities had a median household income of $40,770 between the years 2006-2010. By comparison, the state-wide median household income for the same period was $47,358.[xi]

Although each campus in the ICS network serves low income families, students are achieving. Each school offers unique characteristics, which allow the students to flourish. However, the predominant culture is the same: an environment of academic excellence and high expectations.

Leadership:

- Please explain the leadership structure of the organization, and include an organizational chart.

The I CAN SCHOOLS (ICS) organizational chart can be found in **Attachment ESP5-I CAN SCHOOLS Organizational Chart**. The current management team has an extensive background in working at high-quality educational institutions and managing charter schools. These staff members are integral to ICS' successes and bring a passion for education. Marshall Emerson III is Co-founder and CEO of ICS and Jason Stragand is Co-founder and Chief Academic Officer. Marshall oversees the day-to-day operations of ICS. Operations, financial, and development departments report to Marshall. Academic and recruitment departments report to Jason. The Management Team includes the following personnel:

- Marshall Emerson III, Co-founder and CEO
- Jason Stragand, Co-founder and Chief Academic Officer
- Dave Massa, Chief Financial Officer
- Temeka Brantley, Chief Operations Officer
- Heather Stevens, Executive Director of School Accountability

- Adrienne Lombard, Director of Talent Recruitment
- Howard Washington, High School Readiness Coach
- Yucel Hir, Math Coach

- Has there been any turnover in leadership within the organization?

I CAN SCHOOLS (ICS) has assembled a management team that believes in their vision. Beginning in 2011, ICS has retained 100% of these leaders.

- Provide a list of the board of directors of the ESP and their length of service.

I CAN SCHOOLS Board of Director members

President
Brian Nam
Attorney, Brian Nam Law

Board Members
Ann Weinzimmer
Senior Attorney, Eaton Corporation

Molly Pascoe
Corporate and Foundation Relations Manager, Cleveland Rape Crisis Center

Rodney Lewallen
Service Assistant, Cleveland Public Library

Daniel Calloway
Human Resources, U.S. Department of Interior, Cuyahoga Valley National Park

Carlos Latimer
Director, AV Department, Cleveland Public Library

Paula Logan-Reid
Manager, Cleveland Public Library

Brian Kenderes
Care Coordinator, Cleveland Catholic Charities

Donald Dupree
Employment & Education Coordinator, Transitional Housing, Inc.

Lee Fields
Vice President/Community Development Manager, First Federal Lakewood

Explain any turnover on the board that was not due to term limits.

The I CAN SCHOOLS Board of Directors has not experienced any turnover beyond term limits.

- How often does the ESP assess itself and gauge the satisfaction of its clients?

Fulfilling the Mission Statement
The greatest litmus test for I CAN SCHOOLS (ICS) is whether it is accomplishing its mission statement. The mission of ICS is to prepare students for a college preparatory high school that ensures acceptance and graduation from a four year college and/or university. By fulfilling this mission, students will be better prepared academically and they will be able to compete on a global scale. Most importantly, they will foster the importance of education within their families and communities. The impetus in opening and operating high performing charter schools in impoverished communities is clear: by closing the achievement gap and assisting in breaking the cycle of poverty for students, the rewards are transformational, transmissible, and permanent.

Since its inception in 2010, ICS has offered proven results to its stakeholders, which include students, parents, teachers, sponsors, partners, and communities. As a result, ICS has earned the respect and support from these stakeholders. Receiving ongoing feedback from stakeholders and Board members serves to help assessing operations and the decisions that are made in support of the mission statement.

Board of Directors Assessments
The rigorous assessments utilized by ICPS will ensure success and graduation from a college preparatory high school and ultimately acceptance to a four-year college or university for students. The Board will provide oversight to assure ICPS is utilizing data-driven assessment to measure student academic progress and achievement. This progress will be analyzed regularly allowing teachers, leaders and management to report to the Board on student progress as well as providing the critical ability to respond in real-time with an analysis and plan.

The ICPS Performance and Accountability Plan offer guidelines and measurable outcomes in areas of achievement, growth, and comparative and school specific goals. School leaders and management will regularly use the ICPS Performance and Accountability Plan and assessment data to report to the Board on student performance.

Additionally, the Board must assure financial sustainability and ongoing operational compliance. The ICPS Principal will be responsible for the school's daily operations, the Board will receive regular reports from on the academic performance of the students and the overall performance of ICPS. There will be collaborative discussions as well as required financial reporting and operational updates at Board meetings.

Students
The I CAN model of education is closing the achieving the achievement gap for approximately 2500 students at the seven ICS locations. After three years of attending ICS, 100% of scholars perform at or above grade level regardless of their initial academic deficiencies. ICS is filling a significant void in the educational system in Ohio by offering high quality schools. ICS is gaining a reputation as a premier network of charter schools in the region. ICPS will join this successful network. The achievement levels of the public school district in Indianapolis are distressing. ICPS will make it possible for students to begin and end their formative years in an environment of excellence by offering an exceptional educational experience.

"When I first came to I CAN SCHOOLS, I wasn't the smartest, but from the moment the teachers sat down and worked with me, I fell in love with learning. I started to get A's instead of C's and D's. I would say this school was like a wake-up call for my education and because of it, I'm going to a four-year college." —Arshaun, Eighth Grade Scholar Cleveland College Preparatory School

Parents
Parental involvement is the key to the full engagement of the students at ICS, and helps to ensure a student's continuous focus on studies, during and after school. ICS expects parents to be actively involved in their child's education. In order for our faculty and staff to effectively educate the students, ICS welcomes their parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of each school. Parents actively engage in nightly homework, parent-teacher conferences, meetings, fundraising events, community engagement activities, home visits, social events, and orientations. This partnership begins by requiring all parents to sign an agreement with the school stating they will meet, at minimum, the expectations found on the Family contract. Their signature is the beginning of a partnership and commitment to excellence. ICS provides a parental satisfaction survey that helps to gauge the success of school operations.

"I was excited when I learned that an I CAN SCHOOL was opening in my neighborhood because I heard of their high academic performance. I enrolled my kids immediately."
—Parent, University of Cleveland Preparatory School student

Sponsors
The support of sponsors have been vital to the success of ICS. Letters of support from Education Resource Consultants of Ohio (ERCO) and The Ohio Council of Community Schools (OCCS) are listed in **Attachment ESP6-I CAN SCHOOLS Letters of Support.** Additionally, OCCS awarded Ohio College Preparatory School, Akron Preparatory School, and Canton College Preparatory School a total of $60,000 in technology grants.

Partners
ICS has an excellent relationship with Industrial Realty Group (IRG), the realtor for four ICS campuses: University of Cleveland Preparatory School, Lake Erie Preparatory School, Akron Preparatory School, and Ohio College Preparatory School. IRG is one of the largest private holders of industrial and commercial real estate in the nation. The Founder and President is Stu Lichter whose letter of support is included in **Attachment ESP6**.

"I believe I CAN is a part of our educational system that works. It is because of this success and our belief in their future we have decided to support the replication and expansion efforts."
—Stuart Lichter, Owner and President, Industrial Realty Group

Supporters
One of our valued partners and leaders in the field of higher education in Ohio is Kent State University. A letter of support is enclosed in **Attachment ESP-6.**

"I have spent over 20 years in higher education as well as in the continued collaboration and support of all K-12 educational opportunities throughout the Northeast Ohio region. It is within the aforementioned context that I have found the I CAN Schools to not only excel in their vital efforts to facilitate the success of our nation's youth, but to lead in the creativity, innovation, and best practices of the manner and performance in which that success is created, sustained, and transferred."
—Justin Everett Hilton, Senior Associate Vice President for University Relations, Kent State University

Accomplishments
In only four years, utilizing research and best practices, ICS has gained the attention of the Northeast

Ohio community by successfully opening high performing schools located in economically distressed areas. Through the dedication of its students and staff, ICS campuses have achieved the following accomplishments:

- Northeast Ohio College Preparatory School (NEO) received a $250,000 Walton Family Foundation Grant.
- As high performing charter schools, NEO and Cleveland College Preparatory School (CCP) are a part of the Cleveland Transformation Alliance of the Cleveland Metropolitan School District and receive a portion of tax levy dollars for operations.
- ICS belong to Building Excellent Schools' Excellent Schools Network (ESN). ESN is a select group of independently run BES schools that leverage their success to achieve greater results, grow wisely, and transform education for more students in more schools.
- The Friends of I CAN SCHOOLS is the newly formed foundation of the network and is charged with fund development and fundraising goals to provide diverse revenue streams.
- Canton College Preparatory School (CAP) received the highest percentage of third graders who will move on to fourth grade of any charter school in Stark County according to June 2014 Ohio Achievement Assessment Reading scores.
- NEO is making history as one of the first urban schools in Cleveland to officially partner with the Cleveland Metroparks through an Environmental Science class.
- For the school years 2010-2011 and 2011-2012, NEO received a Certificate of Commendation from the ODE for exceeding expected growth in value added.
- ERCO has recognized NEO as one of the top four schools that it sponsors.
- NEO and CCP received Ohio "Auditor of State Awards" for clean audits signifying fiscal responsibility.
- NEO, in its first year of operation in 2010, received an Effective rating (equivalent to a B grade) from the Ohio Department of Education. This is the first time that a K-8 charter school in Ohio has received a "B" grade in its first year.

I CAN SCHOOLS will continue to use the academic performance of our students, feedback from parents, financial viability, and productivity of our partnerships to gauge our success.

Services:

- What services does the ESP provide?

The Board will contract with I CAN SCHOOLS (ICS) to provide the educational plan, operational, administrative, and financial resources. These services include providing facilities that meets high Indiana College Preparatory School (ICPS) quality standards. The narrative below highlights some of the services that will be made available to the school.

- Talent Acquisition
- Human Resources Administration
- Facility Acquisition and Management
- Financial Management
- Payroll and Benefits
- Grants Management
- Executive Leadership
- Curriculum, Instructional Design, and Educational Philosophy Agreement
- Marketing and Community Outreach
- Food Service Management
- State Data Reporting

- Professional Development for all Staff
- Centralized Purchasing
- Board Governance Services
- Transportation Management
- Building Level Leadership Training and Supervision
- Fundraising
- Technology Administration

Include as an attachment a copy of the proposed management agreement. The agreement should include, but not be limited to:

- Specific measures and timelines that the school's board will use to hold the ESP accountable;
- Consequences for not meeting those standards;
- Terms for contract termination or renewal; and
- Differentiation of what is owned by the school and what is owned by the management organization.

See **Attachment ESP7 – I CAN SCHOOLS/ICPS Management Agreement** for a copy of the proposed management agreement between Indiana College Preparatory School and I CAN SCHOOLS (ICS).

Finances:
Provide the following financial information for the management organization.

- The most recent federal tax return
- The ESP's annual budget
- Projected five-year budget

See **Attachment ESP8 – I CAN SCHOOLS Financial Documents** for copies of the most recently filed 990s (2011 and 2012), the I CAN SCHOOLS annual budget and projected five-year budget. Please note that the latest return (990 for tax year 2012) covers the year ended June 30, 2013. The 990 for the most recent year (June 30, 2014) is the 2013 return and will be filed this fall.

- Detailed list of all debts the ESP has

I CAN SCHOOLS does not have any debts.

- The last three years of complete financial audits

ICS has identified potential accounting firms that have audit experience to begin the auditing process for the operation.

- The investment disclosure

I CAN SCHOOLS does not have investments.

- Compensation structure including fees paid to the ESP by schools, and the services received for that fee

In consideration for the services provided by ICS hereunder, and more specifically as enumerated in Article 2.1, the Board agrees to pay ICS a fee for each Academic Year in an amount equal to Eighteen Percent (18%) of the total Revenues received by the School (hereinafter referred to as the "Management Fee"). For purposes of calculating the Management Fee, Revenues shall be defined as stated in Article 4.1 above. Within five (5) business days of the receipt of a State Settlement Payment ("FTE Money"), the School shall remit to ICS 18% of all Revenues received by the School since the remittance of the previous month's Management Fee. On at least a quarterly basis, a reconciliation of the Management Fee will be prepared by the Fiscal Officer between the Management Fee earned and Management Fees paid. Any

amounts determined to be due to or due from ICS as a result of this reconciliation will be reflected in the subsequent Management Fee to be paid to ICS. Any amounts outstanding at the end of the Fiscal Year will be reflected on the financial statements of the Governing Authority.

The services rendered for the fee are outlined in this document and the attached management contract.

- Names of schools with which contracts have been terminated.

No school contracts have been terminated with I CAN SCHOOLS.

Term Sheet:
Provide a terms sheet setting forth the following:

- The proposed duration of the service contract;
- The roles and responsibilities of the organizer, the school staff, and the education service provider;
- The methods of contract oversight and enforcement.

Please see **Attachment ESP9 – I CAN SCHOOLS Terms Sheet** for a copy of terms.

Assurances:

- Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies.
- The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arm's length negotiations in which the organizer must be represented by legal counsel; and
- The legal counsel may not also represent the education service provider.

See **Attachment ESP10 – I CAN SCHOOLS List of Assurances** for assurances.

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[i] Cleveland Metropolitan School District. Fast Facts. http://www.clevelandmetroschools.org/domain/24 (accessed September 7, 2014)
[ii] U.S. Census Bureau data retrieved from the Census Bureau's website on September 7, 2014: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[iii] Demographic numbers are based on 2010-2011school year data and were retrieved from the Akron Public Schools website on September 7, 2014: http://www.akronschools.com/dotAsset/1a134828-dd00-46d1-85ae-a00923f31f9f.pdf
[iv] Enrollment numbers are based on the 2011-12 school year data and were retrieved from the Akron Public Schools website on September 7, 2014: http://www.akronschools.com/dotAsset/1a134828-dd00-46d1-85ae-a00923f31f9f.pdf
[v] U.S. Census Bureau data retrieved from the Census Bureau's website on September 7, 2014: http://quickfacts.census.gov/qfd/states/39/3901000.html
[vi] Enrollment numbers represent average daily enrollment for the 2010-2011 school year and were retrieved from the Ohio Department of Education website on September 7, 2014: http://www.ode.state.oh.us/reportcardfiles/2010-2011/DIST/043711.pdf
[vii] Demographic numbers are based on 2010-2011school year data and were retrieved from the Ohio Department of Education website on September 7, 2014: http://www.ode.state.oh.us/reportcardfiles/2010-2011/DIST/043711.pdf
[viii] U.S. Census Bureau data retrieved from the Census Bureau's website on September 7, 2014: http://quickfacts.census.gov/qfd/states/39/3912000.html
[ix] Enrollment numbers represent average daily enrollment for the 2011-2012 school year and were retrieved from Report Card data for each of the school districts on the Ohio Department of Education website on September 7, 2014: http://ilrc.ode.state.oh.us/Districts/default.asp
[x] Demographic numbers are based on 2011-2012school year data and were retrieved from the Ohio Department of Education. website on September 7, 2014: http://ilrc.ode.state.oh.us/Districts/default.asp (accessed 20 March 2013)
[xi] U.S. Census Bureau data retrieved from the Census Bureau's website on September 7, 2014: http://quickfacts.census.gov/qfd/index.html

21100 Southgate Park Blvd. Maple Hts., OH 44137 | 216-390-0268| info@icanschools.org

September 8, 2014

Mr. Brandon Brown
Director of Charter Schools
Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, IN 46204

Dear Mr. Brown:

We are pleased to write this letter in full support to open Indiana College Preparatory School (ICPS) in the fall of 2015. The education model of ICPS will be based upon the proven I CAN SCHOOLS programs that lead to high achievement and encompass research-based curriculum, committed teachers, and a structured and safe environment. We believe this model will provide students attending MPSD with the best opportunity to close the achievement gap and break the cycle of poverty.

In support of ICSP, I CAN SCHOOLS offer years of experience in charter school management and is available to infuse capital to fund operating expenses including curriculum, technology, equipment, and other costs. Additionally, services will be provided that includes management of facilities, human resources, accounting, legal, and operations.

We believe that ICSP will offer an environment of academic excellence to deserving students in Detroit. Please feel free to call me for any further information. I can be reached at 216-390-0268. Thank you.

Sincerely,

Marshall Emerson III
CEO and Co-founder

MISSION: To prepare students for a college preparatory high school that will ensure success and graduation from a four year college.

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	14	12	13	56	818	
Accelerated Students	3	4	6	5	18	282	
Advanced Students	3	5	3	2	13	214	
Students Proficient and Above	23	23	21	20	87	1314	
Total Students	38	31	31	28	128	2612	125639
Accelerated & Advanced (%)	15.8%	29.0%	29.0%	25.0%	24.2%	19.0%	N/A
Proficient and above (%)	60.5%	74.2%	67.7%	71.4%	68.0%	50.3%	80.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	10	13	13	7	43	818	
Accelerated Students	3	5	6	5	19	282	
Advanced Students	7	2	1	2	12	214	
Students Proficient and Above	20	20	20	14	74	1314	
Total Students	31	32	28	22	113	2612	126821
Accelerated & Advanced (%)	32.3%	21.9%	25.0%	31.8%	27.4%	19.0%	N/A
Proficient and above (%)	64.5%	62.5%	71.4%	63.6%	65.5%	50.3%	79.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	10	12	6		28	1044	
Accelerated Students	3	4	6		13	350	
Advanced Students	2	2	5		9	243	
Students Proficient and Above	15	18	17		50	1637	
Total Students	21	24	26		71	3043	127147
Accelerated & Advanced (%)	23.8%	25.0%	42.3%		31.0%	19.5%	N/A
Proficient and above (%)	71.4%	75.0%	65.4%		70.4%	53.8%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP			I CAN	District	State
Proficient Students	11	11			22	1115	
Accelerated Students	8	6			14	431	
Advanced Students	1	2			3	209	
Students Proficient and Above	20	19			39	1755	
Total Students	24	24			48	3079	127844
Accelerated & Advanced (%)	37.5%	33.3%			35.4%	20.8%	N/A
Proficient and above (%)	83.3%	79.2%			81.3%	57.0%	82.0%

Year	Attachment ESP2_ICANSCHOOLS 2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	14	12	13	56	507	
Accelerated Students	3	4	6	5	18	463	
Advanced Students	3	5	3	2	13	447	
Students Proficient and Above	23	23	21	20	87	1417	
Total Students	38	31	31	28	128	2615	122820
Accelerated & Advanced (%)	15.8%	29.0%	29.0%	25.0%	24.2%	34.8%	N/A
Proficient and above (%)	60.5%	74.2%	67.7%	71.4%	68.0%	54.2%	82.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	11	6	9	3	29	507	
Accelerated Students	6	6	6	7	25	463	
Advanced Students	9	8	6	7	30	447	
Students Proficient and Above	26	20	21	17	84	1417	
Total Students	31	32	28	22	113	2615	124204
Accelerated & Advanced (%)	48.4%	43.8%	42.9%	63.6%	48.7%	34.8%	N/A
Proficient and above (%)	83.9%	62.5%	75.0%	77.3%	74.3%	54.2%	81.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	6	8	6		20	695	
Accelerated Students	6	4	5		15	570	
Advanced Students	3	3	2		8	403	
Students Proficient and Above	15	15	13		43	1668	
Total Students	21	24	26		71	3033	123637
Accelerated & Advanced (%)	42.9%	29.2%	26.9%		32.4%	32.1%	N/A
Proficient and above (%)	71.4%	62.5%	50.0%		60.6%	55.0%	79.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP			I CAN	District	State
Proficient Students	5	6			11	727	
Accelerated Students	11	6			17	598	
Advanced Students	3	4			7	302	
Students Proficient and Above	19	16			35	1627	
Total Students	24	24			48	3082	124423
Accelerated & Advanced (%)	58.3%	41.7%			50.0%	29.2%	N/A
Proficient and above (%)	79.2%	66.7%			72.9%	52.8%	80.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	8	13	11	15	47	743	
Accelerated Students	5	4	2	6	17	255	
Advanced Students	5	1	1	4	11	140	
Students Proficient and Above	18	18	14	25	75	1138	
Total Students	28	23	26	36	113	2453	126004
Accelerated & Advanced (%)	35.7%	21.7%	11.5%	27.8%	24.8%	16.1%	N/A
Proficient and above (%)	64.3%	78.3%	53.8%	69.4%	66.4%	46.4%	79.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	11	10	21	8	50	815	
Accelerated Students	7	3	2	6	18	275	
Advanced Students	4	3	2	1	10	196	
Students Proficient and Above	22	16	25	15	78	1286	
Total Students	32	30	42	26	130	2838	126605
Accelerated & Advanced (%)	34.4%	20.0%	9.5%	26.9%	21.5%	16.6%	N/A
Proficient and above (%)	68.8%	53.3%	59.5%	57.7%	60.0%	45.3%	78.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	10	13	10		33	826	
Accelerated Students	9	3	1		13	296	
Advanced Students	7	3	0		10	132	
Students Proficient and Above	26	19	11		56	1254	
Total Students	28	29	24		81	2819	127966
Accelerated & Advanced (%)	57.1%	20.7%	4.2%		28.4%	15.2%	N/A
Proficient and above (%)	92.9%	65.5%	45.8%		69.1%	44.5%	79.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP			I CAN	District	State
Proficient Students	12	6			18	977	
Accelerated Students	2	0			2	301	
Advanced Students	3	1			4	182	
Students Proficient and Above	17	7			24	1460	
Total Students	26	21			47	3132	130321
Accelerated & Advanced (%)	19.2%	4.8%			12.8%	15.4%	N/A
Proficient and above (%)	65.4%	33.3%			51.1%	46.6%	79.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	8	11	11	20	50	973	
Accelerated Students	8	7	4	7	26	371	
Advanced Students	3	1	0	4	8	86	
Students Proficient and Above	19	19	15	31	84	1430	
Total Students	28	23	26	36	113	2456	125997
Accelerated & Advanced (%)	39.3%	34.8%	15.4%	30.6%	30.1%	18.6%	N/A
Proficient and above (%)	67.9%	82.6%	57.7%	86.1%	74.3%	58.2%	86.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	14	13	25	12	64	1309	
Accelerated Students	13	7	10	6	36	468	
Advanced Students	9	1	1	0	11	26	
Students Proficient and Above	36	21	36	18	111	1803	
Total Students	32	30	42	26	130	2839	126929
Accelerated & Advanced (%)	68.8%	26.7%	26.2%	23.1%	36.2%	17.4%	N/A
Proficient and above (%)	112.5%	70.0%	85.7%	69.2%	85.4%	63.5%	88.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	15	16	14		45	1177	
Accelerated Students	8	7	3		18	389	
Advanced Students	1	0	0		1	40	
Students Proficient and Above	24	23	17		64	1606	
Total Students	28	29	24		81	2822	127955
Accelerated & Advanced (%)	32.1%	24.1%	12.5%		23.5%	15.2%	N/A
Proficient and above (%)	85.7%	79.3%	70.8%		79.0%	56.9%	84.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP			I CAN	District	State
Proficient Students	12	7			19	1362	
Accelerated Students	2	2			4	438	
Advanced Students	3	0			3	56	
Students Proficient and Above	17	9			26	1856	
Total Students	26	21			47	3132	130422
Accelerated & Advanced (%)	19.2%	9.5%			14.9%	15.8%	N/A
Proficient and above (%)	65.4%	42.9%			55.3%	59.3%	84.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	10	6	9	11	36	533	
Accelerated Students	3	1	2	3	9	158	
Advanced Students	3	2	2	0	7	174	
Students Proficient and Above	16	9	13	14	52	865	
Total Students	33	18	32	29	112	2640	126430
Accelerated & Advanced (%)	18.2%	16.7%	12.5%	10.3%	14.3%	12.6%	N/A
Proficient and above (%)	48.5%	50.0%	40.6%	48.3%	46.4%	32.8%	68.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	12	9	15	7	43	501	
Accelerated Students	8	8	3	1	20	146	
Advanced Students	6	2	2	0	10	127	
Students Proficient and Above	26	19	20	8	73	774	
Total Students	34	32	43	31	140	2651	127427
Accelerated & Advanced (%)	41.2%	31.3%	11.6%	3.2%	21.4%	10.3%	N/A
Proficient and above (%)	76.5%	59.4%	46.5%	25.8%	52.1%	29.2%	69.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	6	5	3		14	437	
Accelerated Students	5	2	0		7	154	
Advanced Students	2	2	2		6	148	
Students Proficient and Above	13	9	5		27	739	
Total Students	26	21	38		85	2910	130286
Accelerated & Advanced (%)	26.9%	19.0%	5.3%		15.3%	10.4%	N/A
Proficient and above (%)	50.0%	42.9%	13.2%		31.8%	25.4%	68.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP			I CAN	District	State
Proficient Students	5	7			12	562	
Accelerated Students	0	2			2	155	
Advanced Students	0	0			0	177	
Students Proficient and Above	5	9			14	894	
Total Students	21	19			40	3155	130949
Accelerated & Advanced (%)	0.0%	10.5%			5.0%	10.5%	N/A
Proficient and above (%)	23.8%	47.4%			35.0%	28.3%	66.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	13	6	9	14	42	820	
Accelerated Students	1	1	0	1	3	61	
Advanced Students	2	1	0	0	3	53	
Students Proficient and Above	16	8	9	15	48	934	
Total Students	33	18	32	29	54	2637	126636
Accelerated & Advanced (%)	9.1%	11.1%	0.0%	3.4%	11.1%	4.3%	N/A
Proficient and above (%)	48.5%	44.4%	28.1%	51.7%	88.9%	35.4%	72.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	15	23	11	66	913	
Accelerated Students	1	2	0	2	5	74	
Advanced Students	1	0	0	0	1	27	
Students Proficient and Above	19	17	23	13	72	1014	
Total Students	34	32	43	31	78	2654	127975
Accelerated & Advanced (%)	5.9%	6.3%	0.0%	6.5%	7.7%	3.8%	N/A
Proficient and above (%)	55.9%	53.1%	53.5%	41.9%	92.3%	38.2%	74.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	10	11	11		32	1085	
Accelerated Students	2	2	1		5	178	
Advanced Students	1	2	0		3	58	
Students Proficient and Above	13	15	12		40	1321	
Total Students	26	21	38		85	2910	130431
Accelerated & Advanced (%)	11.5%	19.0%	2.6%		9.4%	8.1%	N/A
Proficient and above (%)	50.0%	71.4%	31.6%		47.1%	45.4%	77.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP			I CAN	District	State
Proficient Students	10	9			19	1131	
Accelerated Students	1	0			1	142	
Advanced Students	3	0			3	41	
Students Proficient and Above	14	9			23	1314	
Total Students	21	19			40	3159	131273
Accelerated & Advanced (%)	19.0%	0.0%			10.0%	5.8%	N/A
Proficient and above (%)	66.7%	47.4%			57.5%	41.6%	74.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	16	11	12	23	62	614	
Accelerated Students	7	7	7	3	24	229	
Advanced Students	9	6	2	0	17	181	
Students Proficient and Above	32	24	21	26	103	1024	
Total Students	39	34	36	37	144	2516	127717
Accelerated & Advanced (%)	41.0%	38.2%	25.0%	8.1%	28.5%	16.3%	N/A
Proficient and above (%)	82.1%	70.6%	58.3%	70.3%	71.5%	40.7%	77.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	8	15	10	7	40	587	
Accelerated Students	2	4	7	3	16	193	
Advanced Students	5	6	6	3	20	185	
Students Proficient and Above	15	25	23	13	76	965	
Total Students	27	33	32	32	112	2719	130288
Accelerated & Advanced (%)	25.9%	30.3%	40.6%	18.8%	32.1%	13.9%	N/A
Proficient and above (%)	55.6%	75.8%	71.9%	40.6%	67.9%	35.5%	76.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	9	9	8		26	779	
Accelerated Students	2	2	1		5	259	
Advanced Students	3	2	0		5	226	
Students Proficient and Above	14	13	9		36	1264	
Total Students	17	22	19		58	2940	131304
Accelerated & Advanced (%)	29.4%	18.2%	5.3%		17.2%	16.5%	N/A
Proficient and above (%)	82.4%	59.1%	47.4%		62.1%	43.0%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP			I CAN	District	State
Proficient Students	8	9			17	867	
Accelerated Students	1	1			2	278	
Advanced Students	2	3			5	201	
Students Proficient and Above	11	13			24	1346	
Total Students	18	23			41	3087	130040
Accelerated & Advanced (%)	16.7%	17.4%			17.1%	15.5%	N/A
Proficient and above (%)	61.1%	56.5%			58.5%	43.6%	78.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	25	11	28	13	77	1100	
Accelerated Students	8	7	1	7	23	259	
Advanced Students	1	6	1	1	9	55	
Students Proficient and Above	34	24	30	21	109	1414	
Total Students	39	34	36	36	141	2517	128038
Accelerated & Advanced (%)	23.1%	38.2%	5.6%	22.2%	22.7%	12.5%	N/A
Proficient and above (%)	87.2%	70.6%	83.3%	58.3%	77.3%	56.2%	85.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	10	21	22	13	66	1180	
Accelerated Students	6	4	5	6	21	218	
Advanced Students	1	3	1	0	5	82	
Students Proficient and Above	17	28	28	19	92	1480	
Total Students	27	33	32	32	118	2719	130906
Accelerated & Advanced (%)	25.9%	21.2%	18.8%	18.8%	22.0%	11.0%	N/A
Proficient and above (%)	63.0%	84.8%	87.5%	59.4%	78.0%	54.4%	83.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	12	12	15		39	1507	
Accelerated Students	4	4	2		10	318	
Advanced Students	0	0	0		0	82	
Students Proficient and Above	16	16	17		49	1907	
Total Students	17	22	19		58	2943	131536
Accelerated & Advanced (%)	23.5%	18.2%	10.5%		17.2%	13.6%	N/A
Proficient and above (%)	94.1%	72.7%	89.5%		84.5%	64.8%	87.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP			I CAN	District	State
Proficient Students	11	16			27	1550	
Accelerated Students	5	4			9	309	
Advanced Students	0	0			0	74	
Students Proficient and Above	16	20			36	1933	
Total Students	18	23			41	3093	130657
Accelerated & Advanced (%)	27.8%	17.4%			22.0%	12.4%	N/A
Proficient and above (%)	88.9%	87.0%			87.8%	62.5%	86.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	9	13	18	14	54	757	
Accelerated Students	9	7	6	2	24	185	
Advanced Students	2	1	3	0	6	71	
Students Proficient and Above	20	21	27	16	84	1013	
Total Students	33	35	39	38	114	2540	130758
Accelerated & Advanced (%)	33.3%	22.9%	23.1%	5.3%	26.3%	10.1%	N/A
Proficient and above (%)	60.6%	60.0%	69.2%	42.1%	73.7%	39.9%	74.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	12	17	17	11	57	786	
Accelerated Students	3	3	5	2	13	161	
Advanced Students	0	2	0	0	2	102	
Students Proficient and Above	15	22	22	13	72	1049	
Total Students	29	33	34	35	87	2828	131287
Accelerated & Advanced (%)	10.3%	15.2%	14.7%	5.7%	17.2%	9.3%	N/A
Proficient and above (%)	51.7%	66.7%	64.7%	37.1%	82.8%	37.1%	74.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	9	12	15		36	850	
Accelerated Students	2	6	3		11	114	
Advanced Students	1	3	0		4	47	
Students Proficient and Above	12	21	18		51	1011	
Total Students	19	28	29		76	2921	131470
Accelerated & Advanced (%)	15.8%	32.1%	10.3%		19.7%	5.5%	N/A
Proficient and above (%)	63.2%	75.0%	62.1%		67.1%	34.6%	74.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP			I CAN	District	State
Proficient Students	9	11			20	1092	
Accelerated Students	3	0			3	198	
Advanced Students	0	0			0	60	
Students Proficient and Above	12	11			23	1350	
Total Students	14	22			36	3138	130938
Accelerated & Advanced (%)	21.4%	0.0%			8.3%	8.2%	N/A
Proficient and above (%)	85.7%	50.0%			63.9%	43.0%	75.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	18	16	13	64	985	
Accelerated Students	5	7	9	5	26	254	
Advanced Students	2	2	5	0	9	114	
Students Proficient and Above	24	27	30	18	99	1353	
Total Students	33	35	39	39	134	2539	131012
Accelerated & Advanced (%)	21.2%	25.7%	35.9%	12.8%	26.1%	14.5%	N/A
Proficient and above (%)	72.7%	77.1%	76.9%	46.2%	73.9%	53.3%	84.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	19	20	22	22	83	1093	
Accelerated Students	3	5	6	1	15	261	
Advanced Students	0	2	0	0	2	82	
Students Proficient and Above	22	27	28	23	100	1436	
Total Students	29	33	35	35	117	2832	132049
Accelerated & Advanced (%)	10.3%	21.2%	17.1%	2.9%	14.5%	12.1%	N/A
Proficient and above (%)	75.9%	81.8%	80.0%	65.7%	85.5%	50.7%	82.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	8	14	16		38	1083	
Accelerated Students	2	5	4		11	225	
Advanced Students	0	3	1		4	62	
Students Proficient and Above	10	22	21		53	1370	
Total Students	19	28	29		76	2927	131487
Accelerated & Advanced (%)	10.5%	28.6%	17.2%		19.7%	9.8%	N/A
Proficient and above (%)	52.6%	78.6%	72.4%		69.7%	46.8%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP			I CAN	District	State
Proficient Students	7	8			15	1063	
Accelerated Students	4	2			6	349	
Advanced Students	0	0			0	69	
Students Proficient and Above	11	10			21	1481	
Total Students	14	22			36	3144	131797
Accelerated & Advanced (%)	28.6%	9.1%			16.7%	13.3%	N/A
Proficient and above (%)	78.6%	45.5%			58.3%	47.1%	78.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	23	13	26	16	78	1021	
Accelerated Students	4	7	4	3	18	221	
Advanced Students	1	1	0	1	3	49	
Students Proficient and Above	28	21	30	20	99	1291	
Total Students	36	34	40	33	120	2723	132197
Accelerated & Advanced (%)	13.9%	23.5%	10.0%	12.1%	17.5%	9.9%	N/A
Proficient and above (%)	77.8%	61.8%	75.0%	60.6%	82.5%	47.4%	80.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	17	18	13	65	862	
Accelerated Students	3	7	0	3	13	224	
Advanced Students	0	1	0	0	1	48	
Students Proficient and Above	20	25	18	16	79	1134	
Total Students	35	29	31	25	93	2800	130466
Accelerated & Advanced (%)	8.6%	27.6%	0.0%	12.0%	15.1%	9.7%	N/A
Proficient and above (%)	57.1%	86.2%	58.1%	64.0%	84.9%	40.5%	77.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	11	18	11		40	1127	
Accelerated Students	3	3	2		8	249	
Advanced Students	1	0	0		1	26	
Students Proficient and Above	15	21	13		49	1402	
Total Students	19	28	16		63	2935	131600
Accelerated & Advanced (%)	21.1%	10.7%	12.5%		14.3%	9.4%	N/A
Proficient and above (%)	78.9%	75.0%	81.3%		77.8%	47.8%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP			I CAN	District	State
Proficient Students	5	10			15	983	
Accelerated Students	2	1			3	199	
Advanced Students	1	0			1	52	
Students Proficient and Above	8	11			19	1234	
Total Students	18	21			39	3061	129465
Accelerated & Advanced (%)	16.7%	4.8%			10.3%	8.2%	N/A
Proficient and above (%)	44.4%	52.4%			48.7%	40.3%	74.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	16	15	14	17	62	1045	
Accelerated Students	12	12	16	7	47	446	
Advanced Students	2	3	2	1	8	133	
Students Proficient and Above	30	30	32	25	117	1624	
Total Students	36	34	40	33	172	2722	132015
Accelerated & Advanced (%)	38.9%	44.1%	45.0%	24.2%	32.0%	21.3%	N/A
Proficient and above (%)	83.3%	88.2%	80.0%	75.8%	68.0%	59.7%	87.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	11	14	14	56	1032	
Accelerated Students	12	11	10	4	37	524	
Advanced Students	0	5	0	1	6	135	
Students Proficient and Above	29	27	24	19	99	1691	
Total Students	35	29	31	25	142	2803	131050
Accelerated & Advanced (%)	34.3%	55.2%	32.3%	20.0%	30.3%	23.5%	N/A
Proficient and above (%)	82.9%	93.1%	77.4%	76.0%	69.7%	60.3%	86.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	9	12	11		32	1090	
Accelerated Students	5	11	3		19	480	
Advanced Students	0	1	2		3	121	
Students Proficient and Above	14	24	16		54	1691	
Total Students	19	28	16		63	2946	131483
Accelerated & Advanced (%)	26.3%	42.9%	31.3%		34.9%	20.4%	N/A
Proficient and above (%)	73.7%	85.7%	100.0%		85.7%	57.4%	83.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP			I CAN	District	State
Proficient Students	7	10			17	1240	
Accelerated Students	6	7			13	491	
Advanced Students	4	1			5	163	
Students Proficient and Above	17	18			35	1894	
Total Students	18	21			39	3070	130092
Accelerated & Advanced (%)	55.6%	38.1%			46.2%	21.3%	N/A
Proficient and above (%)	94.4%	85.7%			89.7%	61.7%	86.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	14	12	13	56	818	
Accelerated Students	3	4	6	5	18	282	
Advanced Students	3	5	3	2	13	214	
Students Proficient and Above	23	23	21	20	87	1314	
Total Students	38	31	31	28	128	2612	125639
Accelerated & Advanced (%)	15.8%	29.0%	29.0%	25.0%	24.2%	19.0%	N/A
Proficient and above (%)	60.5%	74.2%	67.7%	71.4%	68.0%	50.3%	80.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	10	13	13	7	43	818	
Accelerated Students	3	5	6	5	19	282	
Advanced Students	7	2	1	2	12	214	
Students Proficient and Above	20	20	20	14	74	1314	
Total Students	31	32	28	22	113	2612	126821
Accelerated & Advanced (%)	32.3%	21.9%	25.0%	31.8%	27.4%	19.0%	N/A
Proficient and above (%)	64.5%	62.5%	71.4%	63.6%	65.5%	50.3%	79.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	10	12	6		28	1044	
Accelerated Students	3	4	6		13	350	
Advanced Students	2	2	5		9	243	
Students Proficient and Above	15	18	17		50	1637	
Total Students	21	24	26		71	3043	127147
Accelerated & Advanced (%)	23.8%	25.0%	42.3%		31.0%	19.5%	N/A
Proficient and above (%)	71.4%	75.0%	65.4%		70.4%	53.8%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 3						
	NEO	CCP			I CAN	District	State
Proficient Students	11	11			22	1115	
Accelerated Students	8	6			14	431	
Advanced Students	1	2			3	209	
Students Proficient and Above	20	19			39	1755	
Total Students	24	24			48	3079	127844
Accelerated & Advanced (%)	37.5%	33.3%			35.4%	20.8%	N/A
Proficient and above (%)	83.3%	79.2%			81.3%	57.0%	82.0%

Year	Attachment ESP2_ICANSCHOOLS 2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	14	12	13	56	507	
Accelerated Students	3	4	6	5	18	463	
Advanced Students	3	5	3	2	13	447	
Students Proficient and Above	23	23	21	20	87	1417	
Total Students	38	31	31	28	128	2615	122820
Accelerated & Advanced (%)	15.8%	29.0%	29.0%	25.0%	24.2%	34.8%	N/A
Proficient and above (%)	60.5%	74.2%	67.7%	71.4%	68.0%	54.2%	82.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	11	6	9	3	29	507	
Accelerated Students	6	6	6	7	25	463	
Advanced Students	9	8	6	7	30	447	
Students Proficient and Above	26	20	21	17	84	1417	
Total Students	31	32	28	22	113	2615	124204
Accelerated & Advanced (%)	48.4%	43.8%	42.9%	63.6%	48.7%	34.8%	N/A
Proficient and above (%)	83.9%	62.5%	75.0%	77.3%	74.3%	54.2%	81.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	6	8	6		20	695	
Accelerated Students	6	4	5		15	570	
Advanced Students	3	3	2		8	403	
Students Proficient and Above	15	15	13		43	1668	
Total Students	21	24	26		71	3033	123637
Accelerated & Advanced (%)	42.9%	29.2%	26.9%		32.4%	32.1%	N/A
Proficient and above (%)	71.4%	62.5%	50.0%		60.6%	55.0%	79.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 3						
	NEO	CCP			I CAN	District	State
Proficient Students	5	6			11	727	
Accelerated Students	11	6			17	598	
Advanced Students	3	4			7	302	
Students Proficient and Above	19	16			35	1627	
Total Students	24	24			48	3082	124423
Accelerated & Advanced (%)	58.3%	41.7%			50.0%	29.2%	N/A
Proficient and above (%)	79.2%	66.7%			72.9%	52.8%	80.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	8	13	11	15	47	743	
Accelerated Students	5	4	2	6	17	255	
Advanced Students	5	1	1	4	11	140	
Students Proficient and Above	18	18	14	25	75	1138	
Total Students	28	23	26	36	113	2453	126004
Accelerated & Advanced (%)	35.7%	21.7%	11.5%	27.8%	24.8%	16.1%	N/A
Proficient and above (%)	64.3%	78.3%	53.8%	69.4%	66.4%	46.4%	79.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	11	10	21	8	50	815	
Accelerated Students	7	3	2	6	18	275	
Advanced Students	4	3	2	1	10	196	
Students Proficient and Above	22	16	25	15	78	1286	
Total Students	32	30	42	26	130	2838	126605
Accelerated & Advanced (%)	34.4%	20.0%	9.5%	26.9%	21.5%	16.6%	N/A
Proficient and above (%)	68.8%	53.3%	59.5%	57.7%	60.0%	45.3%	78.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	10	13	10		33	826	
Accelerated Students	9	3	1		13	296	
Advanced Students	7	3	0		10	132	
Students Proficient and Above	26	19	11		56	1254	
Total Students	28	29	24		81	2819	127966
Accelerated & Advanced (%)	57.1%	20.7%	4.2%		28.4%	15.2%	N/A
Proficient and above (%)	92.9%	65.5%	45.8%		69.1%	44.5%	79.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 4						
	NEO	CCP			I CAN	District	State
Proficient Students	12	6			18	977	
Accelerated Students	2	0			2	301	
Advanced Students	3	1			4	182	
Students Proficient and Above	17	7			24	1460	
Total Students	26	21			47	3132	130321
Accelerated & Advanced (%)	19.2%	4.8%			12.8%	15.4%	N/A
Proficient and above (%)	65.4%	33.3%			51.1%	46.6%	79.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	8	11	11	20	50	973	
Accelerated Students	8	7	4	7	26	371	
Advanced Students	3	1	0	4	8	86	
Students Proficient and Above	19	19	15	31	84	1430	
Total Students	28	23	26	36	113	2456	125997
Accelerated & Advanced (%)	39.3%	34.8%	15.4%	30.6%	30.1%	18.6%	N/A
Proficient and above (%)	67.9%	82.6%	57.7%	86.1%	74.3%	58.2%	86.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	14	13	25	12	64	1309	
Accelerated Students	13	7	10	6	36	468	
Advanced Students	9	1	1	0	11	26	
Students Proficient and Above	36	21	36	18	111	1803	
Total Students	32	30	42	26	130	2839	126929
Accelerated & Advanced (%)	68.8%	26.7%	26.2%	23.1%	36.2%	17.4%	N/A
Proficient and above (%)	112.5%	70.0%	85.7%	69.2%	85.4%	63.5%	88.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	15	16	14		45	1177	
Accelerated Students	8	7	3		18	389	
Advanced Students	1	0	0		1	40	
Students Proficient and Above	24	23	17		64	1606	
Total Students	28	29	24		81	2822	127955
Accelerated & Advanced (%)	32.1%	24.1%	12.5%		23.5%	15.2%	N/A
Proficient and above (%)	85.7%	79.3%	70.8%		79.0%	56.9%	84.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 4						
	NEO	CCP			I CAN	District	State
Proficient Students	12	7			19	1362	
Accelerated Students	2	2			4	438	
Advanced Students	3	0			3	56	
Students Proficient and Above	17	9			26	1856	
Total Students	26	21			47	3132	130422
Accelerated & Advanced (%)	19.2%	9.5%			14.9%	15.8%	N/A
Proficient and above (%)	65.4%	42.9%			55.3%	59.3%	84.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	10	6	9	11	36	533	
Accelerated Students	3	1	2	3	9	158	
Advanced Students	3	2	2	0	7	174	
Students Proficient and Above	16	9	13	14	52	865	
Total Students	33	18	32	29	112	2640	126430
Accelerated & Advanced (%)	18.2%	16.7%	12.5%	10.3%	14.3%	12.6%	N/A
Proficient and above (%)	48.5%	50.0%	40.6%	48.3%	46.4%	32.8%	68.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	12	9	15	7	43	501	
Accelerated Students	8	8	3	1	20	146	
Advanced Students	6	2	2	0	10	127	
Students Proficient and Above	26	19	20	8	73	774	
Total Students	34	32	43	31	140	2651	127427
Accelerated & Advanced (%)	41.2%	31.3%	11.6%	3.2%	21.4%	10.3%	N/A
Proficient and above (%)	76.5%	59.4%	46.5%	25.8%	52.1%	29.2%	69.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	6	5	3		14	437	
Accelerated Students	5	2	0		7	154	
Advanced Students	2	2	2		6	148	
Students Proficient and Above	13	9	5		27	739	
Total Students	26	21	38		85	2910	130286
Accelerated & Advanced (%)	26.9%	19.0%	5.3%		15.3%	10.4%	N/A
Proficient and above (%)	50.0%	42.9%	13.2%		31.8%	25.4%	68.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 5						
	NEO	CCP			I CAN	District	State
Proficient Students	5	7			12	562	
Accelerated Students	0	2			2	155	
Advanced Students	0	0			0	177	
Students Proficient and Above	5	9			14	894	
Total Students	21	19			40	3155	130949
Accelerated & Advanced (%)	0.0%	10.5%			5.0%	10.5%	N/A
Proficient and above (%)	23.8%	47.4%			35.0%	28.3%	66.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	13	6	9	14	42	820	
Accelerated Students	1	1	0	1	3	61	
Advanced Students	2	1	0	0	3	53	
Students Proficient and Above	16	8	9	15	48	934	
Total Students	33	18	32	29	54	2637	126636
Accelerated & Advanced (%)	9.1%	11.1%	0.0%	3.4%	11.1%	4.3%	N/A
Proficient and above (%)	48.5%	44.4%	28.1%	51.7%	88.9%	35.4%	72.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	15	23	11	66	913	
Accelerated Students	1	2	0	2	5	74	
Advanced Students	1	0	0	0	1	27	
Students Proficient and Above	19	17	23	13	72	1014	
Total Students	34	32	43	31	78	2654	127975
Accelerated & Advanced (%)	5.9%	6.3%	0.0%	6.5%	7.7%	3.8%	N/A
Proficient and above (%)	55.9%	53.1%	53.5%	41.9%	92.3%	38.2%	74.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	10	11	11		32	1085	
Accelerated Students	2	2	1		5	178	
Advanced Students	1	2	0		3	58	
Students Proficient and Above	13	15	12		40	1321	
Total Students	26	21	38		85	2910	130431
Accelerated & Advanced (%)	11.5%	19.0%	2.6%		9.4%	8.1%	N/A
Proficient and above (%)	50.0%	71.4%	31.6%		47.1%	45.4%	77.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 5						
	NEO	CCP			I CAN	District	State
Proficient Students	10	9			19	1131	
Accelerated Students	1	0			1	142	
Advanced Students	3	0			3	41	
Students Proficient and Above	14	9			23	1314	
Total Students	21	19			40	3159	131273
Accelerated & Advanced (%)	19.0%	0.0%			10.0%	5.8%	N/A
Proficient and above (%)	66.7%	47.4%			57.5%	41.6%	74.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	16	11	12	23	62	614	
Accelerated Students	7	7	7	3	24	229	
Advanced Students	9	6	2	0	17	181	
Students Proficient and Above	32	24	21	26	103	1024	
Total Students	39	34	36	37	144	2516	127717
Accelerated & Advanced (%)	41.0%	38.2%	25.0%	8.1%	28.5%	16.3%	N/A
Proficient and above (%)	82.1%	70.6%	58.3%	70.3%	71.5%	40.7%	77.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	8	15	10	7	40	587	
Accelerated Students	2	4	7	3	16	193	
Advanced Students	5	6	6	3	20	185	
Students Proficient and Above	15	25	23	13	76	965	
Total Students	27	33	32	32	112	2719	130288
Accelerated & Advanced (%)	25.9%	30.3%	40.6%	18.8%	32.1%	13.9%	N/A
Proficient and above (%)	55.6%	75.8%	71.9%	40.6%	67.9%	35.5%	76.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	9	9	8		26	779	
Accelerated Students	2	2	1		5	259	
Advanced Students	3	2	0		5	226	
Students Proficient and Above	14	13	9		36	1264	
Total Students	17	22	19		58	2940	131304
Accelerated & Advanced (%)	29.4%	18.2%	5.3%		17.2%	16.5%	N/A
Proficient and above (%)	82.4%	59.1%	47.4%		62.1%	43.0%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 6						
	NEO	CCP			I CAN	District	State
Proficient Students	8	9			17	867	
Accelerated Students	1	1			2	278	
Advanced Students	2	3			5	201	
Students Proficient and Above	11	13			24	1346	
Total Students	18	23			41	3087	130040
Accelerated & Advanced (%)	16.7%	17.4%			17.1%	15.5%	N/A
Proficient and above (%)	61.1%	56.5%			58.5%	43.6%	78.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	25	11	28	13	77	1100	
Accelerated Students	8	7	1	7	23	259	
Advanced Students	1	6	1	1	9	55	
Students Proficient and Above	34	24	30	21	109	1414	
Total Students	39	34	36	36	141	2517	128038
Accelerated & Advanced (%)	23.1%	38.2%	5.6%	22.2%	22.7%	12.5%	N/A
Proficient and above (%)	87.2%	70.6%	83.3%	58.3%	77.3%	56.2%	85.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	10	21	22	13	66	1180	
Accelerated Students	6	4	5	6	21	218	
Advanced Students	1	3	1	0	5	82	
Students Proficient and Above	17	28	28	19	92	1480	
Total Students	27	33	32	32	118	2719	130906
Accelerated & Advanced (%)	25.9%	21.2%	18.8%	18.8%	22.0%	11.0%	N/A
Proficient and above (%)	63.0%	84.8%	87.5%	59.4%	78.0%	54.4%	83.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	12	12	15		39	1507	
Accelerated Students	4	4	2		10	318	
Advanced Students	0	0	0		0	82	
Students Proficient and Above	16	16	17		49	1907	
Total Students	17	22	19		58	2943	131536
Accelerated & Advanced (%)	23.5%	18.2%	10.5%		17.2%	13.6%	N/A
Proficient and above (%)	94.1%	72.7%	89.5%		84.5%	64.8%	87.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 6						
	NEO	CCP			I CAN	District	State
Proficient Students	11	16			27	1550	
Accelerated Students	5	4			9	309	
Advanced Students	0	0			0	74	
Students Proficient and Above	16	20			36	1933	
Total Students	18	23			41	3093	130657
Accelerated & Advanced (%)	27.8%	17.4%			22.0%	12.4%	N/A
Proficient and above (%)	88.9%	87.0%			87.8%	62.5%	86.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	9	13	18	14	54	757	
Accelerated Students	9	7	6	2	24	185	
Advanced Students	2	1	3	0	6	71	
Students Proficient and Above	20	21	27	16	84	1013	
Total Students	33	35	39	38	114	2540	130758
Accelerated & Advanced (%)	33.3%	22.9%	23.1%	5.3%	26.3%	10.1%	N/A
Proficient and above (%)	60.6%	60.0%	69.2%	42.1%	73.7%	39.9%	74.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	12	17	17	11	57	786	
Accelerated Students	3	3	5	2	13	161	
Advanced Students	0	2	0	0	2	102	
Students Proficient and Above	15	22	22	13	72	1049	
Total Students	29	33	34	35	87	2828	131287
Accelerated & Advanced (%)	10.3%	15.2%	14.7%	5.7%	17.2%	9.3%	N/A
Proficient and above (%)	51.7%	66.7%	64.7%	37.1%	82.8%	37.1%	74.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	9	12	15		36	850	
Accelerated Students	2	6	3		11	114	
Advanced Students	1	3	0		4	47	
Students Proficient and Above	12	21	18		51	1011	
Total Students	19	28	29		76	2921	131470
Accelerated & Advanced (%)	15.8%	32.1%	10.3%		19.7%	5.5%	N/A
Proficient and above (%)	63.2%	75.0%	62.1%		67.1%	34.6%	74.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 7						
	NEO	CCP			I CAN	District	State
Proficient Students	9	11			20	1092	
Accelerated Students	3	0			3	198	
Advanced Students	0	0			0	60	
Students Proficient and Above	12	11			23	1350	
Total Students	14	22			36	3138	130938
Accelerated & Advanced (%)	21.4%	0.0%			8.3%	8.2%	N/A
Proficient and above (%)	85.7%	50.0%			63.9%	43.0%	75.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	18	16	13	64	985	
Accelerated Students	5	7	9	5	26	254	
Advanced Students	2	2	5	0	9	114	
Students Proficient and Above	24	27	30	18	99	1353	
Total Students	33	35	39	39	134	2539	131012
Accelerated & Advanced (%)	21.2%	25.7%	35.9%	12.8%	26.1%	14.5%	N/A
Proficient and above (%)	72.7%	77.1%	76.9%	46.2%	73.9%	53.3%	84.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	19	20	22	22	83	1093	
Accelerated Students	3	5	6	1	15	261	
Advanced Students	0	2	0	0	2	82	
Students Proficient and Above	22	27	28	23	100	1436	
Total Students	29	33	35	35	117	2832	132049
Accelerated & Advanced (%)	10.3%	21.2%	17.1%	2.9%	14.5%	12.1%	N/A
Proficient and above (%)	75.9%	81.8%	80.0%	65.7%	85.5%	50.7%	82.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	8	14	16		38	1083	
Accelerated Students	2	5	4		11	225	
Advanced Students	0	3	1		4	62	
Students Proficient and Above	10	22	21		53	1370	
Total Students	19	28	29		76	2927	131487
Accelerated & Advanced (%)	10.5%	28.6%	17.2%		19.7%	9.8%	N/A
Proficient and above (%)	52.6%	78.6%	72.4%		69.7%	46.8%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 7						
	NEO	CCP			I CAN	District	State
Proficient Students	7	8			15	1063	
Accelerated Students	4	2			6	349	
Advanced Students	0	0			0	69	
Students Proficient and Above	11	10			21	1481	
Total Students	14	22			36	3144	131797
Accelerated & Advanced (%)	28.6%	9.1%			16.7%	13.3%	N/A
Proficient and above (%)	78.6%	45.5%			58.3%	47.1%	78.0%

Year	2014 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	23	13	26	16	78	1021	
Accelerated Students	4	7	4	3	18	221	
Advanced Students	1	1	0	1	3	49	
Students Proficient and Above	28	21	30	20	99	1291	
Total Students	36	34	40	33	120	2723	132197
Accelerated & Advanced (%)	13.9%	23.5%	10.0%	12.1%	17.5%	9.9%	N/A
Proficient and above (%)	77.8%	61.8%	75.0%	60.6%	82.5%	47.4%	80.0%

Year	2013 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	17	18	13	65	862	
Accelerated Students	3	7	0	3	13	224	
Advanced Students	0	1	0	0	1	48	
Students Proficient and Above	20	25	18	16	79	1134	
Total Students	35	29	31	25	93	2800	130466
Accelerated & Advanced (%)	8.6%	27.6%	0.0%	12.0%	15.1%	9.7%	N/A
Proficient and above (%)	57.1%	86.2%	58.1%	64.0%	84.9%	40.5%	77.0%

Year	2012 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	11	18	11		40	1127	
Accelerated Students	3	3	2		8	249	
Advanced Students	1	0	0		1	26	
Students Proficient and Above	15	21	13		49	1402	
Total Students	19	28	16		63	2935	131600
Accelerated & Advanced (%)	21.1%	10.7%	12.5%		14.3%	9.4%	N/A
Proficient and above (%)	78.9%	75.0%	81.3%		77.8%	47.8%	80.0%

Year	2011 OAA TEST ANALYSIS						
Subject	MATH						
Grade	GRADE 8						
	NEO	CCP			I CAN	District	State
Proficient Students	5	10			15	983	
Accelerated Students	2	1			3	199	
Advanced Students	1	0			1	52	
Students Proficient and Above	8	11			19	1234	
Total Students	18	21			39	3061	129465
Accelerated & Advanced (%)	16.7%	4.8%			10.3%	8.2%	N/A
Proficient and above (%)	44.4%	52.4%			48.7%	40.3%	74.0%

Year	2014 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	16	15	14	17	62	1045	
Accelerated Students	12	12	16	7	47	446	
Advanced Students	2	3	2	1	8	133	
Students Proficient and Above	30	30	32	25	117	1624	
Total Students	36	34	40	33	172	2722	132015
Accelerated & Advanced (%)	38.9%	44.1%	45.0%	24.2%	32.0%	21.3%	N/A
Proficient and above (%)	83.3%	88.2%	80.0%	75.8%	68.0%	59.7%	87.0%

Year	2013 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP	UCP	LEP	I CAN	District	State
Proficient Students	17	11	14	14	56	1032	
Accelerated Students	12	11	10	4	37	524	
Advanced Students	0	5	0	1	6	135	
Students Proficient and Above	29	27	24	19	99	1691	
Total Students	35	29	31	25	142	2803	131050
Accelerated & Advanced (%)	34.3%	55.2%	32.3%	20.0%	30.3%	23.5%	N/A
Proficient and above (%)	82.9%	93.1%	77.4%	76.0%	69.7%	60.3%	86.0%

Year	2012 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP	UCP		I CAN	District	State
Proficient Students	9	12	11		32	1090	
Accelerated Students	5	11	3		19	480	
Advanced Students	0	1	2		3	121	
Students Proficient and Above	14	24	16		54	1691	
Total Students	19	28	16		63	2946	131483
Accelerated & Advanced (%)	26.3%	42.9%	31.3%		34.9%	20.4%	N/A
Proficient and above (%)	73.7%	85.7%	100.0%		85.7%	57.4%	83.0%

Year	2011 OAA TEST ANALYSIS						
Subject	READING						
Grade	GRADE 8						
	NEO	CCP			I CAN	District	State
Proficient Students	7	10			17	1240	
Accelerated Students	6	7			13	491	
Advanced Students	4	1			5	163	
Students Proficient and Above	17	18			35	1894	
Total Students	18	21			39	3070	130092
Accelerated & Advanced (%)	55.6%	38.1%			46.2%	21.3%	N/A
Proficient and above (%)	94.4%	85.7%			89.7%	61.7%	86.0%

Attachment ESP3_ICS OAA District Test Scores

*Will confirm all data against state reporting

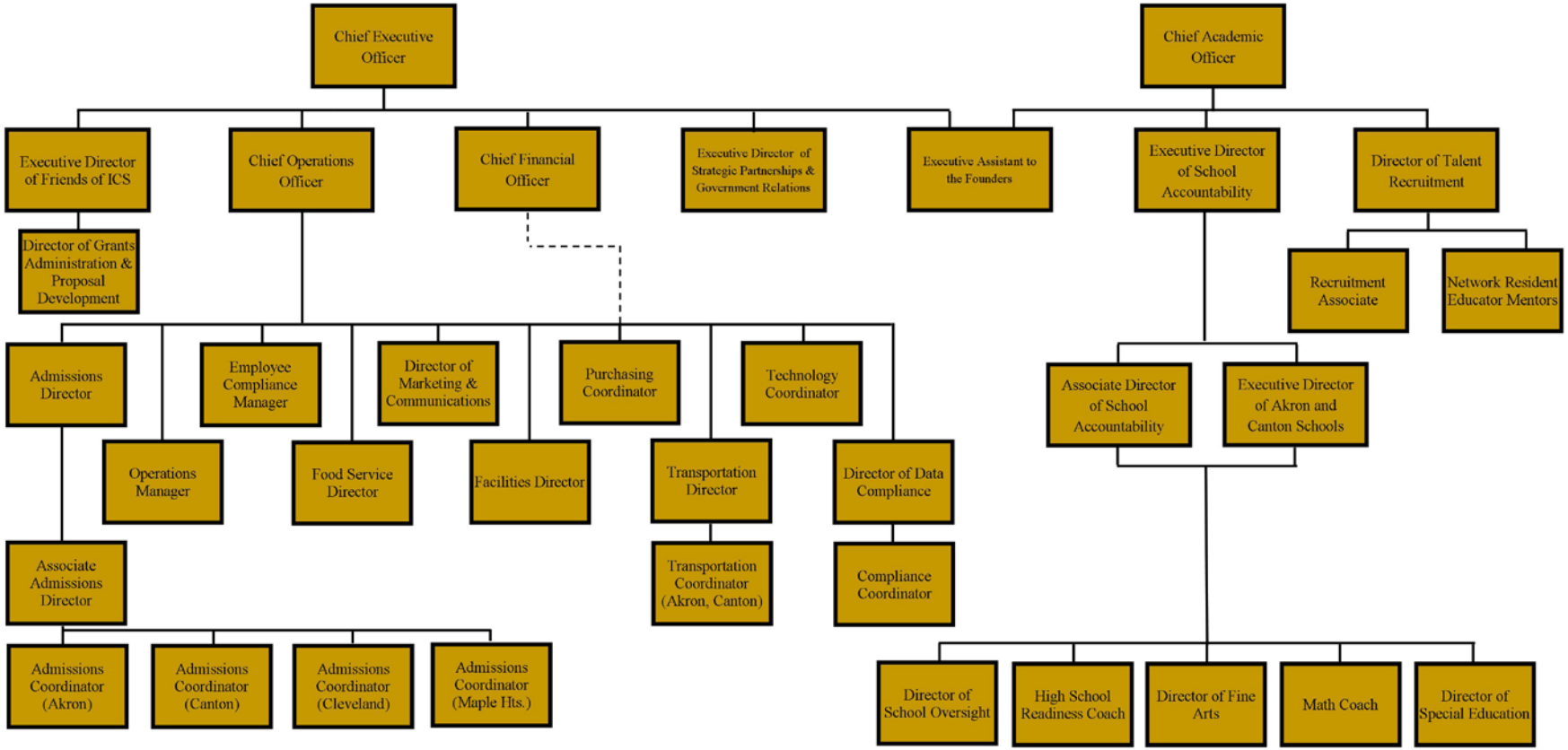
School Name	Location	Year Founded	Enrollment			% Free & Reduced Lunch (most recent year)	Student attrition rate (most recent year)	State Test Proficiency Rate - Reading					
			Most Recent (2013-14 school year)	2nd Most Recent (2012-13 school year)	3rd Most Recent (2011-12 school year)			Most Recent (2013-14 school year)	District (2013-14 school year)	2nd Most Recent (2012-13 school year)	District (2012-13 school year)	3rd Most Recent (2011-12 school year)	District (2011-12 school year)
								% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better
Northeast Ohio College Preparatory School	Cleveland, OH	2010	504	398	302	100%	8%	74.33%	52.80%	75.77%	53.70%	70.77%	54.40%
Cleveland College Preparatory School	Cleveland, OH	2010	289	283	241	100%	3%	76.57%	52.80%	74.07%	53.70%	75.66%	54.40%
University of Cleveland Preparatory School	Cleveland, OH	2011	387	376	302	100%	8%	67.98%	52.80%	71.56%	53.70%	63.16%	54.40%
Lake Erie Preparatory School	Cleveland, OH	2012	296	269	N/A	100%	12%	62.19%	52.80%	63.74%	53.70%	N/A	
Ohio College Preparatory School	Maple Heights, OH	2013	193	N/A	N/A	100%	15%	55.56%	68.10%	N/A	N/A	N/A	
Akron Preparatory School	Akron, OH	2013	233	N/A	N/A	100%	17%	63.70%	68.70%	N/A	N/A	N/A	
Canton College Preparatory School	Canton, OH	2013	103	N/A	N/A	100%	21%	72.09%	67.70%	N/A	N/A	N/A	

School Name	Location	Year Founded	Enrollment			% Free & Reduced Lunch (most recent year)	Student attrition rate (most recent year)	State Test Proficiency Rate - Math					
			Most Recent (2013-14 school year)	2nd Most Recent (2012-13 school year)	3rd Most Recent (2011-12 school year)			Most Recent (2013-14 school year)	District (2013-14 school year)	2nd Most Recent (2012-13 school year)	District (2012-13 school year)	3rd Most Recent (2011-12 school year)	District (2011-12 school year)
								% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better	% of students scoring proficient or better
Northeast Ohio College Preparatory School	Cleveland, OH	2010	504	398	302	100%	8%	67.43%	42.90%	66.96%	39.70%	73.08%	41.60%
Cleveland College Preparatory School	Cleveland, OH	2010	289	283	241	100%	3%	66.29%	42.90%	67.20%	39.70%	66.45%	41.60%
University of Cleveland Preparatory School	Cleveland, OH	2011	387	376	302	100%	8%	61.76%	42.90%	60.95%	39.70%	48.03%	41.60%
Lake Erie Preparatory School	Cleveland, OH	2012	296	269	N/A	100%	12%	60.20%	42.90%	46.20%	39.70%	N/A	
Ohio College Preparatory School	Maple Heights, OH	2013	193	N/A	N/A	100%	15%	51.85%	55.40%	N/A		N/A	
Akron Preparatory School	Akron, OH	2013	233	N/A	N/A	100%	17%	59.31%	56.60%	N/A		N/A	
Canton College Preparatory School	Canton, OH	2013	103	N/A	N/A	100%	21%	65.12%	56.10%	N/A		N/A	

Corporate Model

21100 Southgate Park Blvd., Cleveland, Ohio 44137 | O: 216.453.4558 | F: 216.264.8053 |info@icanschools.org

Attachment ESP4 I CAN SCHOOLS Organizational Chart



Mission: To prepare students for a college preparatory high school that will ensure success and graduation from a four-year college.

Ohio Council of
Community Schools

Erin Pfeltz
U.S. Department of Education
400 Maryland Ave., SW.
Room 4W255
Washington, DC 20202-5970

RE: Letter of Continued Support, I CAN SCHOOLS

Dear Ms. Pfeltz,

Ohio Council of Community Schools (OCCS) is an Ohio Department of Education-authorized sponsor of charter (aka community) schools in the state of Ohio. OCCS, through its partnerships with charter schools in the state of Ohio, advocates for excellence demonstrated by student performance and school achievement.

OCCS has the ability to authorize a number of charter schools across the state. Currently, OCCS sponsors 41 schools throughout the state of Ohio. We are recognized as one of the top authorizers in the state of Ohio with regards to selection, oversight, and technical assistance. We are eager to continue our partnership with I CAN SCHOOLS and sponsor future charter schools for their network.

The Ohio Council of Community Schools currently sponsors the University of Cleveland Preparatory School, which is part of the I CAN SCHOOLS network. We value our partnership with I CAN SCHOOLS and recognize the achievements and success of its founders, Marshall Emerson III and Jason Stragand. Jason and Marshall have effectively opened high-performing charter schools in Ohio and have enormous success in closing the achievement gap for students in underserved communities.

OCCS fully supports I CAN SCHOOLS in their endeavors to expand the network and replicate to other areas of Ohio such as Toledo, Canton, Akron, Youngstown, and Maple Heights. We look forward to I CAN SCHOOLS bringing success and confidence to the students and families in those cities.

OCCS was founded in 1997 as the University of Toledo Charter School Council. Currently, it is the largest authorizer in the state and serves over 27,000 students. Our company wide focus is authorizing and supporting high-quality choice schools for families in Ohio. We believe I CAN SCHOOLS is a network that fosters this same mission and focus. It is with no reservation that we fully support their efforts to expand their network of high-performing schools across the state.

OCCS welcomes and supports the replication and expansion efforts of I CAN SCHOOLS and is willing to authorize and support the new schools in the network in 2013 and 2014.

Sincerely,

Darlene Chambers

Dr. Darlene Chambers
Executive Director
Ohio Council of Community Schools

Jason Wall, M.Ed.
Director of Fiscal Services and Advocacy
Ohio Council of Community Schools

3131 Executive Parkway
Suite 306
Toledo, OH 43606
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www.ohioschools.org

866-kidsohio

Educational Resource Consultants of Ohio, Inc.
"Providing a Solid Foundation for the Future of Education"

(Tele) 513-771-4006
(Fax) 513-771-4435

Spectrum Office Tower* 11260 Chester Road, Suite 230* Cincinnati, Ohio, 45246

Sent via e-mail

January 17, 2013

Cleveland Metropolitan School District
Office of Innovative Schools and Strategic Initiatives
1380 East 6th Street, Room #317
Cleveland, Ohio 44114

RE: Cleveland Plan

Dear Evelyn R. Holmes:

The Educational Resource Consultants of Ohio is affirming that **Northeast Ohio College Preparatory School** is adhering to the State of Ohio Community School standards, rules, and regulations outlined in law.

Sincerely,

Aaron Kinebrew
Assistant Director

cc: Marshall Emerson
Jason Stragand
File

ARK

Educational Resource Consultants of Ohio, Inc.
"Providing a Solid Foundation for the Future of Education"

(Tele) 513-771-4006
(Fax) 513-771-4435

Spectrum Office Tower* 11260 Chester Road, Suite 230* Cincinnati, Ohio, 45246

Sent via e-mail

January 17, 2013

Cleveland Metropolitan School District
Office of Innovative Schools and Strategic Initiatives
1380 East 6th Street, Room #317
Cleveland, Ohio 44114

RE: Cleveland Plan

Dear Evelyn R. Holmes:

The Educational Resource Consultants of Ohio is affirming that **Cleveland College Preparatory Academy** is adhering to the State of Ohio Community School standards, rules, and regulations outlined in law.

Sincerely,

Aaron Kinebrew

Aaron Kinebrew
Assistant Director

cc: Marshall Emerson
Jason Stragand
File

ARK

July 11, 2013

Erin Pfeltz, National Charter School Resource Center Lead
c/o U.S. Department of Education, Charter Schools Program
400 Maryland Ave., SW., Room 4W255
Washington, DC 20202-5970

RE: Letter of Support, ***I CAN Schools***

Dearest Ms. Pfeltz,

As the Senior Associate Vice President for University Relations, here at The Kent State University, I consider it an honor as well as a great privilege to offer comments on behalf of I CAN Schools.

I have spent over 20 years in higher education as well as in the continued collaboration and support of all K-12 educational opportunities throughout the Northeast Ohio region. It is within the aforementioned context that I have found the I CAN Schools to not only excel in their vital efforts to facilitate the success of our nation's youth, but to lead in the creativity, innovation, and best practices of the manner and performance in which that success is created, sustained, and transferred. Marshall Emerson, Jason Stragand and their entire staff and network are changing and transforming lives and genealogies, and exist as a national mission critical partner of all higher education institutions fortunate enough to receive their students.

You of course understand their value resultant from your priceless work in the support and education of our youth throughout this nation, and specifically to those in high performing charter schools. I personally want to THANK YOU for your commitment; for not only what you've done and continue to do, but for the person you are, which significantly impacts countless lives and generations. You are one of nations truest gems, and I am honored to work with you as we continue the pleasure of educating our nation.

With the utmost of Sincerity,

Justin Everett Hilton[1]

Senior Associate Vice President for University Relations
P.O. Box 5190 • Kent, Ohio 44242-0001 Phone: (330) 672-8573
Fax: (330) 672-2190 • E-mail: jhilton@kent.edu

JUSTIN EVERETT HILTON[1]

806 CASCADE MILLS DRIVE, AKRON, OHIO 44307 JHILTON@KENT.EDU 330.328.5665

CAREER OVERVIEW

J. EVERETT HILTON[1] began his professional career as an architectural designer over 20yrs ago. Within that timeframe, he worked in the greater Akron and Cleveland areas on a plethora of projects including; The Rock and Roll Hall of Fame, The New Cleveland Browns Stadium, The Great Lakes Science Center, The Downtown Cleveland Public Library, Continental Airlines Concourse at Cleveland Hopkins International Airport and the Quicken Loans Arena, home of the Cleveland Cavaliers. Mr. Hilton then became an Assistant Professor and Coordinator of Architectural Design and Orientation at Kent State University's College of Architecture and Environmental Design. Over a seven-year span, his work was recognized in the form of multiple Outstanding Teaching Award nominations and extended beyond the classroom in contributions to collegiate student recruitment, advising, retention and diversity efforts. Mr. Hilton was then specially selected to spend two years working with Kent State University's Senior Vice President for Academic Affairs and Provost, as a special analyst and success solutions consultant. Recently, Mr. Hilton has been promoted to Senior Associate Vice President for University Relations. In this role, he develops and implements strategies for the university's marketing, media relations, government relations and regional development. He is second in charge of a mission-critical area that employs nearly 90 professionals and manages a multi-million dollar yearly budget. Mr. Hilton has continually augmented his professional career as a motivational speaker, an artist and by serving on numerous boards of directors for schools, universities, businesses, associations, foundations, and non-profit and community organizations, including his most recent acceptance into the 27th class of Leadership Akron; all while also functioning as the Chief Executive Officer of two business enterprises. Among all this, Mr. Hilton has studied and lived oversees in six different European countries, was the first and youngest African American male to ever attain a Masters of Architecture degree from Kent State University's College of Architecture and Environmental Design, and is now the first and youngest African American Senior Associate Vice President Executive ever, in the 100+ year history of Kent State University.

INDUSTRIAL REALTY GROUP, LLC
12214 LAKEWOOD BLVD
DOWNEY, CALIFORNIA 90242
OFFICE 562-803-4761
FAX 562-803-4796

Erin Pfeltz
U.S. Department of Education
400 Maryland Ave., SW.
Room 4W255
Washington, DC 20202-5970

April 25, 2012

RE: *Letter of Continued Support, I CAN SCHOOLS*

Dear Ms. Pfeltz,

The Industrial Realty Group, LLC (IRG) currently has an open lease with I CAN SCHOOLS for Lake Erie College Preparatory School, which is to open this August in Cleveland, Ohio. We welcome the partnership with I CAN SCHOOLS and firmly believe in the mission and vision set forth by the founders.

The founders of I CAN SCHOOLS have a proven track record of success. For years, Marshall Emerson III and Jason Stragand have been closing the achievement gap for Cleveland students. I believe I CAN SCHOOLS is a part of our educational system that works. It is because of this success and our belief in their future we have decided to support the expansion and replication efforts of the network.

I believe a high quality public education should be offered to all students regardless of background or socio economic status. Our country cannot continue to move forward or prosper without an educated workforce and the expansion of high quality schools is a part of the solution.

For years, as Founder, President and Senior Managing Partner of IRG, I have worked with many educational institutions and private organizations. Facility acquisition and financing can be a major hindrance to an organization's expansion and growth plans. Our company has the ability to select, purchase and renovate properties in each of the potential cities identified in the I CAN SCHOOLS expansion plan. Additionally, our company has the ability to ensure that the lease agreements are cost effective and are within the budget limits of each school.

IRG has a proven track record with over 30 years in the real estate industry and well over 90 million square feet of facilities in its portfolio, nationally. Additionally, IRG has access to existing properties in the cities identified in the I CAN SCHOOLS' expansion plan: Toledo, Ohio; Akron, Ohio; Canton, Ohio, Maple Heights, Ohio and Youngstown, Ohio. IRG is willing to commit these properties to the I CAN SCHOOLS expansion and replication efforts.

I believe in the mission and vision of I CAN SCHOOLS and fully support the expansion and replication plans.

Sincerely,

Stuart Lichter

SCHOOL MANAGEMENT AGREEMENT

This School Management Agreement ("Agreement") is made as of the ____ day of _____, 2014 (the "Effective Date") by and between the **Governing Authority** (also referred to as the "Board") of Indiana College Preparatory School, a Michigan public benefit corporation (the "School") and **I CAN SCHOOLS - Indiana, Inc.** an Ohio nonprofit corporation ("ICS").

BACKGROUND

WHEREAS, the Board desires to retain ICS as the exclusive management organization of the School. School is established as an Indiana charter school pursuant to Indiana Code §20-24**.**

WHEREAS, the Board and ICS (collectively referred to as the "Parties") wish to enter into an agreement that will allow the Parties to create an enduring educational alliance by promoting educational excellence and innovation based on ICS' school design and comprehensive educational program, as well as the ICS management principles.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is mutually agreed upon and acknowledged, the parties hereto agree as follows:

ARTICLE I
APPOINTMENT AND TERM

1.1 Appointment. Subject to the terms and conditions set forth herein, the Parties agree that ICS shall serve as the sole and exclusive operator of the School.

1.2 Term. The initial term of this Agreement shall commence as of the Effective Date and shall end at 11:59 p.m. (EST) on June 30, 2022 (the "Initial Term") unless otherwise terminated as provided herein. This Agreement shall automatically renew for successive five-year periods (each a "Renewal Term") unless either ICS or the Governing Authority provides written notice of non-renewal to the other party at least ninety (90) days prior to the expiration of the Initial Term or any subsequent Renewal Term). The terms and conditions of this Agreement shall apply to any Renewal Term. The Initial Term and all Renewal Terms, if any, are collectively referred to herein as the "Term."

1.3 Designation as Agent. The Board hereby designates ICS, its employees, agents, contractors and representatives to serve as agents of the School for purposes of compliance with 20 U.S.C. §1232g (the Family Educational Rights and Privacy Act ("FERPA")) and Indiana Law.

ARTICLE II
ICS DUTIES AND RESPONSIBILITIES

2.1 Services to be Provided to the School and the Board. ICS shall provide the School and the Board with the following services for which the School shall be solely responsible for all costs

associated with the provision of such services in addition to the management fee set forth in Article 4.4 of this Agreement.

(a) Talent Acquisition – ICS shall be responsible for identifying, recruiting, and interviewing individuals suitable for employment with the School and for hiring all staff and personnel necessary for the proper operation and administration of the School.

(b) Human Resources Administration – ICS shall be responsible for conducting background checks on newly hired School employees, processing and maintaining all personnel records for School employees, and implementing and enforcing workplace rules, policies and procedures (including disciplinary and termination procedures).

(c) Facility Acquisition and Management – ICS shall assist the Board in identifying facilities that are suitable for lease by the School. Additionally, ICS shall be responsible for ensuring that the School facility is cleaned and in good working order.

(d) Financial Management – ICS shall retain a Fiscal Officer on behalf of the Governing Authority and the School. The Fiscal Officer shall be responsible for overseeing all aspects of the financial operation of the School (including budgeting, internal controls, fiscal policies, and audits) and shall be subject to approval by the Governing Authority.

(e) Payroll and Benefits – ICS shall be responsible for the administration of payroll and benefits for all School employees, including remittances of all necessary withholdings and required filings.

(f) Grants Management – ICS shall be responsible for managing all grants and other State and Federal Awards that the School may receive, including ensuring that all monies received under these programs are expended for their intended purpose and that all required reporting requirements under such programs are met.

(g) Executive Leadership – ICS shall provide the School with executive level guidance and leadership consistent with the terms of this Agreement, the Sponsor contract, and applicable State and Federal rules and regulations.

(h) Curriculum, Instructional Design, and Educational Philosophy – ICS shall be solely responsible for implementing an educational program at the School consistent with the terms of this Agreement and ICS's educational goals and philosophy (referred to as the "Educational Model" and attached hereto as Exhibit A and made a part hereof).

(i) Marketing and Community Outreach – ICS shall provide the School with appropriate marketing and community outreach support, including joint enrollment and recruitment activities as set forth in Section 2.6 of this Agreement.

(j) Food Service Management – ICS shall be responsible for all aspects of food service management, including ordering meals, distribution of meals, accounting of meals served for purposes of filing reimbursement claims, administering the completion of Free/

Reduced Lunch Income Forms, and following all applicable State and Federal rules and regulations that apply to food service management. ICS shall be in attendance and act on behalf of the Board and the School at all State level reviews or audits relating to food service management.

(k) State Data Reporting – ICS shall be responsible for the administration of all student data, including, but not limited to, input of student data into State systems such as SOES, EMIS, EMAD, FLICS. ICS shall be in attendance and act on behalf of the Board and the School at all State level reviews or audits relating to State mandated reporting of student data.

(l) Professional Development for all Staff – ICS shall be solely responsible for ensuring that all School staff members receive the appropriate and required amount of professional development training necessary to enhance employee knowledge, experience, and HQT status for all teaching personnel.

(m) Centralized Purchasing – ICS shall have the overall responsibility for the purchasing of all goods and services necessary for the orderly operation of the School. ICS may utilize the Business Managers employed by the School to assist in this process. ICS shall have the overall responsibility and authority to negotiate the terms of the purchase, license or lease of all furniture, computers, software, equipment and all other personal property necessary for the operation of the School, and to consummate the purchase, license or lease of the equipment and personal property. ICS shall be responsible from the time of the purchase, license or lease and at all times thereafter, for the management and maintenance of the equipment in proper working order.

(n) Board Governance Services – ICS shall assist the Governing Authority in preparation for upcoming Board meetings, including preparation and publication of public notice, securing a meeting location, sending out an agenda and materials in advance of the meeting, and in any other fashion agreed upon by the Parties. At no time shall such assistance be used as a means to usurp the authority of the Governing Authority. ICS shall assist the Governing Authority by performing other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in the day-to-day operations or as required by this Agreement.

(o) Transportation Management – ICS shall be responsible for the providing of and contracting for transportation options for students attending the School.

(p) Building Level Leadership Training and Supervision – ICS, in accordance with its Educational Model (attached hereto as Exhibit A), will institute a rigorous training and supervision program for building level leaders.

(q) Fundraising – ICS shall recommend, apply for, and assist the Governing Authority in all fundraising efforts mutually agreed upon by the Parties.

(r) Technology Administration – ICS shall be responsible for securing and implementing the necessary technology for the smooth and orderly operation of the School and for ensuring that such technology remains in continuous working condition barring conditions beyond ICS' control. ICS shall also assist in the application for and administration of Federal e-Rate funds to offset the costs of necessary technology investments.

2.2 Operating Authority.

2.2.1 ICS shall have exclusive authority as to the administration, operation and performance of the School to the extent allowed under Indiana law, including but not limited to, all fiscal, budgeting, accounting, procurement, and employment matters. ICS shall be accountable only to the Governing Authority as to the administration, operation and performance of the School.

2.2.2 It is expressly understood and agreed that under no circumstances shall ICS be required to: (i) expend its time and/or resources seeking additional funding for the School beyond those duties addressed in Article 2.1 of this Agreement; (ii) expend its own funds and/or resources to fulfill its duties and obligations under this Agreement; or (iii) pay or guarantee any debt or obligation of the School including, but not limited to, debts or obligations incurred by the School prior to the Effective Date of this Agreement.

2.2.3 ICS agrees to operate the School in such a manner that implements the educational goals and programs of ICS, as well as those that may be established under the Sponsor contract (collectively referred to as the "Educational Model" and more fully described in Exhibit A); ***provided***, ***however***, ICS shall not be required to take any action or engage in any conduct or refuse to take any action or engage in any conduct that ICS determines would be in material violation of any applicable Federal, State or local laws, ordinances or regulations or that would violate the human or civil rights of any student, parent, guardian, ICS employee, agent or contractor. Such action or inaction by ICS pursuant to this Article 2.2.3 shall not constitute a breach of this Agreement. If ICS determines that it is necessary to modify the Educational Model, it shall present its recommendations to the Governing Authority in writing and the Governing Authority shall give prompt and good faith consideration to ICS' requested changes.

2.2.4 Specifically, ICS shall have the authority to:

(a) Establish and promulgate rules and regulations with respect to the conduct and discipline of students, teachers, administrators and parents, and such other matters as ICS deems necessary, prudent or appropriate with respect to the orderly administration of the School. The rules and regulations promulgated by ICS relating to student discipline shall require student due process hearings in conformity with the requirements of Federal and Indiana laws.

(b) Operate the School based upon the school year and school day approved annually by the Governing Authority ***provided***, ***however***, that ICS may make the following changes without approval from the Governing Authority: (1) changes to the school year and/or school day in order to respond to or accommodate emergencies and/or contingency days; and (2) changes involving fewer than five (5) consecutive school days.

(c) Design and implement pupil performance evaluations and assessment strategies that permit evaluation of the educational progress of each of the School's students. The Governing Authority and ICS will cooperate in good faith to identify measures of, and goals for, the School's students and the School's performance, including but not limited to parent satisfaction.

(d) Provide special education students attending the School with such services as ICS determines are necessary and proper under applicable Federal, State and local laws, ordinances, and regulations.

(e) Oversee the selection and acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Governing Authority.

(f) Subject to Article 6 herein, hire such teachers, non-teaching administrative and support staff and other personnel as ICS, in its sole judgment, determines are necessary and/or appropriate for the operation of the School.

(g) Identify a suitable facility (the "School Facility" or the "Facility") and arrange for a lease to be entered into by the Governing Authority for the operation of the School and its support functions, and ensure that such Facility is equipped with technology suitable, in ICS' sole judgment, to service the Educational Program.

(h) During the Term of this Agreement and for a period of five (5) years thereafter (unless a longer period is required by applicable Federal or Indiana law), maintain such financial, operations, personnel, student performance and discipline records respecting the operation of the School and the Facility (collectively referred to as the "School Records"). ICS shall make all School Records available for inspection by the Governing Authority, upon request, during regular business hours at ICS' principal office or such other location as may be required by Indiana law. The parties agree that all School Records are and shall remain the exclusive property of the School. All School Records that are subject to production under Indiana Freedom of Information Act shall be made available to the public upon submission of an appropriate request under the Indiana Freedom of Information Act. Upon termination of this Agreement and the transfer of student records to the Governing Authority pursuant to Article 8 of this Agreement, ICS shall have no further responsibilities for the maintenance of such student records.

(i) Make such reports and presentations respecting the operation, administration and/or performance of the School (i) as may required from time to time by the Indiana Department of Education ("DOE") or applicable Indiana law, and (ii) at least quarterly to the Governing Authority or as requested by the Governing Authority during any period that the School fails to materially meet the goals of the Educational Program, taken as a whole.

2.2.5 The Board shall establish various committees (*i.e.*, Academic, Finance, Governance, etc.) to facilitate communication between ICS and the Governing Authority of which ICS representatives may be members. Such committees are for information purposes only and shall not have authority to prescribe, challenge, limit or otherwise interfere with ICS' authority to administer the School.

2.3 ICS Purchases with School Funds. All books, supplies, equipment and other materials (i) owned by the School prior to the Effective Date or (ii) purchased by ICS with School revenues as defined in Section 4.1 below for use in the operation or administration of the School shall remain the sole and exclusive property of the School. All books, supplies, equipment and other materials purchased by ICS with ICS funds, including funds from the Management Fee set forth in Section 4.4 of this Agreement, shall remain the sole and exclusive property of ICS. If ICS sells any of the aforesaid items or otherwise converts same to cash, the proceeds of such sale, net of expenses, shall remain the sole and exclusive property of the School. ICS shall, to the extent it deems advantageous to the School or required by Federal, State or Local laws, use competitive bidding in the purchase of books, supplies, equipment and other materials paid for with School funds.

2.4 Subcontracts. ICS reserves the right to subcontract any and all aspects of the services it agrees to provide to the School, including, but not limited to, services related to student transportation, food service, special education, and employee payroll and benefits. Notwithstanding anything herein to the contrary, ICS shall not subcontract substantially all of its duties or responsibilities under this Agreement.

2.5 Place of Performance. ICS reserves the right to perform its obligations under this Agreement at any location it deems appropriate (unless otherwise prohibited by applicable state and/or federal laws), except pupil instruction shall be provided at the School Facility.

2.6 Student Recruitment. At all times, ICS and the School shall be jointly responsible for all student recruitment efforts and for recruiting students in a manner that is compliant with applicable laws. Notwithstanding anything herein to the contrary, ICS agrees to implement an organized student recruitment effort that will be designed to maximize student enrollment at the School.

ARTICLE III
BOARD AND SCHOOL DUTIES AND RESPONSIBILITIES

3.1 Good Faith Obligation. At all times, the Board and the School shall exercise in good faith their respective rights, duties and obligations under this Agreement, as well as the authority granted to them under Indiana law respecting the School and ICS as operator of the School.

3.2 Dependency on Availability of Funds. At all times hereunder, the Board shall be responsible for securing adequate funding for the proper administration of the School and ensuring that ICS has access to such funds as provided for in the "Budget," which is defined herein below. The Board acknowledges that ICS' operation of the School is dependent upon the

availability to ICS of adequate funding, and failure to provide ICS with adequate funding as set forth in the Budget shall relieve ICS of its obligations under this Agreement.

3.3 Furnishing Information. The Board shall furnish ICS with all information, documents, forms and reports required by ICS for proper administration of the School and/or the Facility, or as may be required in preparation for any legal or administrative proceeding relating to the School and/or the Facility, or as may be required to comply with the Indiana Freedom of Information Act, requests made by the DOE, or any other applicable Federal, State or local laws.

ARTICLE IV
FISCAL MATTERS

4.1 Revenues. For purposes of this Agreement, the term "Revenues" shall mean all funds, of any kind and from any source, received by the Governing Authority or ICS on behalf of the School, including but not limited to:

(a) Funding for public school students enrolled in the School;

(b) Funding provided by Federal or State Governments that is directly allocable to special education students enrolled in the School;

(c) Funding provided by Federal and State Governments that is directly allocable to gifted and talented students enrolled in the School;

(d) "At-Risk" or "Poverty-Based" funding provided by Federal and State Governments that is directly allocable to at-risk or disadvantaged students enrolled in the School;

(e) Funding provided by Federal and State Governments to the School that is directly allocable to students enrolled in the School with limited English proficiency;

(f) Federal and State grant sources, including Title Funding (i.e., Title I) that is directly allocable to the School;

(g) All other grants, fundraisers and donations received in support of the School, such as proceeds from fundraisers conducted by independent parent organizations at the School, except donations given for a specific purpose or School program; and

(h) Fees charged to students for extra services provided by the School, to the extent permitted by law.

All Revenues described above in Article 4.1(a), (b), (c), and (d) shall be collectively referred to as Full-Time Equivalency Money or FTE Money.

4.2 Revenues Managed by ICS. All Revenues are and shall remain the sole and exclusive property of the School, except as otherwise provided for herein. The Board agrees that ICS shall be the exclusive custodian of the Revenues during the Term, which such Revenues shall be

administered by or under the auspices of the Fiscal Officer. The Revenues shall be kept in one or more accounts opened in the name of the School and maintained at financial institutions selected by ICS with the consent of the Board, which such consent shall not be unreasonably withheld.

4.3 Budget Process.

4.3.1 Revenues and expenditures shall be based on an academic year that commences on July 1st of each year and ends on June 30th of the following year (an "Academic Year"). ICS shall provide the Board with annual operating and capital budgets for each Academic Year (collectively referred to as the "Budget"), the first draft of which shall be submitted to the Board no later than April 15th preceding that Academic Year.

4.3.2 Each Budget shall contain such detail as reasonably requested by the Board and shall include all projected expenses and costs reasonably associated with operating the School including, but not limited to, the projected cost of all payroll and benefits to be paid for services and education programs, rental, maintenance and other costs and expenses to be incurred by the School under lease, capital expenditures, supplies and furnishings necessary to operate the School, all taxes of any kind that are assessed or imposed, insurance premiums, audits, legal and other professional fees, utilities and other costs and expenses required or advisable to operate the School.

4.3.3 The Board shall review the Budget and either approve or reject it no later than June 1st preceding that Academic Year. If the Board takes no action by June 1st, then the Budget shall be deemed to be approved as submitted. If the Board timely rejects the Budget, then ICS and the Board shall work together to create a mutually agreeable Budget prior to June 15th. If the Budget has not been approved by the Board by June 15th, ICS shall have the option of preceding with the start of that Academic Year (in which case the Budget from the immediately preceding Academic Year shall be deemed to be the Budget until a new Budget is approved by the Board) or terminating this Agreement pursuant to Article 8.1(a) below.

4.3.4 The Budget may be amended from time to time by mutual agreement of ICS and the Governing Authority.

4.3.5 ICS may make expenditures of Revenues on behalf of the School as provided in the Budget without further consultation with the Governing Authority; ***provided, however,*** that the total expenditures as originally budgeted and approved by the Governing Authority do not change. All proposed or anticipated expenditures of Revenues not otherwise provided for in the original Budget must be approved by the Governing Authority through a Budget amendment. At no time during a given fiscal year shall ICS make expenditures of Revenues on behalf of the School that cause the Governing Authority to exceed its anticipated revenues for the same fiscal yeart unless previously agreed to by the Parties and reflected in an approved Budget.

4.4 ICS Management Fee. In consideration for the services provided by ICS hereunder, and more specifically as enumerated in Article 2.1, the Board agrees to pay ICS a fee for each Academic Year in an amount equal to Eighteen Percent (18%) of the total Revenues received by

the School (hereinafter referred to as the "Management Fee"). For purposes of calculating the Management Fee, Revenues shall be defined as stated in Article 4.1 above. Within five (5) business days of the receipt of a State Settlement Payment ("FTE Money"), the School shall remit to ICS 18% of all Revenues received by the School since the remittance of the previous month's Management Fee. On at least a quarterly basis, a reconciliation of the Management Fee will be prepared by the Fiscal Officer between the Management Fee earned and Management Fees paid. Any amounts determined to be due to or due from ICS as a result of this reconciliation will be reflected in the subsequent Management Fee to be paid to ICS. Any amounts outstanding at the end of the Fiscal Year will be reflected on the financial statements of the Governing Authority.

4.5 Other Schools. The Governing Authority acknowledges that ICS may enter into similar management agreements with other schools or educational institutions. ICS shall maintain separate books for expenses incurred by and on behalf of the School and other ICS operated schools. If ICS incurs authorized reimbursable expenses on behalf of the School and other ICS operated schools that are incapable of precise allocation, then ICS shall allocate such expenses among all such schools, including the School, on a prorated basis based upon the number of students enrolled at each school, or upon such other equitable basis as is acceptable to all ICS operated schools.

4.6 Financial and Other Reporting.

4.6.1 At each regular meeting of the Board of Directors, ICS shall provide the Board with detailed financial statements of all School Revenues received and expenditures made, as well as comparisons of actual results to budget. Such statements shall present YTD financial information that is not older than 1 month.

4.6.2 Upon request and at all regularly scheduled Board meetings, ICS shall provide the Board with reports on the School's operations, finances, and student performance.

4.6.3 ICS shall periodically provide the Board with all other relevant information that will enable to the Board to: (i) monitor ICS' performance and the efficiency of its operation of the School, (ii) comply with any and all reporting requirements under Federal, State or local laws, and (iii) regularly furnish committee reports.

4.7 Access to Records. ICS shall keep accurate financial records pertaining to its operation of the School, together with all other School Records prepared by or in the possession of ICS, and shall retain such records during the Term of this Agreement and for a period of five (5) years thereafter (unless a longer period is required by applicable Federal or Michican law). The Parties shall each maintain the confidentiality of all records pertaining to School personnel and students to the extent required and/or permitted by law, as well as all other records required by law to be held in confidence.

4.8 Audits. The Parties acknowledge that the School will be subject to an annual audit conducted by the Auditor of State for Indiana (the "AOS"), or if so permitted by the AOS, by a independent audit firm ("IPA") approved to do audits on behalf of the AOS. The AOS or the

IPA (collectively referred to as the "Auditors") shall audit the books and records of the School and Governing Authority for each Academic Year (the "Annual Audit"). The Parties shall each cooperate with the Auditors and shall provide information and copies of all documents related to the financial transactions and activity of the School. Additionally, the Fiscal Officer provided by ICS shall act as the liaison between the Auditors and the School and periodically report to the Governing Authority and ICS as to the progress of the Annual Audit. The cost of the Annual Audit shall be borne solely by the Governing Authority.

4.9 Start-up Financing/Operating Losses. ICS may, but shall not be required to, advance funds to the School to facilitate the start up of the School, including but not limited to funds for: the development of a curriculum and a technology system; school operations plans; recruiting, hiring, and pre-service training of School employees; and cleaning, fixing and equipping of the Facility (hereinafter referred to as the "ICS Advance"). The ICS Advance shall be an unsecured obligation of the School. Repayment of the School Advance shall be included in the Budget for the School's first Academic Year and every Academic Year thereafter until repaid in full.

4.10 Unexpended Donations. Subject to applicable donor restrictions, ICS and the Governing Authority shall work together to determine the best and most appropriate disposition of any funds that were donated, directly or indirectly, to the School that remain unexpended following completion of the project or purpose for which such funds were originally designated.

ARTICLE V
INTELLECTUAL PROPERTY RIGHTS

5.1 Ownership of Licenses to Educational Materials. For the purposes of this Agreement, "Educational Materials" shall mean all print and electronic versions of textbooks, training manuals, instructional materials, lesson plans, teacher guides, exercises, workbooks, tests and other curriculum-related materials that were created by ICS or purchased with ICS funds (not School funds) for use in the delivery of the Educational Model. ICS shall own all intellectual property and/or copyright licenses related to Educational Materials. This Section 5.1 as well as Sections 5.2 and 5.3 below shall survive any expiration or termination of this Agreement.

5.2 Ownership of Derivatives and New Material. ICS shall own all intellectual property rights including, all copyrights related to Educational Materials that are developed by or for ICS using its employees, agents and/or contractors ("ICS IP"). It is expressly agreed that ICS IP is not and shall not be considered Works for Hire. The Parties acknowledge that to the extent any ICS IP is derivative of School IP, ICS' rights in the ICS IP extend only to the new, original aspects of such works and not to any underlying or pre-existing material.

5.3 Ownership and Licensing of the Educational Model. The Parties acknowledge and agree that ICS's Educational Model is unique and creative and is covered by intellectual property rights owned or licensed by ICS, and shall at all times remain the exclusive property of ICS. ICS agrees to grant the School a non-exclusive, non-transferable, non-sublicenseable right to utilize the Educational Model during the Term of this Agreement and in accordance with the terms of this Agreement. At such time as this Agreement is terminated or otherwise expires, the rights

granted herein shall automatically terminate and the School shall immediately cease use of the Educational Model.

ARTICLE VI
PERSONNEL & TRAINING

6.1 Personnel Responsibility. Unless otherwise agreed to herein, the Parties acknowledge that all staff and personnel hired by ICS on behalf of the School shall be employees of the School, and not ICS. The Parties will each be responsible for compensating their own respective employees, and at no time shall either Party be obligated to compensate the other Party's employees outside the specific terms of this Agreement. ICS shall have the sole responsibility and authority to determine staffing levels, to select, hire, evaluate, assign, discipline, transfer and terminate personnel operating in connection with the School. All hiring and termination decisions of ICS shall be reported to the Governing Authority promptly. On or after January 1, 2012, the Parties hereby agree and acknowledge that ICS may, at its sole and absolute discretion, assume the role of employer for any and all staff and personnel hired by ICS on behalf of the School and may acquire such staff and personnel as ICS employees. Upon exercise of the rights herein by ICS, such staff and personnel shall no longer be considered employees of the School. Upon the effective date of such a transition, all costs and liabilities associated with the employment of the staff shall be invoiced to the School on a semi-monthly basis (consistent with all scheduled paydays). Invoice shall represent a dollar-for-dollar reimbursement to ICS for the costs incurred for employing the School staff during that pay period and shall be due to ICS on the same day on which the employees are paid. For efficiency, School will authorize ICS to make automatic withdrawals from its Payroll Account on each scheduled payday in an amount necessary to cover the amount of payroll for employees assigned to the School. All such employment costs and liabilities are separate and apart from the management fee due ICS as described in Section 4.4.

6.2 School Administrator. ICS shall have sole authority to select, hire and supervise one or more competent Chief Administrator(s) and to hold him/her/them accountable for the success of the School. ICS shall consult with the Governing Authority prior to hiring the Chief Administrator(s), and shall have authority to discipline, transfer or terminate the employment of any Chief Administrator that fails to meet the performance goals and standards of either ICS or the Governing Authority. The duties of the Chief Administrator(s) and the terms of his/her/their employment, shall be determined by ICS in consultation with the Governing Authority. Since the selection and performance of the Chief Administrator(s) is essential to the success of the School, the Governing Authority's failure to adopt/ratify ICS's recommendations with respect to the Chief Administrator(s) without good cause shown shall be deemed a breach of this Agreement.

6.3 Teachers. ICS shall have sole discretion to determine the number of teachers reasonably necessary for the operation of the School, and to assign such teachers to the appropriate grade levels and subject matters for which they are qualified. The curriculum taught by teachers employed by the School shall be consistent with the Educational Program. Such teachers may, at the sole discretion of ICS, work at the School on a full or part time basis. If assigned to the School on a part time basis, such teachers may also be employed to work at other schools

managed or operated by ICS. Each teacher employed by the School shall hold a valid teaching or other applicable license, certification, permit or approval issued by the State of Indiana and shall be subject to the requirements of a criminal records check conducted pursuant to State Law.

6.4 Support Staff. ICS shall have sole discretion to determine the number and the functions of support staff required for the operation of the School. ICS shall provide the School with qualified staff to efficiently operate the School. The staff may, at the sole discretion of ICS, work at the School on a full or part time basis. If assigned to the School on a part time basis, such support staff may also be employed to work at other schools managed or operated by ICS. All staff employed by the School shall undergo criminal records checks similar to that of teachers.

6.5 Training. ICS shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Non-instructional personnel shall receive such training as ICS determines is reasonable and necessary under the circumstances of their employ.

6.6 Limitations on Discretion. All decisions made by ICS with respect to staffing levels and its selection, evaluation, assignment, discipline, transfer and/or termination of staffing personnel shall be consistent with the Budget, the parameters set forth in the Educational Program, and all applicable Federal, State and Local laws.

6.7 State Retirement Systems. The Parties acknowledge that independent contractors retained by ICS for educational services at the School may meet the qualifications for membership in the School Teachers Retirement System ("STRS") or the School Employee Retirement System ("SERS") if the teaching or other duties performed by the independent contractor are the same as those performed by teachers or staff in public schools under typical school district employment contracts, including substitute positions. Therefore, ICS shall make the appropriate payroll deductions from the pay of each School employee. ICS shall assist the Governing Authority with respect to fulfilling all reporting and compliance obligations.

ARTICLE VII
REPRESENTATIONS AND WARRANTIES

7.1 Governing Authority Warranties and Representations. The Governing Authority represents and warrants to ICS that as of the Effective Date of this Agreement: (i) the School is a Indiana public benefits corporation in good standing and the Governing Authority has the authority under law to execute, deliver, and to incur the obligations provided for under this Agreement and to perform its duties under same; (ii) the execution, delivery and performance of this Agreement does not, and will not, violate any provision of law applicable to the School or to the Governing Authority; and (iii) the execution, delivery and performance of this Agreement does not, and will not, conflict with or result in a default under any agreement or instrument to which the School or the Governing Authority is a party.

7.2 ICS Warranties and Representations. ICS represents and warrants to the Governing Authority that, as of the Effective Date of this Agreement: (i) ICS is a 501(c)(3) non-profit

corporation in good standing and that ICS has the authority under law to execute, deliver, and to incur the obligations provided for under this Agreement and to perform its duties under same; (ii) the execution, delivery and performance of this Agreement does not, and will not, violate any provision of law applicable to ICS; and (iii) the execution, delivery and performance of this Agreement does not, and will not, conflict with or result in a default under any agreement or instrument to which ICS is a party.

ARTICLE VIII
TERMINATION AND EFFECTS OF TERMINATION

8.1 Termination. This Agreement may be terminated for the following reasons**:**

(a) By ICS, immediately, if: (i) for any reason there is a material impairment in the receipt of Revenues for any Academic Year to the effect that ICS, in its sole discretion, determines that there would be insufficient funds available for the orderly operation of the School in a manner and at a level of service reasonably expected to meet the goals established in the Educational Program, to receive a passing annual report card for the School as required by the DOE, or to pay the Management Fee; (ii) the School is ordered by the DOE or any court or governmental authority to cease operations; (iii) the School is unable to pay its debts as they come due or has filed a petition seeking protection from its creditors under Federal bankruptcy laws or any state counterpart thereto, or has been deemed insolvent under such laws; (iv) the Governing Authority fails to approve a Budget for the Academic Year as required pursuant to Article 4.3 above; or (v) the Governing Authority is unable to perform its duties hereunder for a period of ninety (90) consecutive days due to a declared Force Majeure.

(b) By ICS, after written notice, if the Governing Authority or the School is in material breach of any of its respective covenants, duties, responsibilities or obligations hereunder, and such breach is not cured within thirty (30) days after ICS has provided the Governing Authority with written notice of the material breach.

(c) By the Governing Authority, immediately, if: (i) the School or ICS is deemed to be insolvent under the Federal Bankruptcy Code or is unable to pay their respective debts as they come due or have filed a petition seeking protection from its creditors under Federal bankruptcy law or any state counterpart thereto and ICS has not filed a plan for reorganization under Chapter 11 of the United States Bankruptcy Code in the time allotted therein; or (ii) ICS is unable to perform its duties hereunder for a period of ninety (90) consecutive days due to a declared a Force Majeure.

(d) By the Governing Authority, after written notice, if ICS is in material breach of any of its respective duties, responsibilities or obligations hereunder, and such breach is not cured within thirty (30) days after the Governing Authority has provided ICS with written notice of the material breach.

8.2 Duties Upon Termination. This Article 8.2 shall survive any expiration or termination of this Agreement.

(a) Upon termination of this Agreement for any reason whatsoever, the Governing Authority on behalf of the School shall immediately pay to ICS and/or any of ICS's affiliates all amounts due and owing to ICS under the terms of this Agreement. Furthermore, the Governing Authority on behalf of the School shall return to ICS any materials containing the Educational Model, ICS's methods of instruction or operation and, subject to Article 8.2(b) below, all real and personal property owned by ICS and paid for by ICS with non-public funds. ICS shall assist the School in the transition of management and operations, including, but not limited to: (i) the orderly transition and return of all student records, the School Facility, and all other School property, equipment and material owned by the School; (ii) sending notices to students as reasonably requested by the School; and (iii) at the School's option, delivering student records directly to the students.

(b) Upon termination of this Agreement for any for any of the reasons set forth in Section 8.1(c) or (d) or upon mutual consent of the parties , the Governing Authority on behalf of the School shall have the right to exercise the option of: (i) having all personal property leases relating to the operation of the School assigned to and assumed by the School to the extent permitted by the terms of such leases; and (ii) purchasing all personal property owned by ICS and used exclusively or primarily in connection with the operation of the School. The purchase price for any ICS-owned assets acquired under clause (ii) above shall be the "remaining costs basis" of such assets (as that term is defined below) at the time of purchase. For purpose of this Agreement, the "remaining cost basis" of such personal property shall be calculated based upon the straight line method of depreciation over the life of such property, as established by the following property classifications: (i) computers and software - three (3) years; (ii) furniture, fixtures and textbooks - five (5) years; (iii) buildings or leasehold improvements - twenty (20) years. Depreciation will begin on the date that each item of personal property was acquired by ICS. In the event that the Governing Authority chooses to exercise its option of purchasing all personal property owned by ICS and used exclusively or primarily in connection with the operation of the School, it must purchase ***all*** of said personal property, except any proprietary materials, and must also exercise its option to assume all personal property leases relating to the operation of the School.

(c) To exercise its options under Article 8.2(b) above, the Governing Authority must provide ICS with at least thirty (30) days written notice prior to the termination of this Agreement, unless the termination of this Agreement is immediate pursuant to Articles 8.1(a) or (c), at which time the Governing Authority shall be granted a total of fifteen (15) days to exercise its options under Article 8.2(b).

ARTICLE IX
INSURANCE

9.1 Insurance Coverage. ICS shall at all times maintain general liability insurance at levels deemed to be appropriate by a credible agent with knowledge of ICS' operations, but in amounts not less than One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) in the aggregate. The Board on behalf of the School shall at all times maintain

appropriate levels of insurance that meet or exceed those levels required by the Sponsor contract. The Parties shall both list each other as additional insured on their respective policies. The Board shall also list the Sponsor as an additional insured on the School's policy. Upon request, each Party to this Agreement shall present evidence to the other Party that it maintains the requisite amount of insurance in compliance with the provisions of this paragraph. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

ARTICLE X
MISCELLANEOUS

10.1 Entire Agreement; Merger. This Agreement together with any attachments hereto set forth the entire understanding between the Parties with respect to the operation of the School and supersedes and replaces any and all other agreements or understandings by and between the Parties hereto with respect to the creation and operation of the School.

10.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in the performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood or natural accident; ***provided that*** either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article governing termination.

10.3 Arbitration.

(a) In the event of any dispute between the parties hereto, the parties shall settle said dispute through arbitration (unless otherwise required by any applicable insurance policy or contract). In the event arbitration is the applicable form of dispute resolution, each party shall appoint one arbitrator and then the two previously selected arbitrators shall agree upon a third. The arbitration shall take place utilizing the then-current rules of the American Arbitration Association ("AAA") and shall take place in Indiana.

(b) The parties shall have the right of limited pre-hearing discovery, in accordance with the U.S. Federal Rules of Civil Procedure, as then in effect, for a period not to exceed 60 days.

(c) As soon as the discovery is concluded, but in any event within 30 days thereafter, the arbitrators shall hold a hearing in accordance with the aforesaid AAA rules. Thereafter, the arbitrators shall promptly render a written decision, together with a written opinion setting forth in reasonable detail the grounds for such decision. Any award by the arbitrators in connection with such decision may also provide the prevailing party shall recover its reasonable attorneys' fees and other costs incurred in the proceedings, in additional to any other relief which may be granted.

(d) Judgment may be entered in any court of competent jurisdiction to enforce the award entered by the arbitrators.

10.4 Official Notices. All notices or other communications required or permitted under the Agreement shall be in writing and shall be given by personal delivery, confirmed facsimile, electronic mail (e-mail), or commercial courier addressed to the Party at its principal address as follows:

If to the Governing Authority:

Attn:_____
Address:_____
Fax:_____
E-mail:_____

If to ICS:

Attn: Marshall Emerson III, Co-Founder
Address:_____
Fax:_____
E-mail:_____

All notices and other communications required or permitted under the Agreement that are addressed as provided in this section will: (i) if delivered personally, be deemed given upon delivery, (ii) if delivered by facsimile transmission, be deemed given when sent and confirmation of receipt is received, (iii) if delivered by commercial courier, be deemed given upon receipt; and (iv) if delivered by electronic mail (e-mail) transmission, be deemed given when sent.

10.5 Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and signed by the Parties hereto.

10.6 Waiver. No waiver or delay of any provision of this Agreement at any time shall be deemed or shall constitute a waiver of any other provision.

10.7 Cost and Expenses. If any Party hereto commences an action against the other Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to recover from the losing Party reasonable attorneys' fees and costs of suit.

10.8 Severability. Should any term or provision of this Agreement be deemed unenforceable or invalid in any way, such term shall be stricken and the remainder of this Agreement shall continue in full force and effect.

10.9 Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed to be an original, but taken together shall be deemed to be a single enforceable agreement.

10.10 Relationship of the Parties. The parties hereto acknowledge that their relationship is that of independent contractors. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties.

10.11 No Third Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and their affiliates and not for the benefit of any third party, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person.

10.12 Independent Activity. All of the parties to this Agreement understand that ICS's business is to operate and manage community schools throughout the State. As such, the parties agree that ICS and its affiliates, may operate other community and charter schools in Ohio and Indiana whether the same may be considered competitive with the School.

10.13 Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld or delayed. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

IN WITNESS WHEREOF, the undersigned have executed this Agreement on the date written below, to be effective as of the Effective Date.

Date: _____, 2014

I CAN SCHOOLS - Indiana, Inc., an Ohio Non-Profit Corporation

By:_____

Its:_____

Date: _____, 2014

Indiana College Preparatory School, an Indiana Public Benefit Corporation

BOARD PRESIDENT:

_____

_____

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-0047

2011

Open to Public Inspection

A For the 2011 calendar year, or tax year beginning 07/01, 2011, and ending 06/30, 20 12

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☑ Initial return
- ☐ Terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization: I CAN Schools

Doing Business As

Number and street (or P.O. box if mail is not delivered to street address): 1220 West 6th St | Room/suite

City or town, state or country, and ZIP + 4: Cleveland, OH 44113

D Employer identification number: 38-3845019

E Telephone number: 216-453-4558

G Gross receipts $ 1,355,702

F Name and address of principal officer: Marshall Emerson III
1220 West 6th St, Cleveland, OH 44113

H(a) Is this a group return for affiliates? ☐ Yes ☑ No

H(b) Are all affiliates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

I Tax-exempt status: ☑ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ icanschools.org

H(c) Group exemption number ▶

K Form of organization: ☑ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 2011

M State of legal domicile: OH

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: Our mission is to prepare students for a college preparatory high school that will ensure success and graduation and acceptance into a four year college.

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	3
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	3
5	Total number of individuals employed in calendar year 2011 (Part V, line 2a)	5	5
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
b	Net unrelated business taxable income from Form 990-T, line 34	7b	0

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)		0
	9	Program service revenue (Part VIII, line 2g)		1,355,702
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		0
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0
	12	Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	0	1,355,702
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1–3)		0
	14	Benefits paid to or for members (Part IX, column (A), line 4)		0
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)		440,303
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		0
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0		
	17	Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)		785,697
	18	Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	0	1,226,000
	19	Revenue less expenses. Subtract line 18 from line 12	0	129,702
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	0	258,934
	21	Total liabilities (Part X, line 26)	0	129,232
	22	Net assets or fund balances. Subtract line 21 from line 20	0	129,702

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer | Date

▶ C David Massa, Treasurer
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN

Firm's name ▶ | Firm's EIN ▶

Firm's address ▶ | Phone no.

May the IRS discuss this return with the preparer shown above? (see instructions) ☐ Yes ☐ No

Part III **Statement of Program Service Accomplishments**

Check if Schedule O contains a response to any question in this Part III . . . . . ☐

1 Briefly describe the organization's mission:

Our mission is to prepare students for a college preparatory high school that will ensure success and graduation and acceptance into a four year college.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☑ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . . ☐ Yes ☑ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 1,226,000 including grants of $ 0) (Revenue $ 1,355,702)

Management of high performing college preparatory schools

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe in Schedule O.)
(Expenses $ 0 including grants of $ 0) (Revenue $ 0)

4e **Total program service expenses** ▶ 1,226,000

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	✔	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	2		✔
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		✔
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		✔
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		✔
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		✔
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		✔
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		✔
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		✔
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		✔
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	✔	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		✔
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		✔
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		✔
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		✔
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f		✔
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI, XII, and XIII*	12a		✔
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional*	12b		✔
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13		✔
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		✔
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		✔
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or assistance to any organization or entity located outside the United States? *If "Yes," complete Schedule F, Parts II and IV*	15		✔
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or assistance to individuals located outside the United States? *If "Yes," complete Schedule F, Parts III and IV*	16		✔
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I (see instructions)*	17		✔
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		✔
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		✔
20 a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		✔
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		

Part IV **Checklist of Required Schedules** *(continued)*

			Yes	No
21	Did the organization report more than $5,000 of grants and other assistance to any government or organization in the United States on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		✔
22	Did the organization report more than $5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		✔
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		✔
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25*	24a		✔
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3) and 501(c)(4) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		✔
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		✔
26	Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? *If "Yes," complete Schedule L, Part II*	26		✔
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		✔
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		✔
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		✔
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		✔
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		✔
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		✔
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		✔
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		✔
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		✔
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1*	34		✔
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		✔
b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		✔
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		✔
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		✔
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? **Note.** All Form 990 filers are required to complete Schedule O	38	✔	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V . . . . . ☐

					Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	6			
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0			
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c	✔	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	5			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?			2b	✔	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)					
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?			3a		✔
b	If "Yes," has it filed a Form 990-T for this year? *If "No," provide an explanation in Schedule O*			3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?			4a		✔
b	If "Yes," enter the name of the foreign country: ► ---------- See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.					
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5a		✔
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?			5b		✔
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?			5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible?			6a		✔
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?			6b		
7	**Organizations that may receive deductible contributions under section 170(c).**					
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?			7a		
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?			7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?			7c		
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d				
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?			7e		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?			7f		
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?			7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?			7h		
8	**Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations.** Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?			8		
9	**Sponsoring organizations maintaining donor advised funds.**					
a	Did the organization make any taxable distributions under section 4966?			9a		
b	Did the organization make a distribution to a donor, donor advisor, or related person?			9b		
10	**Section 501(c)(7) organizations.** Enter:					
a	Initiation fees and capital contributions included on Part VIII, line 12	10a				
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b				
11	**Section 501(c)(12) organizations.** Enter:					
a	Gross income from members or shareholders	11a				
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b				
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?			12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b				
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**					
a	Is the organization licensed to issue qualified health plans in more than one state?			13a		
	Note. See the instructions for additional information the organization must report on Schedule O.					
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b				
c	Enter the amount of reserves on hand	13c				
14a	Did the organization receive any payments for indoor tanning services during the tax year?			14a		✔
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O*			14b		

Part VI **Governance, Management, and Disclosure** *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response to any question in this Part VI . . . . . ☑

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year . .	1a 3			
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.				
b	Enter the number of voting members included in line 1a, above, who are independent .	1b 3			
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		2		✔
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? .		3		✔
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		4		✔
5	Did the organization become aware during the year of a significant diversion of the organization's assets? .		5		✔
6	Did the organization have members or stockholders?		6		✔
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		7a		✔
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		7b		✔
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?		8a	✔	
b	Each committee with authority to act on behalf of the governing body?		8b	✔	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*		9		✔

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		✔
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	✔	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	✔	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b		✔
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	✔	
13	Did the organization have a written whistleblower policy?	13	✔	
14	Did the organization have a written document retention and destruction policy?	14	✔	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		✔
b	Other officers or key employees of the organization	15b		✔
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		✔
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☑ Upon request

19 Describe in Schedule O whether (and if so, how), the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: ▶ C David Massa, (330)515-0572

1220 West 6th St, Cleveland, OH 44113

Part VII **Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response to any question in this Part VII . . . . . ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☑ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
Marshall Emerson III Board Member	2	✔						0	0	0
Jason Stragand Board Member	2	✔						0	0	0
Jeremy Stragand Board Member	1	✔						0	0	0

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
1b Sub-total ▶								0	0	0
c Total from continuation sheets to Part VII, Section A ▶										
d Total (add lines 1b and 1c) ▶								0	0	0

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 0

			Yes	No
3	Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		✔
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4		✔
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		✔

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
100 Percent of My Kids, Cleveland, Cleveland, OH 44113	Educational Consulting	324,000
Massa Financial Solutions, 219 East Maple Street, Suite 202, North Canto	Financial Services	118,850

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 2

Part VIII Statement of Revenue

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f				
	g	Noncash contributions included in lines 1a-1f: $					
	h	**Total.** Add lines 1a–1f ▶		0			
			Business Code				
Program Service Revenue	2a	Management Fees	611110	1,355,702	1,355,702	0	0
	b						
	c						
	d						
	e						
	f	All other program service revenue		0	0	0	0
	g	**Total.** Add lines 2a–2f ▶		1,355,702			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts) ▶					
	4	Income from investment of tax-exempt bond proceeds ▶					
	5	Royalties ▶					
			(i) Real	(ii) Personal			
	6a	Gross rents					
	b	Less: rental expenses					
	c	Rental income or (loss)	0	0			
	d	Net rental income or (loss) ▶					
			(i) Securities	(ii) Other			
	7a	Gross amount from sales of assets other than inventory					
	b	Less: cost or other basis and sales expenses					
	c	Gain or (loss)	0	0			
	d	Net gain or (loss) ▶					
	8a	Gross income from fundraising events (not including $ ____ of contributions reported on line 1c). See Part IV, line 18	a				
	b	Less: direct expenses	b				
	c	Net income or (loss) from fundraising events ▶					
	9a	Gross income from gaming activities. See Part IV, line 19	a				
	b	Less: direct expenses	b				
	c	Net income or (loss) from gaming activities ▶					
	10a	Gross sales of inventory, less returns and allowances	a				
	b	Less: cost of goods sold	b				
	c	Net income or (loss) from sales of inventory ▶					
		Miscellaneous Revenue	Business Code				
	11a						
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a–11d ▶		0			
	12	**Total revenue.** See instructions. ▶		1,355,702	1,355,702	0	0

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Check if Schedule O contains a response to any question in this Part IX . . . . . ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the United States. See Part IV, line 21				
2 Grants and other assistance to individuals in the United States. See Part IV, line 22 . . .				
3 Grants and other assistance to governments, organizations, and individuals outside the United States. See Part IV, lines 15 and 16 . .				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) . .				
7 Other salaries and wages	321,510	321,510		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	40,923	40,923		
9 Other employee benefits	66,579	66,579		
10 Payroll taxes	11,291	11,291		
11 Fees for services (non-employees):				
a Management				
b Legal	31,000	31,000		
c Accounting	120,000	120,000		
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	476,760	476,760		
12 Advertising and promotion	19,207	19,207		
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	17,800	17,800		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings .				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization .				
23 Insurance	23,901	23,901		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Office Expense	93,180	93,180	0	0
b				
c				
d				
e All other expenses	3,849	3,849		
25 **Total functional expenses.** Add lines 1 through 24e	1,226,000	1,226,000	0	0
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

				(A) Beginning of year		(B) End of year
Assets	1	Cash—non-interest-bearing			1	41,874
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net			4	195,606
	5	Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L			5	
	6	Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges			9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 21,454			
	b	Less: accumulated depreciation	10b 0		10c	21,454
	11	Investments—publicly traded securities			11	
	12	Investments—other securities. See Part IV, line 11			12	
	13	Investments—program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)		0	16	258,934
Liabilities	17	Accounts payable and accrued expenses			17	129,232
	18	Grants payable			18	
	19	Deferred revenue			19	
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D			25	
	26	**Total liabilities.** Add lines 17 through 25		0	26	129,232
Net Assets or Fund Balances		**Organizations that follow SFAS 117, check here ▶ ☑ and complete lines 27 through 29, and lines 33 and 34.**				
	27	Unrestricted net assets		0	27	108,248
	28	Temporarily restricted net assets		0	28	0
	29	Permanently restricted net assets		0	29	21,454
		Organizations that do not follow SFAS 117, check here ▶ ☐ and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds			30	
	31	Paid-in or capital surplus, or land, building, or equipment fund			31	
	32	Retained earnings, endowment, accumulated income, or other funds			32	
	33	Total net assets or fund balances		0	33	129,702
	34	Total liabilities and net assets/fund balances		0	34	258,934

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI . . . . . ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,355,702
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,226,000
3	Revenue less expenses. Subtract line 2 from line 1	3	129,702
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	0
5	Other changes in net assets or fund balances (explain in Schedule O)	5	0
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	129,702

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII . . . . . ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☑ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		✔
b	Were the organization's financial statements audited by an independent accountant?	2b		✔
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c		
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		✔
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2011

Open to Public Inspection

Name of the organization: I CAN Schools

Employer identification number: 38-3845019

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☑ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a ☐ Type I **b** ☐ Type II **c** ☐ Type III–Functionally integrated **d** ☐ Type III–Other

e ☐ By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box . . . . . ☐

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

		Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?	11g(i)		
(ii) A family member of a person described in (i) above?	11g(ii)		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?	11g(iii)		

h Provide the following information about the supported organization(s).

(i) Name of supported organization	**(ii)** EIN	**(iii)** Type of organization (described on lines 1–9 above or IRC section **(see instructions)**)	**(iv)** Is the organization in col. **(i)** listed in your governing document?		**(v)** Did you notify the organization in col. **(i)** of your support?		**(vi)** Is the organization in col. **(i)** organized in the U.S.?		**(vii)** Amount of support
			Yes	**No**	**Yes**	**No**	**Yes**	**No**	
(A)									
(B)									
(C)									
(D)									
(E)									
Total									

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Cat. No. 11285F

Schedule A (Form 990 or 990-EZ) 2011

Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) **12**

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** . . . . . ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2011 (line 6, column (f) divided by line 11, column (f)) . . . . **14** %

15 Public support percentage from 2010 Schedule A, Part II, line 14 . . . . . **15** %

16a **33 1/3% support test—2011.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ▶ ☐

b **33 1/3% support test—2010.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ▶ ☐

17a **10%-facts-and-circumstances test—2011.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization . . . . . ▶ ☐

b **10%-facts-and-circumstances test—2010.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here**. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization . . . . . ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions . . . . . ▶ ☐

Part III **Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")					1,355,702	1,355,702
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5	0	0	0	0	1,355,702	1,355,702
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support** (Subtract line 7c from line 6.)						1,355,702

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
9 Amounts from line 6	0	0	0	0	1,355,702	1,355,702
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)	0	0	0	0	1,355,702	1,355,702

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☑

Section C. Computation of Public Support Percentage

15	Public support percentage for 2011 (line 8, column (f) divided by line 13, column (f))	15	%
16	Public support percentage from 2010 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2011** (line 10c, column (f) divided by line 13, column (f))	17	%
18	Investment income percentage from **2010** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests—2011.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests—2010.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2011

Open to Public Inspection

Name of the organization: I CAN Schools

Employer identification number: 38-3845019

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate contributions to (during year)		
3	Aggregate grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (e.g., recreation or education)
☐ Preservation of an historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ $

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ $

(ii) Assets included in Form 990, Part X ▶ $

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ $

b Assets included in Form 990, Part X ▶ $

Part III **Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? . . ☐ **Yes** ☐ **No**

Part IV **Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? . . . . . ☐ **Yes** ☐ **No**

b If "Yes," explain the arrangement in Part XIV and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21? . . . . . ☐ **Yes** ☐ **No**

b If "Yes," explain the arrangement in Part XIV.

Part V **Endowment Funds.** Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Temporarily restricted endowment ▶ _____%

The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI **Land, Buildings, and Equipment.** See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land	0	0		0
b Buildings	0	0	0	0
c Leasehold improvements	0	0	0	0
d Equipment	21,454	0	0	21,454
e Other	0	0	0	0
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10(c).)* . . . . ▶				21,454

Part VII **Investments—Other Securities.** See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 12.)* ▶		

Part VIII **Investments—Program Related.** See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 13.)* ▶		

Part IX **Other Assets.** See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X **Other Liabilities.** See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements			1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIV.)	2d			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line **1** :				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIV.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements			1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIV.)	2d			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
4	Amounts included on Form 990, Part IX, line 25, but not on line **1:**				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIV.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2011

Open to Public Inspection

Name of the organization	Employer identification number
I CAN Schools	38-3845019

Form 990, Part VI, Section B, Line 11b - The Form 990 is prepared and reviewed by the Treasurer. After the review of the Form 990, it is provided to the Board of Directors legal counsel for review. Once completed it is then provided to the Board President for review and signature.

Form 990, Part VI, Section B, Line 12c - The Board of Directors in conjunction with their legal counsel consistently review compliance with federal and state regulations.

Form 990, Part VI, Section C, Line 19 - The organizations governing documents, conflict of interest policy and financial statements are maintained by its legal counsel and fiscal officer and may be provided upon request

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-0047

2012

Open to Public Inspection

A For the 2012 calendar year, or tax year beginning 07/01, 2012, and ending 06/30, 20 13

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization: I CAN Schools

Doing Business As

Number and street (or P.O. box if mail is not delivered to street address): 1220 West 6th St Ste 207 | Room/suite

City, town or post office, state, and ZIP code: Cleveland, OH 44113

D Employer identification number: 38-3845019

E Telephone number: 216-453-4558

G Gross receipts $ 2,508,876

F Name and address of principal officer: Marshall Emerson III
1220 West 6th St Ste 207, Cleveland, OH 44113

H(a) Is this a group return for affiliates? ☐ Yes ☑ No

H(b) Are all affiliates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

I Tax-exempt status: ☑ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ icanschools.org

H(c) Group exemption number ▶

K Form of organization: ☑ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 2011

M State of legal domicile: OH

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: Our mission is to prepare students for a college preparatory high school that will ensure success and graduation and acceptance into a four year college.

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	3
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	3
5	Total number of individuals employed in calendar year 2012 (Part V, line 2a)	5	20
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
b	Net unrelated business taxable income from Form 990-T, line 34	7b	0

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	0	0
	9	Program service revenue (Part VIII, line 2g)	1,355,702	2,508,876
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0	0
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0	0
	12	Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,355,702	2,508,876
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1–3)	0	0
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0	0
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	440,303	1,336,885
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0		
	17	Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	785,697	1,198,239
	18	Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	1,226,000	2,535,124
	19	Revenue less expenses. Subtract line 18 from line 12	129,702	-26,248
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	258,334	224,994
	21	Total liabilities (Part X, line 26)	129,232	122,140
	22	Net assets or fund balances. Subtract line 21 from line 20	129,102	102,854

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer | Date

▶ C David Massa, CFO
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN

Firm's name ▶ | Firm's EIN ▶

Firm's address ▶ | Phone no.

May the IRS discuss this return with the preparer shown above? (see instructions) ☐ Yes ☐ No

Part III **Statement of Program Service Accomplishments**

Check if Schedule O contains a response to any question in this Part III . . . . . ☐

1 Briefly describe the organization's mission:

Our mission is to prepare students for a college preparatory high school that will ensure success and graduation and acceptance into a four year college.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☑ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . . ☐ Yes ☑ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 2,535,124 including grants of $ 0) (Revenue $ 2,508,876)

Management of high performing college preparatory schools

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe in Schedule O.)

(Expenses $ 0 including grants of $ 0) (Revenue $ 0)

4e **Total program service expenses** ▶ 2,535,124

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	✔	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	2		✔
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		✔
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		✔
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		✔
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		✔
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		✔
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		✔
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		✔
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		✔
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	✔	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		✔
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		✔
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		✔
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		✔
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f		✔
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a		✔
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		✔
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13		✔
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		✔
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		✔
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or assistance to any organization or entity located outside the United States? *If "Yes," complete Schedule F, Parts II and IV*	15		✔
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or assistance to individuals located outside the United States? *If "Yes," complete Schedule F, Parts III and IV*	16		✔
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I (see instructions)*	17		✔
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		✔
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		✔
20 a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		✔
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
21	Did the organization report more than $5,000 of grants and other assistance to any government or organization in the United States on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		✔
22	Did the organization report more than $5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		✔
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		✔
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25*	24a		✔
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3) and 501(c)(4) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		✔
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		✔
26	Was a loan to or by a current or former officer, director, trustee, key employee, highest compensated employee, or disqualified person outstanding as of the end of the organization's tax year? *If "Yes," complete Schedule L, Part II*	26		✔
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		✔
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		✔
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		✔
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		✔
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		✔
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		✔
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		✔
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		✔
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		✔
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		✔
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		✔
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		✔
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		✔
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O	38	✔	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V . . . . . ☐

					Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	28			
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0			
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c	✔	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	20			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?			2b	✔	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)					
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?			3a		✔
b	If "Yes," has it filed a Form 990-T for this year? *If "No," provide an explanation in Schedule O*			3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?			4a		✔
b	If "Yes," enter the name of the foreign country: ► ---------- See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.					
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5a		✔
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?			5b		✔
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?			5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?			6a		✔
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?			6b		
7	**Organizations that may receive deductible contributions under section 170(c).**					
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?			7a		
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?			7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?			7c		
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d				
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?			7e		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?			7f		
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?			7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?			7h		
8	**Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations.** Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?			8		
9	**Sponsoring organizations maintaining donor advised funds.**					
a	Did the organization make any taxable distributions under section 4966?			9a		
b	Did the organization make a distribution to a donor, donor advisor, or related person?			9b		
10	**Section 501(c)(7) organizations.** Enter:					
a	Initiation fees and capital contributions included on Part VIII, line 12	10a				
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b				
11	**Section 501(c)(12) organizations.** Enter:					
a	Gross income from members or shareholders	11a				
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b				
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?			12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b				
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**					
a	Is the organization licensed to issue qualified health plans in more than one state?			13a		
	Note. See the instructions for additional information the organization must report on Schedule O.					
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b				
c	Enter the amount of reserves on hand	13c				
14a	Did the organization receive any payments for indoor tanning services during the tax year?			14a		✔
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O*			14b		

Part VI **Governance, Management, and Disclosure** *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response to any question in this Part VI . . . . . ☑

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year . .	1a 3			
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.				
b	Enter the number of voting members included in line 1a, above, who are independent .	1b 3			
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		2		✔
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? .		3		✔
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		4		✔
5	Did the organization become aware during the year of a significant diversion of the organization's assets? .		5		✔
6	Did the organization have members or stockholders?		6		✔
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		7a		✔
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		7b		✔
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?		8a	✔	
b	Each committee with authority to act on behalf of the governing body?		8b	✔	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*		9		✔

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		✔
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	✔	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	✔	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b		✔
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	✔	
13	Did the organization have a written whistleblower policy?	13	✔	
14	Did the organization have a written document retention and destruction policy?	14	✔	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		✔
b	Other officers or key employees of the organization	15b		✔
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		✔
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ None

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☑ Upon request ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how), the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: ▶ C David Massa, (330)515-0572

1220 West 6th St Ste 207, Cleveland, OH 44113

Part VII **Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response to any question in this Part VII . . . . . ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☑ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
Marshall Emerson III Board Member	2	✔						0	0	0
Jason Stragand Board Member	2	✔						0	0	0
Jeremy Stragand Board Member	1	✔						0	0	0

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
1b Sub-total ▶								0	0	0
c Total from continuation sheets to Part VII, Section A ▶										
d Total (add lines 1b and 1c) ▶								0	0	0

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 0

			Yes	No
3	Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		✔
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4		✔
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		✔

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
100 Percent of My Kids, Cleveland, Cleveland, OH 44113	Educational Consulting	800,658
Massa Financial Solutions, 219 East Maple Street, Suite 202, North Canto	Financial Services	120,000

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 2

Part VIII Statement of Revenue

Check if Schedule O contains a response to any question in this Part VIII. . . . . ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f				
	g	Noncash contributions included in lines 1a-1f: $					
	h	**Total.** Add lines 1a–1f ▶		0			
Program Service Revenue			Business Code				
	2a	Management Fees	611110	2,508,876	2,508,876	0	0
	b						
	c						
	d						
	e						
	f	All other program service revenue		0	0	0	0
	g	**Total.** Add lines 2a–2f ▶		2,508,876			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts) ▶					
	4	Income from investment of tax-exempt bond proceeds ▶					
	5	Royalties ▶					
			(i) Real / (ii) Personal				
	6a	Gross rents					
	b	Less: rental expenses					
	c	Rental income or (loss)	0 / 0				
	d	Net rental income or (loss) ▶					
			(i) Securities / (ii) Other				
	7a	Gross amount from sales of assets other than inventory					
	b	Less: cost or other basis and sales expenses					
	c	Gain or (loss)	0 / 0				
	d	Net gain or (loss) ▶					
	8a	Gross income from fundraising events (not including $ of contributions reported on line 1c). See Part IV, line 18	a				
	b	Less: direct expenses	b				
	c	Net income or (loss) from fundraising events ▶					
	9a	Gross income from gaming activities. See Part IV, line 19	a				
	b	Less: direct expenses	b				
	c	Net income or (loss) from gaming activities ▶					
	10a	Gross sales of inventory, less returns and allowances	a				
	b	Less: cost of goods sold	b				
	c	Net income or (loss) from sales of inventory ▶					
		Miscellaneous Revenue	Business Code				
	11a						
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a–11d ▶		0			
	12	**Total revenue.** See instructions. ▶		2,508,876	2,508,876	0	0

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response to any question in this Part IX . . . . . ☑

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the United States. See Part IV, line 21				
2 Grants and other assistance to individuals in the United States. See Part IV, line 22 . . .				
3 Grants and other assistance to governments, organizations, and individuals outside the United States. See Part IV, lines 15 and 16 . .				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) . .				
7 Other salaries and wages	837,829	837,829		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	115,668	115,668		
9 Other employee benefits	359,221	359,221		
10 Payroll taxes	24,167	24,167		
11 Fees for services (non-employees):				
a Management				
b Legal	37,085	37,085		
c Accounting	122,173	122,173		
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) . .	673,668	673,668		
12 Advertising and promotion	42,104	42,104		
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	27,312	27,312		
17 Travel	56,467	56,467		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings .				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization .				
23 Insurance	30,942	30,942		
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Office Expense	186,770	186,770	0	0
b				
c				
d				
e All other expenses	21,718	21,718		
25 **Total functional expenses.** Add lines 1 through 24e	2,535,124	2,535,124	0	0
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response to any question in this Part X . . . . . ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash—non-interest-bearing		41,874	1	2,194
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		195,006	4	132,840
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges			9	52,057
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 37,903			
	b	Less: accumulated depreciation	10b 0	21,454	10c	37,903
	11	Investments—publicly traded securities			11	
	12	Investments—other securities. See Part IV, line 11			12	
	13	Investments—program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)		258,334	16	224,994
Liabilities	17	Accounts payable and accrued expenses		129,232	17	122,140
	18	Grants payable			18	
	19	Deferred revenue			19	
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D			25	
	26	**Total liabilities.** Add lines 17 through 25		129,232	26	122,140
Net Assets or Fund Balances		**Organizations that follow SFAS 117 (ASC 958), check here ▶ ☑ and complete lines 27 through 29, and lines 33 and 34.**				
	27	Unrestricted net assets		107,648	27	-26,248
	28	Temporarily restricted net assets		0	28	129,102
	29	Permanently restricted net assets		21,454	29	0
		Organizations that do not follow SFAS 117 (ASC 958), check here ▶ ☐ and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds			30	
	31	Paid-in or capital surplus, or land, building, or equipment fund			31	
	32	Retained earnings, endowment, accumulated income, or other funds			32	
	33	Total net assets or fund balances		129,102	33	102,854
	34	Total liabilities and net assets/fund balances		258,334	34	224,994

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI . . . . . ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,508,876
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,535,124
3	Revenue less expenses. Subtract line 2 from line 1	3	-26,248
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	129,102
5	Net unrealized gains (losses) on investments	5	0
6	Donated services and use of facilities	6	0
7	Investment expenses	7	0
8	Prior period adjustments	8	0
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	102,854

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII . . . . . ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☑ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		✔
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b		✔
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c		
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		✔
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2012

Open to Public Inspection

Name of the organization: I CAN Schools

Employer identification number: 38-3845019

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☑ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a ☐ Type I **b** ☐ Type II **c** ☐ Type III–Functionally integrated **d** ☐ Type III–Non-functionally integrated

e ☐ By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box . . . . . ☐

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

		Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?	11g(i)		
(ii) A family member of a person described in (i) above?	11g(ii)		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?	11g(iii)		

h Provide the following information about the supported organization(s).

(i) Name of supported organization	**(ii)** EIN	**(iii)** Type of organization (described on lines 1–9 above or IRC section **(see instructions)**)	**(iv)** Is the organization in col. **(i)** listed in your governing document?		**(v)** Did you notify the organization in col. **(i)** of your support?		**(vi)** Is the organization in col. **(i)** organized in the U.S.?		**(vii)** Amount of monetary support
			Yes	No	Yes	No	Yes	No	
(A)									
(B)									
(C)									
(D)									
(E)									
Total									

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Cat. No. 11285F

Schedule A (Form 990 or 990-EZ) 2012

Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) **12**

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** . . . . . ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2012 (line 6, column (f) divided by line 11, column (f)) . . . . **14** %

15 Public support percentage from 2011 Schedule A, Part II, line 14 . . . . . **15** %

16a **33 1/3% support test—2012.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ▶ ☐

b **33 1/3% support test—2011.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ▶ ☐

17a **10%-facts-and-circumstances test—2012.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization . . . . . ▶ ☐

b **10%-facts-and-circumstances test—2011.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here**. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization . . . . . ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions . . . . . ▶ ☐

Part III **Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")				1,355,702	2,508,876	3,864,578
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5	0	0	0	1,355,702	2,508,876	3,864,578
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support** (Subtract line 7c from line 6.)						3,864,578

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2008	(b) 2009	(c) 2010	(d) 2011	(e) 2012	(f) Total
9 Amounts from line 6	0	0	0	1,355,702	2,508,876	3,864,578
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)	0	0	0	1,355,702	2,508,876	3,864,578

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☑

Section C. Computation of Public Support Percentage

15	Public support percentage for 2012 (line 8, column (f) divided by line 13, column (f))	15	%
16	Public support percentage from 2011 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2012** (line 10c, column (f) divided by line 13, column (f))	17	%
18	Investment income percentage from **2011** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests—2012.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests—2011.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2012

Open to Public Inspection

Name of the organization: I CAN Schools

Employer identification number: 38-3845019

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate contributions to (during year)		
3	Aggregate grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (e.g., recreation or education)
☐ Preservation of an historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ $

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ $

(ii) Assets included in Form 990, Part X ▶ $

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ $

b Assets included in Form 990, Part X ▶ $

Part III **Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? . . ☐ **Yes** ☐ **No**

Part IV **Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? . . . . . ☐ **Yes** ☐ **No**

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21? . . . . . ☐ **Yes** ☐ **No**

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII . . . . ☐

Part V **Endowment Funds.** Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Temporarily restricted endowment ▶ _____%

The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI **Land, Buildings, and Equipment.** See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land	0	0		0
b Buildings	0	0	0	0
c Leasehold improvements	16,449	0	0	16,449
d Equipment	21,454	0	0	21,454
e Other	0	0	0	0
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10(c).)* . . . . ▶				37,903

Part VII **Investments—Other Securities.** See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 12.)* ▶		

Part VIII **Investments—Program Related.** See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 13.)* ▶		

Part IX **Other Assets.** See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X **Other Liabilities.** See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	

2. FIN 48 (ASC 740) Footnote. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII . . . . . ☐

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements			1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line **1** :				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements			1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
4	Amounts included on Form 990, Part IX, line 25, but not on line **1:**				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	

Part XIII Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2012

Open to Public Inspection

Name of the organization	Employer identification number
I CAN Schools	38-3845019

Form 990, Part VI, Section B, Line 11b - The Form 990 is prepared and reviewed by the Treasurer. After the review of the Form 990, it is provided to the Board of Directors legal counsel for review. Once completed, it is then provided to the Board President for review. Once reviewed, it is signed and submitted by the Treasurer.

Form 990, Part VI, Section B, Line 12c - The Board of Directors in conjunction with their legal counsel consistently review compliance with federal and state regulations.

Form 990, Part VI, Section C, Line 19 - The organization's governing documents, conflict of interest policy and financial statements are maintained by its legal counsel and fiscal officer and may be provided upon request.

Form 990, Part IX, Line 11g - Consulting, Development, Technical and other Professional Services

I CAN Schools
FY15 Budget

Student FTE	**2,500**

Revenues	
Management Fee Revenue	$ 4,939,925
Total Revenues	**$ 4,939,925**

Expenses	
Employment Costs	$ 2,779,312
Facility Costs	137,159
Professional Services & Fees	993,046
Marketing	65,351
Insurance	50,016
General & Administrative Costs	$ 280,475
Total Expenses	**$ 4,305,358**
Net Income	**$ 634,566**

I CAN Schools
5-Year Forecast

	FY15	FY16	FY17	FY18	FY19
Student FTE	**2,500**	**2,800.00**	**3,050.00**	**3,300.00**	**3,550.00**
Revenues					
Management Fee Revenue	$ 4,939,925	$ 5,588,043	$ 6,147,845	$ 6,718,284	$ 7,299,518
Total Revenues	**$ 4,939,925**	**$ 5,588,043**	**$ 6,147,845**	**$ 6,718,284**	**$ 7,299,518**
Expenses					
Employment Costs	$ 2,779,312	2,946,071	3,122,835	3,310,205	3,508,818
Facility Costs	137,159	155,000	165,850	177,460	189,882
Professional Services & Fees	993,046	1,042,698	1,094,833	1,149,575	1,207,053
Marketing	65,351	70,579	76,225	82,323	88,909
Insurance	50,016	53,017	56,198	59,569	63,144
General & Administrative Costs	$ 280,475	308,523	339,375	373,313	410,644
Total Expenses	**$ 4,305,358**	**$ 4,575,887**	**$ 4,855,316**	**$ 5,152,445**	**$ 5,468,449**
Net Income	**$ 634,566**	**$ 1,012,156**	**$ 1,292,529**	**$ 1,565,840**	**$ 1,831,069**

Note: The above 5-Year projection for I CAN Schools is currently based on inherent growth in Ohio of the existing network.

Attachment ESP8-I CAN SCHOOLS Terms Sheet

Term Sheet: Provide a terms sheet setting forth the following:

- The proposed duration of the service contract;

The proposed management agreement term will mirror the term of the charter. The Mayor's Office contracts are customarily seven (7) year terms, the final management agreement for Indiana College Preparatory School will be the same.

- The roles and responsibilities of the organizer, the school staff, and the education service provider;

The roles are reflected in our organizational chart and our responsibilities are detailed in our management agreement. The governing authority contracts with I CAN SCHOOLS to provide the leadership and staff on site at the school. I CAN SCHOOLS provides the educational program, training, leadership and the majority of the back office support through management personnel so that the school staff can focus on the education. I CAN SCHOOLS staffing chart is as attached and reflects high level, highly trained and capable leadership necessary to ensure learning is occurring on every day during every opportunity.

- The methods of contract oversight and enforcement.

I CAN SCHOOLS understands the importance of clearly focusing on academic achievement. Our board meetings are focused around test results and analysis of the same. The management agreement aligns with the contract and states that we will abide by the contract requirements. The goals as stated in the contract are the standards for which we are held accountable. Our operations are aligned with these requirements and we can closely monitor and report on the successes of our efforts in meeting those goals. We consistently look at performance and we meet with the governing authority bi-monthly to discuss our student academic performance measures. Additionally, we schedule and conduct an annual governing authority retreat to evaluate thoroughly our progress academically, financially, and operationally.

Attachment ESP9-List of Assurances

Educational Services Provider
Assurances Form

Assurances:

- Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies.

We assure that Indiana College Preparatory School will be independent of I CAN SCHOOLS. The two entities are independent of one another; however, they are working toward the same goal – to educate underserved students in Indianapolis. Indiana College Preparatory School is a local Indiana non-profit entity, currently interviewing local counsel to represent them. Indiana College Preparatory School will hold the charter, and will establish policies in which to govern the school. I CAN SCHOOLS is the educational service provider that is contracted by the local non-profit governing authority to implement a proven educational model and operate the school through the management agreement terms.

- The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arm's length negotiations in which the organizer must be represented by legal counsel; and

The application includes a draft management agreement that is reflective of our traditional agreement. Indiana College Preparatory School is an independent non-profit that is reviewing the terms of the management agreement and is interviewing local counsel to represent the governing authority independent of I CAN SCHOOLS.

- The legal counsel may not also represent the education service provider.

I CAN SCHOOLS is represented by The Callender Group in Ohio. Both entities know how important it is to be represented by knowledgeable and experienced legal counsel. Indiana College Preparatory School will secure local independent counsel and is currently in the process of interviewing and securing representation independent of the educational service provider.

_____

Authorized Representative's Signature

_____

Date

Bylaws/Code of Regulations
of
Indiana College Preparatory School

Article I
General

Section 1. NAME

The name of this Indiana nonprofit corporation shall be Indiana College Preparatory School (hereinafter the "Corporation" or "School").

Section 2. OPERATION, OBJECTIVES, AND GUIDING PRINCIPLES

Subject to all of the terms and conditions set forth in these Bylaws, the Corporation is organized, and will be operated, exclusively for charitable, educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code (the "Code"), as follows:

a. To form, maintain and provide a school exclusively for educational, literary, scientific, and related teaching services of all kinds that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, and to receive and maintain real or personal property, or both, and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove.

b. In addition, the Corporation may engage in other charitable and educational activities described in 501(c)(3) and 170(c)(2) of the Code.

c. In carrying out its charitable, educational, and scientific purposes, the Corporation shall have all of the powers that may be conferred upon nonprofit corporations formed under the laws of the State of Indiana to carry out such purposes.

In carrying out its charitable, educational, and scientific purposes, the Corporation shall have authority to receive and maintain real and tangible or intangible personal property and shall use and apply all or any part of such property and/or the income therefore exclusively for charitable, educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Code.

Mission

The mission of the School is to prepare students for a college preparatory high school that will ensure success and graduation from a four year college. In preparing all of our students to fulfill the mission, the School will create a culture of high expectations for behavior and academics through rigorous, research-based curricula and a focus on achievement.

Vision

100% of our graduates will positively affect change in their local communities while making a contribution to our global society.

Philosophy Statement

At the core are character pillars: Respect, Responsibility and Relentlessness. We expect students to respect one another, the adults in the building, take responsibility for their shortcomings and successes and to be relentless in all of their pursuits, no matter how small.

Section 3. LOCATION

The Corporation's headquarters shall be located and maintained in Marion County, Indiana, or at such other location as the Board of Directors may from time to time determine.

Section 4. PROPERTY

The Corporation may purchase, lease, rent, accept as gifts or contributions, or otherwise receive, acquire and manage real and personal property in furtherance of its purposes.

Section 5. FISCAL YEAR

The fiscal year shall begin on July 1 and end on June 30 of each year.

Section 6. AUDIT

The fiscal records of the Corporation may be prepared each year by independent Certified Public Accountants and the report thereof made available to the Executive Director, the Board of Directors, and such other persons as may be necessary or appropriate. The level of the report shall be at least a review by the Certified Public Accountants, and the Board shall determine on an annual basis whether or not audited financial statements are appropriate. The Board shall comply with Indiana law for the purposes of fiscal oversight of the school.

Article II
Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Board of Directors (the "Board") of the Corporation. Actions which would otherwise require approval by a majority of all members or approval by members require only approval of a majority of all Directors.

Article III
Directors

Section 1. NUMBER

The corporation shall have at least five directors but not more than ten, as set forth below, plus non-voting ex officio Directors, if any. Collectively they shall be known as the Board. Upon the action of the Board, these Bylaws may be amended to alter the size or composition of the Board of Directors.

Section 2. POWERS

Except when the law provides, the Articles or these Bylaws otherwise provided, all of the Corporation's authority shall be vested in and exercised by the board. To the extent permitted by law, any authority of the Directors may be delegated to such persons or committees as the Directors so acting may determine.

Section 3. DUTIES

It shall be the duty of the directors to:

a. Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation, or by these bylaws;

b. Meet at such times and places as required by these bylaws;

c. Register their postal addresses and email with the secretary of the corporation, and notices of meetings mailed or emailed to them at such addresses shall be valid notices thereof.

Section 4. ELECTIONS AND TERMS OF OFFICE

a. The Lead Directors of the Corporation shall be:

Todd Hurst
Nicole McDonald
Joseph Hankins

The Lead Directors shall serve until a full complement of Board of Directors is established.

b. The Board may elect any person who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively.

c. Two of the initial five directors elected shall hold office for a period of five years, two shall hold office for a period of two years, and one or two for a period of one year.

Thereafter each director shall hold office for a period of up to three years and until his or her successor is elected and qualifies. Each director's term of office shall be specified at the time of election. The term of no more than 40% of the directors shall expire in the same year.

d. Any Director may, by written notice to the Board of Directors, resign at any time.

e. Any Director may be removed by a majority vote of all of the remaining members of the Board of Directors without cause at any time, with the exception of the CEO who can only be removed by a majority vote of the remaining directors.

Section 5. *EX OFFICIO* DIRECTORS

The Chairperson of Board of Directors may appoint one or more *ex officio* members of the Board of Directors. The individual holding the office of Executive Director of the Corporation shall be an *ex officio* member of the Board. *Ex officio* members of the Board of Directors shall be entitled to a notice to be present in person, to present matters for consideration and to take part in consideration of any business by the Board of Directors at any meeting of the Board of Directors, shall not be counted for purposes of a quorum and shall have no voting rights for purposes of authorizing any act or transaction of business by the Board of Directors. Except for the individual holding the office of Executive Director of the Corporation (who shall serve so long as he or she is the Executive Director), the term of an *ex officio* Director shall be for such time as the Board of Directors shall designate.

Section 6. COMPENSATION

Any payments to Directors shall be approved in advance in accordance with this Corporation's conflict of interest policy, as set forth in Article 9 of these Bylaws.

Section 7. ANNUAL AND REGULAR MEETINGS

Annual Meetings of the Board of Directors shall be held each year during the first quarter of each fiscal year at a time and place, within or outside of the State of Indiana. Regular Meetings of the Board of Directors may be held at such other times and places as may be fixed by the Directors, however, the Board of Directors will meet at least quarterly upon the call of the Chair, or any two other Directors.

Section 8. SPECIAL MEETINGS

Special Meetings of the Board of Directors may be held at any time upon the written call of the Chair or at the written request of a majority of the Directors entitled to vote on matters presented to the Board of Directors.

Section 9. NOTICE OF MEETINGS

Except for Special Meetings, written notice of any Board of Directors Meeting shall be given to the Directors at least five (5) days prior to such meeting and shall set forth the reasons therefore. Notice of any Special Meeting may be made other than by written notice when circumstances dictate.

Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the articles of incorporation, these bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

The Board shall ensure compliance with Indiana's Public Access Laws and shall follow the following guidelines as it related to the posting of meeting notices:

The Secretary of the Board of Directors shall cause and/or direct an administrator of the School post notice of a meeting in the following manners:

1. **Regular Meetings:** Notice of regular meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than five (5) days prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than five (5) days prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than five (5) days prior to the date of the meeting.

2. **Special Meetings:** Notice of special meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than 24 hours prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than 24 hours prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than 24 hours prior to the date of the meeting.

3. **Emergency Meeting:** Notice of emergency meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the School immediately and prior to the start of the meeting; (ii) notice will be provided to any news media that requests notification immediately and prior to the start of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings immediately and prior to the start of the meeting.

Section 10. WAIVER OF NOTICE

Notice of any meeting of the Board may be waived in writing, either before or after the holding of such meeting, by any Board of Director, which writing shall be filed with or entered upon records of the meeting. The attendance of any Board of Director at any meeting of the Board without protesting, prior to or at the commencement of the meeting, the lack of proper notice, shall be deemed to be a waiver of notice of such meeting.

Section 11. ACTION WITHOUT A MEETING AUTHORIZED

The Board may authorize actions by means of a writing or writings signed by all of the Directors, without a meeting.

Section 12. QUORUM FOR MEETINGS

Except as otherwise provided in these Bylaws, the minimum number of Directors necessary to constitute a quorum for the transaction of business at any meeting shall be a majority of the Directors entitled to vote who are then in office.

Section 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 14. CONDUCT OF MEETINGS

The Chair shall employ such rules of order as the Chair deems appropriate in conducting meetings, except that each item placed for vote or other action shall be placed before the Board by motion of a member of the Board other than the Chair with a second by another member of the Board other than the Chair.

Section 15. MEETINGS HELD THROUGH COMMUNICATION EQUIPMENT

Meetings of the Board of Directors may not be held through communications equipment.

Meetings of committee of the Board may be held through communications equipment provided that all persons participating in such meeting can hear and otherwise communicate with each other. Such participation shall constitute presence at such a meeting.
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Section 16. NONLIABILITY OF DIRECTORS

The Directors shall not be personal liable for the debts, liabilities, or other obligations of the corporation.

Article IV
Officers

Section 1. DESIGNATION OF OFFICERS

The officers of the corporation shall be a chair, a vice chair, a secretary, and a treasurer. The

corporation may also have one or more vice chairs, assistant secretaries, assistant treasures, and other such officers with such titles as may be determined from time to time by the board of directors.

Section 2. QUALIFICATIONS AND AUTHORITY OF OFFICERS

The Officers of the Corporation may, but do not need to, be Directors of the Corporation. Officers of the Corporation shall have such authority as may be specified from time to time by the Directors.

Section 3. ELECTION AND TERM OF OFFICE

Officers shall be elected by the board of directors, at anytime, and each officer shall hold office for a period of one year, until he or she resigns, or is removed, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any time. Any officer may resign at any time by giving written notice to the board of directors or to the chair or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

Section 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair unless such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6. DUTIES OF CHAIRPERSON

The Chairperson ("Chair"), subject to the control of the board of directors, shall supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. Unless another person is specifically appointed as chairperson of the board of directors, the Chair shall preside at all meetings of the board of directors and, if this corporation has members, at all meetings of the members.

Section 7. DUTIES OF VICE CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice Chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

Section 8. DUTIES OF SECRETARY

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law. Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of the corporation.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 9. DUTIES OF TREASURER

The treasurer shall:

Oversee the School's fiscal officer in his/her charge and custody of, and his/her responsibility for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Oversee the School's fiscal officer in his/her receiving, and giving receipt for, monies due and

payable to the corporation from any source whatsoever.

Oversee the School's fiscal officer in his/her disbursements, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements.

Oversee the School's fiscal officer in his/her keeping and maintaining adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Oversee the School's fiscal officer in his/her exhibits, at all reasonable times ,the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Oversee the School's fiscal officer in his/her rendering to the Chair and directors, whenever requested, an account of any or all transactions and of the financial condition of the corporation.

Oversee the School's fiscal officer in his/her preparation, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, Oversee the School's fiscal officer in his/her performance of duties incident to the School financials and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Article V
Committees

Section 1. EXECUTIVE COMMITTEE

The board of directors may, by a majority vote of its members, designate an Executive Committee consisting of not less than three but no more than five board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and, except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the executive committee authority so delegated, increase or decrease but not below two (2), the number of the executive committee, and fill vacancies on the Executive Committee from the member of the board. The executive committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the board of directors or by the committee. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Article VI
Indemnification and Insurance

Section 1. GENERAL INDEMNIFICATION

The Corporation: (a) shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether, civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Director or volunteer of the Corporation, or while a Director or volunteer of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent, or volunteer of any other corporation domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise; and (b) may indemnify or agree to indemnify any person who is or was a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than any action by or in the right of the Corporation) by reasons of the fact that he or she is or was an officer, employee, or agent of the Corporation, or while an officer, employee, or agent of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against expense (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order settlement or conviction, upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, the person had reasonable cause to believe that the

conduct was unlawful.

Section 2. SUITS BY THE CORPORATION

The Corporation may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that the person is or was a Director, officer, employee, agent or volunteer of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise against expenses (including attorney's fees) actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation.

No such indemnification shall be made in respect of any claim, issue or matter as to which such person is adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court of common pleas, or the court in which such action or suit was brought, determined upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonable entitled to indemnity for such expense as the court of common pleas or such other court shall deem proper.

Section 3. INDEMNIFICATION FOR EXPENSES

To the extent that a Director, officer, employee, agent or volunteer has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 6.1 and 6.2, he or she shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by the individual in connection with the action, suit or proceeding.

Section 4. DETERMINATION REQUIRED

Any indemnification under Section 6.1 and 6.2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that the indemnification of the Director, officer, employee, agent or volunteer is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Section 6.1 and 6.2. Such determination shall be made by any one of the following: (a) the Board of Directors by a majority vote of a quorum consisting of Directors, who were not and are not parties to, or threatened with, such action, suit or proceeding; (b) if such a quorum is not obtained or if a majority of a quorum of disinterested Directors so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years; (c) the Members; or (d) the court of common pleas or the court in which the action, suit or proceeding was brought. If any action by or in the right of the Corporation is involved, any determination made by the disinterested Directors or by the

independent legal counsel under this Section 6.4 shall be communicated promptly to the person who threatened or brought the action or suit by or in the right of the Corporation under Section 6.2, and such person shall have the right, within ten days after receipt of such notification, to petition the court of common pleas or the court in which action or suit was brought to review the reasonableness of such determination.

Section 5. ADVANCES FOR EXPENSES

(a) Expenses (including attorney's fees) incurred by a Director or a volunteer in defending any civil or criminal action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, shall be paid by the Corporation as they are incurred, in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the Director or volunteer in which he or she agrees to: (i) repay such amount if it is proved by clear and convincing evidence in a court of competent jurisdiction that his or her action or failure to action involved in act or omission undertaken with deliberate intent to cause injury to the Corporation or undertaken with reckless disregard for the best interest of the Corporation; and (ii) reasonably cooperate with the Corporation concerning the action, suit or proceeding.

(b) Expenses (including attorney's fees) incurred by a Director, officer, employee, agent or volunteer in defending any action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI may be paid by the Corporation as they are incurred in advance of the final disposition of the action, suit or proceeding as authorized by the Director in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, agent or volunteer to repay such amount of it is ultimately determined that he or she is not entitled to be indemnified by the Corporation.

Section 6. NOT EXCLUSIVE

The indemnification authorized by this Article VI shall not be deemed exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification under the Articles, common law, the Nonprofit Corporation Law of the State of Indiana, these Bylaws or any agreement, vote of Members or disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, agent or volunteer and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. INSURANCE

The Corporation may purchase and maintain insurance or furnish similar protection, including but not limited to trust funds, letters of credit or self-insurance, on behalf or for any person who is or was a Director, officer, employee, agent or volunteer of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against

any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provision of this Article VI. Insurance may be purchased from or maintained with a person in which the Corporation has financial interest.

Section 8. SECTIONS 1 AND 2

The authority of the Corporation to indemnify persons pursuant to Sections 1 and 2 of this Article VI does not limit the payment of expenses as they are incurred, indemnification, insurance or other protection that may be provided pursuant to another Section of Article VI. Sections 1 and 2 of this Article VI do not create any obligation to repay or return payments made by the Corporation under other Sections of this Article VI.

Section 9. DEFINITION OF "THE CORPORATION" AND "VOLUNTEER"

As used in this Article VI, references to "the Corporation" include all constituent corporations in a consolidation or merger, and the new or surviving corporation, so that any person who is or was a trustee, director, officer, employee, agent or volunteer of such a constituent corporation, or is or was serving at the request of such constituent corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, shall stand in the same position under the provision of this Article VI with respect to the new or surviving corporation in the same capacity.

Article VII
Corporate Records, Reports, and Seal

Section 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office:

a. Minutes of all meetings of directors, committees of the board, and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;

d. A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 2. CORPORATE SEAL

The board of directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation.

Section 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspect shall include the right to copy and make extracts.

Section 5. PERIODIC REPORT

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article VIII
IRC 501(c)(3) Tax Exemption Provision

Section 1. LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal

Revenue Code.

Section 2. PROHIBITATION AGAINST PRIVATE INURNMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 4. PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article IX
Conflict of Interest Policy and Compensation Approval Procedures

Section 1. PURPOSE

The purpose of the conflict of interest policy is to protect Indiana Preparatory School - Detroit NW, a Indiana non-profit corporation and tax-exempt organization (the "Organization") interest when it is contemplating entering into a transaction or

arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. DEFINITIONS

A) Interested Person. Any director, principal officer, or member of a committee with Corporate Board or Governing Board (collectively the "Board") delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

B) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;

2. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or

3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3 (B), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 3. PROCEDURES

A) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement.

B) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

C) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

2. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

D) Violations of the Conflicts of Interest Policy.

1. If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with board delegated powers shall contain:

A) The names of the persons who disclosed or otherwise were found to have a financial a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, the action taken to determine whether a conflict of interest was present, and the Board's or committees decision as to whether a conflict of

interest in fact existed.

B) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5. COMPENSATION

Any compensation received by Board members will be in compliance with State and Federal laws and/or regulations, and only after a vote of the Board.

Section 6. ANNUAL STATEMENTS

Each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms such person:

A) Has received a copy of this Conflict of Interest Policy;

B) Has read and understands the policy;

C) Has agreed to comply with the policy; and

D) Understands the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

A) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

B) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organizations written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the Organization

may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Article X

Compensation Policy

Section 1. PURPOSE

The Compensation Policy (the "Compensation Policy") of Indiana College Preparatory School (the "School"), an Indiana non-profit corporation and tax-exempt organization, has established this policy to ensure compliance with the Internal Revenue Service guidelines for approval of senior management compensation. The corporate board of directors of Indiana College Preparatory School shall follow the following review and approval guidelines.

Section 2. INDIVIDUALS SUBJECT TO THIS POLICY ("COVERED INDIVIDUAL")

1. Chief Employed Executives: The individual or individuals who have the ultimate responsibility for implementing the decisions of Indiana College Preparatory School's corporate board or for supervising the management, administration, or operations of the School, including the School's top management official and top financial official. If this ultimate responsibility resides with two or more individuals (i.e. co-presidents or co-treasurers) who may exercise such responsibility in concert or individually, than each individual shall be included.
2. Officers: The individual or individuals elected or appointed to manage the School's daily operations, such as president, vice-president, secretary or treasurer. The officers of an organization are determined by references to its organizing document, by-laws, and include, at a minimum, those officers required by applicable state law.
3. Key Employees: Individuals who are not a Chief Employed Executive or an Officer of the School, but who meet all of the following tests, applied in the following order:
    a. $150,000 Test: The individual receives reportable compensation[1] from the School and all related organizations[2] in excess of $150,000 for the calendar year ending with or within the tax year.

[1] Compensation that is reported on Form W-2, Box 5, or in Box 1 if the employee's compensation is not reported in Box 5, or Form 1099-MISC, Box 7, filed for the calendar year ending with or within the organization's tax year.

[2] An organization that stands in one or more of the following relationships to the filing organization: (1) Parent – an organization that controls the filing organization; (2) Subsidiary – an organization controlled by the filing the filing organization; (3) Supporting/Supported – an organization that is (or claims to be) at

b. Responsibility Test: At any time during the calendar year ending with or within the tax year:

i. has responsibilities, power or influence over the School as a whole that is similar to those officers, directors, or trustees;

ii. manages a discrete segment or activity of School that represents 10% or more of the activities, assets, income, or expenses of the organization, as compared to the organization as a whole; or

iii. has or shares authority to control or determine 10% or more of the School's capital expenditures, operating budget, or compensation for employees.

c. Top 20 Test: In addition to meeting the $150,000 Test and the Responsibility Test, the individual is one of the top 20 most highly compensated employees (including all income from the School and related organizations) for the calendar year ending with or within the School's calendar year.

4. Highest Compensated Employees: One of the five highest compensated employees of the School whose reportable compensation (including all income from the School and related organizations) is greater than $100,000 for the calendar year ending with or within School's calendar year who are not also current officers, directors, or key employees of the School.

Section 3. PROCEDURE FOR APPROVING COMPENSATION

In reviewing and approving the compensation of any Covered Individuals the School's corporate board of directors, or a delegated committee of the corporate board (the "Approval Body") will utilize the following process:

1. Impartial Decision Makers: The compensation arrangement must be approved in advance (before any payment is made) by the Approval Body of the School composed entirely of individuals who do not have conflict of interest with respect to the compensation arrangement (i.e. neither the executive whose compensation is being determined nor any of his/her family members may be present during the discussion/debate or participate in the vote).

2. Comparability Data: When the Approval Body is considering compensation to Covered Individuals, it must rely on comparability data that demonstrates the fair market value of the compensation in question (i.e. when creating compensation packages, the Approval Body must secure data that documents compensation levels for similarly qualified individuals in like positions at like organizations). This data may include the following:

a. expert compensation studies by independent firms;

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any time during the organization's tax year (i) a supporting organization of the filing organization within the meaning of Section 509(a)(3), if the filing organization is a supported organization within the meaning of Section 509(f)(3), or (ii) a supported organization, if the filing organization is a supporting organization.

b. written job offers for positions at similar organizations;

c. documented telephone calls about similar positions at both non-profit and for-profit organizations.

3. Concurrent Documentation: The Approval Body must document how it reached decisions, including the data on which it relied. To qualify as Concurrent Documentation, written or electronic records of the Approval Body (i.e. meeting minutes) must note:

   a. the terms of the compensation and the date it was approved;

   b. the members of the Approval Body who were present during the debate on the compensation that was approved and those who voted on it;

   c. the comparability data obtained and relied upon and how the data was obtained; and

   d. any action taken with respect to the consideration by anyone who is otherwise a member of the Approval Body, but who had a conflict of interest with respect to the decision on the compensation.

Section 4. RECORDS

Indiana College Preparatory School shall retain all records relating to compensation in accordance with the School's Record Retention and Destruction Policy.

Article X

Code of Ethics Policy

Section 1. PURPOSE

The following Code of Ethics (the "Code") of the School, an Indiana non-profit corporation and tax exempt organization, is intended to guide ethical decision making by its directors, officers and staff members. The Code is based on the following key values:

1. Respect for all persons.
2. Transparency for our actions.
3. Responsibility for our decisions and their consequences.
4. Accountability for our actions.

   a. We are committed to being responsible, transparent and accountable for all our actions.
   b. We are committed to avoiding conflicts of interest.
   c. We are committed to complying with the spirit and the letter of all applicable laws.
   d. We are committed to treating our staff members with respect and fairness in a workplace that safeguards the rights and welfare of all.
   e. We are committed to a philanthropic and educational community that is transparent and accountable.

Section 2. POLICIES AND PROCEDURES SUPPORTING THE CODE OF ETHICS

The School has a number of policies and procedures in place to assume ethical conduct. The following are examples of the major policies and procedures that support and reflect our Code:

1. The School has a detailed Conflict of Interest Policy to protect its interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director or may result in a possible excess benefit transaction. If any conflict is found, the officer or director must abstain from voting on the particular proposal and the abstaining officer or director is not counted toward a quorum for a vote.

2. The School will maintain an active audit committee. The audit committee selects the independent auditor; reviews the quality and integrity of the School's annual financial statements; oversees the performance of the School's internal accounting functions; and handles complaints and concerns regarding corporate accounting practices, internal controls and auditing matters in accordance with the School's Whistleblower Policy. All current members of the audit committee are financially literate.

3. There is no salary compensation of the officers and directors of the School except as provided within these Bylaws.

Article XI
Nondiscrimination Policy

Indiana College Preparatory School., an Indiana non-profit corporation (the "School"), admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other School administered programs.

The School will ensure that this policy is placed in all literature of the School, including, but not limited to, public notices, student handouts, promotional materials, etc.

The School will maintain records to support this policy as required by Internal Revenue Procedure 75-50.

Article XII
DOCUMENT RETENTION AND DESTRUCTION POLICY

This policy reflects the minimum document retention requirements set forth to protect the School, an Indiana non-profit corporation and tax-exempt organization.

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

Type of Document	**Minimum Requirement**
Accounts payable ledgers and schedules	7 years
Audit reports	Permanently, or until the Cancelation of the Corporation
Bank reconciliations	2 years
Bank statements	3 years
Checks registers/books, canceled checks, deposit slips	7 years
Contracts, mortgages, notes and leases (expired)	7 years
Contracts (still in effect)	Permanently, or until the Cancelation of the Corporation
Corporate records (minute books, charter, resolutions, etc.)	Permanently, or until the Cancelation of the Corporation
Correspondence (general)	2 years
Correspondence (legal and important matters)	Permanently, or until the Cancelation of the Corporation
Correspondence (with vendors)	2 years
Credit card receipts	3 years
Deeds, mortgages, bills of sale, etc.	Permanently
Depreciation schedules	Permanently
Donor lists/acknowledgements	3 years
Employment applications	3 years
Expense analyses/expense distribution schedules	7 years
Financial statements	Permanently, or until the Cancelation of the Corporation
Insurance policies (expired)	3 years
Insurance records (current policies - accident reports, claims, policies, etc.)	Permanently, or until the Cancelation of the Corporation
Internal audit reports	3 years
Inventories of products, materials, and supplies	7 years
Investment records (deposits, earnings, withdrawals)	7 years
Invoices (to customers, from vendors)	7 years
IRS correspondence	Permanently, or until the Cancelation of the Corporation
Lease/Loan contracts	Permanently, or until the Cancelation of the Corporation
Patents and related Papers	Permanently, or until the Cancelation of the Corporation
Payroll records and summaries	7 years
Personnel records (terminated employees)	7 years
Personnel records (current employees)	Permanently, or until the

	Cancelation of the Corporation
Retirement and pension records	Permanently, or until the Cancelation of the Corporation
Tax returns and worksheets	Permanently, or until the Cancelation of the Corporation
Timesheets	7 years
Vendor contracts	7 years
Trademark registrations and copyrights	Permanently
Whistleblower records	7 years
Withholding tax statements	7 years
Correspondence between board members as it relates to school business (email)	30 days
Correspondence between board members as it relates to school business (texts)	5 days
Correspondence between board members as it relates to school business (voicemail)	5 days

Document Protection

Documents will be stored in a protected environment for the duration of the Document Retention Requirement. Computer backup media will be included.

Document Destruction

Documents that have been retained until the end of the Document Retention Requirement shall be destroyed by shredding. Computer backup media that has been retained until the end of the Document Retention Requirement shall be destroyed by fire or other proven means to destroy such media.

Article XIII

NON-PROFIT FUNDRAISING POLICY

Purpose

The Non-Profit Fundraising Policy (the "Fundraising Policy") of the School, an Indiana non-profit corporation and tax exempt organization, has established this policy to ensure the directors and officers honor the intentions of donors and ensure that their intentions are honestly fulfilled. As a part of the annual audit, the independent auditors will review any grant and contribution related correspondence and review financial transactions to ensure that any restrictions imposed were met.

Donor Privacy

All information concerning donors or prospective donors, including their names, addresses, telephone numbers, amount of their gifts and other information shall be kept strictly confidential by The School's directors, officers and staff unless permission is obtained from the donor to release such information.

Gifts and donations may be restricted by a donor for use in any specific service area and/or for any stated School purpose or program, and these requests must be honored.

Solicitations shall be free from undue influence or excessive pressure and shall be respectful of the needs and interests of the donor or prospective donor.

All fundraising solicitations shall include the following:

1. The School does not share, sell, trade or rent donor lists.
2. Include an option for the donor's gift to remain anonymous.

Acceptance of Gifts

Whereas the School actively solicits gifts and grants to further the goals of the organization, there is the potential for controversy if certain gifts are accepted that could damage the ability for the School to accomplish its goals. The following procedures are adopted as policy:

1. All decisions to solicit and/or accept potentially controversial fits are to be made by the corporate board of directors, preferable prior to soliciting such gifts.
2. It is recognized that the School cannot generally ascertain whether the value of the gift was generated using commonly accepted ethical and moral standards. Furthermore, the School asserts that its primary responsibility is to use any gifts to further the organizations mission, goals and objectives.

When considering, soliciting and/or accepting gifts that might be potentially controversial, the corporate board of directors shall consider the following:

1. Will accepting the gift compromise any core values of the organization?
2. Will accepting the gift further the mission, goals and/or objectives of the organization and the donor?
3. Will there be a perceived conflict of interest for the organization?

4. Is there clear charitable intent and a commitment to serve the community? It is understood that it is usually appropriate for there to be tax incentives, community acceptance and publicity value for donors.
5. Will acceptance of the gift be inconsistent with other fundraising activities and/or gifts?
6. Will the reputation of the donor have a negative effect upon the reputation of the receiving organization?
7. If controversy develops, will it likely be significant enough to undermine the stability of the organization? If so, will there be a sufficient reservoir of community image and goodwill to allow the organization to continue to thrive?
8. Will the nature of the in-kind contribution create problems, such as in advertising or sponsorship?
9. Will the gift encourage or discourage others to give?
10. What will be the net effect on the bottom line?

Outside Parties Fundraising on Behalf of the School

Outside organizations raising money without charge on behalf of the School must be reviewed and approved by the corporate board of directors.

Records

The School shall retain for a period of at least seven (7) years, all records relating to any gift or donation received in accordance with the School's Record Retention and Destruction Policy.

Article XVI

INVESTMENT POLICY

Purpose

This Investment Policy (the "Investment Policy") of the School, an Indiana non-profit corporation and tax exempt organization, has established this policy in order to:

1. Define and assign the responsibilities of all involved parties.
2. Establish a clear understanding for all involved parties of the investment goals and objectives of Fund assets.
3. Offer guidance and limitations to all Investment Managers regarding the investment of Fund assets.
4. Establish a basis for evaluating investment results.

5. Manage Fund assets according to prudent standards as established in common trust law.
6. Establish the relevant investment horizon for which the Fund assets will be managed.

In general, the purpose of this statement is to outline a philosophy and attitude which will guide the investment management of the assets toward the desired results. It is intended to be sufficiently specific to be meaningful, yet flexible enough to be practical.

Definitions

1. "Fund" shall mean the School's investment portfolio.
2. "Executive Committee" shall refer to the Committee authorized to administer the Fund as specified by the corporate board of directors of the School.
3. "Fiduciary" shall mean any individual or group of individuals that exercise discretionary authority or control over Fund management or any authority or control over management, disposition or administration of the Fund assets.
4. "Investment Manager" shall mean any individual, or group of individuals, employed to manage the investments of all or part of the Fund assets.
5. "Investment Management Consultant" shall mean any individual or organization employed to provide advisory services, including advice on investment objectives and/or asset allocation, manager search, and performance monitoring.
6. "Securities" shall refer to the marketable investment securities which are defined as acceptable in this statement.
7. "Investment Horizon" shall be the time period over which the investment objectives, as set forth in this statement, are expected to be met. The investment horizon for this Fund is 3-5 years.

Delegation of Authority

The School's Executive Committee is a Fiduciary and is responsible for directing and monitoring the investment management of Fund assets on behalf of the School. As such, the Executive Committee is authorized to delegate certain responsibilities to professional experts in various fields. These include, but are not limited to:

1. Investment Management Consultant. The consultant may assist the Executive Committee in establishing investment policies, objectives, and guidelines; selecting Investment Managers; reviewing such managers over time; measuring and evaluating investment performance; and other tasks as deemed appropriate.
2. Investment Manager. The Investment Manager has discretion to purchase, sell, or hold the specific securities that will be used to meet the Fund's investment objectives.
3. Custodian. The custodian will physically (or through agreement with a sub-custodian) maintain possession of securities owned by the Fund, collect dividend and interest payments, redeem maturing securities, and effect receipt and delivery

following purchases and sales. The custodian may also perform regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out of the Fund accounts.

4. Additional specialists such as attorneys, auditors, actuaries, retirement plan consultants, and others may be employed by the Executive Committee to assist in meeting its responsibilities and obligations to administer Fund assets prudently.

No officer or director of the School shall act as Investment Management Consultant, Investment Manager, or Custodian.

The Executive Committee will not reserve any control over investment decisions, with the exception of specific limitations described in these statements. Managers will be held responsible and accountable to achieve the objectives herein stated. While it is not believed that the limitations will hamper Investment Managers, each Investment Manager should request modifications which they deem appropriate.

If such experts employed are also deemed to be Fiduciaries, they must acknowledge such in writing. All expenses for such experts must be customary and reasonable, and will be borne by the Fund as deemed appropriate and necessary.

General Investment Principals

1. Investments shall be made solely in the interest of the Fund.
2. The Fund shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.
3. Any attempt to engage in “market timing” will be avoided.
4. There shall be no short sales or trading on margin.
5. There shall be no options, including puts or calls, unless they are covered options.
6. Cash is to be employed productively at all times, by investment in short term cash equivalents to provide safety, liquidity, and return.

Investment Management Policy

1. Preservation of Capital. Consistent with their respective investment styles and philosophies, Investment Managers should make reasonable efforts to preserve capital, understanding that losses may occur in individual securities.
2. Risk Aversion. Understanding that risk is present in all types of securities and investment styles, the Executive Committee recognizes that some risk is necessary to produce long-term investment results that are sufficient to meet the Fund's objectives. However, the Investment Managers are to make reasonable efforts to control risk, and will be evaluated regularly to ensure that the risk assumed is commensurate with the given investment style and objectives.

3. Adherence to Investment Discipline. Investment Managers are expected to adhere to the investment management styles for which they were hired. Managers will be evaluated regularly for adherence to investment discipline.
4. Liquidity. The Fund will require the ability to deposit and withdraw funds on a continuous basis. Investment Managers therefore should make decisions that will maximize returns through short term investments, while understanding the need for liquidity.
5. Long Term Investments. A portion of the Fund's overall portfolio will be invested in long term growth mechanisms. This amount will be determined either as a percentage of the overall Fund or a fixed amount of the Fund by the Executive Committee on the advice of the Investment Managers.
6. Alternative Fund Sources. This Fund may receive funds from various sources which have their own specific investment policies in place. The sources of these funds may come from planned giving or estate planning, foundation sources or others. In these cases, this Investment Policy will be modified to reflect those conditions and subsequently guide Investment Managers in the handling of those specific funding mechanisms.

Investment Goals

In order to meet its needs, the School's investment objective emphasizes capital growth with some focus on income.

Specific Investment Goals

Over the investment horizon established in this statement, it is the goal of the aggregate Fund assets to exceed:

1. An absolute rate of return of 3-6%, including fixed income.

The investment goals above are the objectives of the aggregate Fund, and are not meant to be imposed on each investment account (if more than one account is used).

Definition of Risk

The Executive Committee realizes that there are many ways to define risk. It believes that any person or organization involved in the process of managing the School's assets understands how it defines risk so that the assets are managed in a manner consistent with the Fund's objectives and investment strategy as designed in this statement of Investment Policy. The Executive Committee considers the tolerance for risk to be classified as medium. That is, comfortable with fluctuations in the portfolio, and the possibility of larger declines in value, in order to grow the portfolio over time. The School's risk/return trade-off is classified as moderate.

Asset Allocation

Based on the School's profile, the asset allocation will be 40% Equity, 60% Fixed Income. Additionally, the following guidelines shall be followed:

1. Investment in any one company shall be limited to no more than 5% of the total Fund.
2. No more than 25% of the Fund shall be invested in any one industry.
3. The School shall not control any more than 10% of the stock in any one company.
4. The maximum remaining maturity on each bond is limited to 30 years.
5. There shall be no direct investment in gold, other commodities, and collectibles.
6. There shall be no direct investment in real estate partnerships.

Guidelines for Fixed Income Investments and Cash Equivalents

The mutual funds selected have been evaluated by the Investment Management Consultant who conducted a screening process that includes both quantitative and qualitative criteria. Investment options are reviewed periodically to ensure that high-quality standards are maintained. The overall process seeks to ensure that the investment strategies implemented will be compatible with the School's return requirements and tolerance for risk.

Performance Review and Evaluation

Performance reports generated by the Investment Management Consultant shall be compiled at least quarterly and communicated to the Executive Committee for review. The investment performance of total portfolios, as well as asset class components, will be measured against commonly accepted performance benchmarks. Consideration shall be given to the extent to which the investment results are consistent with the investment objectives, goals, and guidelines as set forth in this statement. The Executive Committee intends to evaluate the portfolio(s) over at least a three year period, but reserves the right to terminate an Investment Manager for any reason including the following:

1. Investment performance which is significantly less than anticipated given the discipline employed and the risk parameters established, or unacceptable justification of poor results.
2. Failure to adhere to any aspect of this statement of Investment Policy, including communication and reporting requirements.
3. Significant qualitative changes to the investment management organization.

Investment Managers shall be reviewed regularly regarding performance, personnel, strategy, research capabilities, organizational and business matters, and other qualitative factors that may impact their ability to achieve the desired investment results.

Investment Policy Review

To assure continued relevance of the guidelines, objectives, financial status and capital markets expectations as established in this statement of Investment Policy, the Executive Committee plans to review this investment policy at least annually.

Records

The School shall retain all records relating to investments in accordance with the School's Record Retention and Destruction Policy.

Article XV

PUBLIC RECORDS POLICY

Purpose

The Public Records Policy (the "Records Policy") of the School, an Indiana non-profit corporation and tax exempt organization, has established this policy to ensure the directors and officers honor the Internal Revenue Service and Attorney General requirements pertaining to disclosure and availability of required records.

Statement

Openness leads to a better informed citizenry, which leads to better government and better public policy. Consistent with the premise that government at all levels exists first and foremost to serve the interests of the people, it is the mission and intent of the School to at all times fully comply with and abide by both the spirit and the letter of Indiana's Public Access Laws and the Internal Revenue Service Taxpayer Bill of Rights II.

Internal Revenue Disclosure Requirements

1. The School must make available for public inspection its exemption application. An exemption application includes the Form 1023, together with supporting documents and any letter or document issued by the IRS concerning the application.
2. In addition, the School must make available for public inspection and copying its annual return (Form 990) including any schedules, attachments, or supporting documents that relate to the imposition of tax or the unrelated business income of the organization.
3. If applicable, the School must make available for public inspection and copying any Form 990-T (Exempt Organization Business Income Tax Return) filed after August 17, 2006.

4. The School is not required to disclose Schedule K-1 of Form 1065 or Schedule A of Form 990-BL.
5. Documents must be available for a three-year period beginning with the due date of the return (including any extension of time for filing).
6. In response to a written *or* in-person request by an individual at the principal office of the School, a copy of the covered tax documents must be provided to the requester. If the request for copies is made in person, the request will generally be honored on the day of the request; if the request is written, then the School has thirty days to respond. (A request that is faxed, e-mailed or sent by private courier is considered a written request.)
7. The School may charge reasonable copying costs and the actual cost of postage before providing the copies. The School can charge no more than the Internal Revenue Service charges for copying (the Freedom of Information Act provides a rate of 20 cents per page). The law permits this, but the School must provide timely notice of the approximate cost and acceptable form of payment within seven days of receipt of the request. Acceptable forms of payment must include cash and money order (in the case of an in-person request) and certified check, money order, and personal check or credit card, in the case of a written request.

Article XVI

WHISTLEBLOWER POLICY

Section I

Purpose

The Code of Ethics (the "Code") of the School, an Indiana non-profit corporation and tax exempt organization, requires the directors, officers and staff members to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As staff members and representatives of the School, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. It also is our responsibility to report violations of the Code in accordance with this Whistleblower Policy. No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. The School has adopted this Whistleblower Policy to address the submission by directors, officers and staff members of complaints, concerns and suspected violations with respect to one or more of the following matters:

1. Questionable accounting, internal accounting controls and auditing matters.
2. Compliance with legal and regulatory requirements.
3. A violation or suspected violation of the School's Code of Ethics.
4. A retaliatory act against a director, officer or staff member who reports a suspected violation of any of the above matters.

Section II

Reporting Responsibility

It is the responsibility of all directors, officers and staff members to comply with the Code and to report violations or suspected violations in accordance with this Whistleblower Policy. Under this policy, it is a disciplinary issue for a staff member to know of ethical misconduct and stay silent.

Section III

No Retaliation

No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. A staff member who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable staff members and others to raise serious concerns within the School prior to seeking resolution outside the organization.

Section IV

Reporting Violations

The Code addresses the School's open door policy and suggests that staff members share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, a staff member's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with the Executive Director or anyone in management whom you are comfortable in approaching. Supervisors and managers are required to report suspected violations of the Code of Conduct to the Compliance Officer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when you are not satisfied or uncomfortable with following the School's open door policy, individuals should contact the Compliance Officer directly.

Section V

Compliance Officer

The School's Compliance Officer is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code and, at his/her discretion, shall advise the Executive Director and/or the audit committee. The Compliance Officer has direct access to the audit committee and is required to report to the audit committee at least annually on compliance activity. The School's Compliance

Officer is the Superintendent, or his/her designee. If a director, officer or staff member thinks it is inappropriate to report a complaint, concern or suspected violation to the Complaint Officer, the complainant should report such matters to the President of the Board of Directors.

Section VI

Accounting and Auditing Matters

In the event that a reported concern of complaint involves corporate accounting practices, internal controls or auditing matters, the Compliance Officer shall immediately notify the audit committee of the compliant and work with the audit committee until the matter is resolved. The audit committee shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing matters.

Section VII

Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly false will be viewed as a serious disciplinary offense.

Section VIII

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Section IX

Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Section X

Acknowledgement and Distribution of Policy

As it is the intent of the School to strive for high ethical conduct from all directors, officers and staff. The Board of Directors is particularly sensitive to individuals who hold management and governance positions of trust and confidence in fulfilling the mission and goals of the School. These sensitive positions include all officers, members of the Board of Directors, the Executive Director and key senior staff members designated by the Executive Director. Therefore, each of the above staff will receive a copy of this Policy, and any subsequent updates, and will be requested to acknowledge and sign this Code by July 1st of each year. This acknowledgement will be kept on file in the personnel files of each staff member and in the board files for each board member.

Section XI
Records

The Compliance Officer shall retain for a period of at least seven (7) years, all records relating to any complaint, concern or suspected violation reported to him/her in accordance with this Whistleblower Policy.

Article XVIII
Employee Dismissal and Grievance Procedures

All employees of the School are and shall be at-will employees that may be terminated or whose contracts may be non-renewed for any reason, provided that the decision is not in violation of any applicable law. In the event the Building Leader or Superintendent intends to recommend the non-renewal of an employee's contract, s/he shall comply with applicable statutory and contractual non-renewal procedures. Any decision to terminate a staff member's employment contract shall be subject to review consistent with the grievance procedures.

DEFINITIONS

For purposes of this grievance procedure, the following definitions shall apply:

> "Workplace safety" refers to any condition of employment or duty, responsibility, or environmental hazard that may reasonably be viewed to affect an employee's health or the health of other employees. Workplace safety matters expressly include workplace harassment, including sexual harassment. In the event that an employee believes the safety of the workplace is compromised by harassment, s/he must first make a complaint concerning the matter and follow the procedures outlined in the School's Harassment Policies. Grievance timelines associated with workplace harassment do not begin to run until completion of an investigation and

final action on the compliant by the administration.

"Termination" does not include voluntary resignation or retirement.

"Employee discipline" refers to unpaid suspensions and written reprimands, but excludes performance conferences/evaluations, staff assignments, oral reprimands (unless a written record of the reprimand is placed in the employee's file).

"Grievance" shall mean a dispute concerning an employee's discipline or termination of employment, or a dispute concerning workplace conditions that affect workplace safety. Only one subject matter shall be covered in any one grievance.

GRIEVANCE PROCEDURE

It is the policy of the School to treat all employees equitably and fairly in matters affecting their employment. Each employee of the School shall be provided an opportunity to understand and resolve matters affecting employment that the employee believes to be unjust. This section shall apply to all regular full-time, part-time, limited, temporary, and seasonal employees not covered by a collective bargaining. This procedure is available in the case of any employee's disagreement with discipline or termination of employment, as well as any matter relating to workplace safety.

All employee grievances must be filed, in written form, by the aggrieved employee(s). The grievance must be filed within five (5) working days after the employee knew or should have known of the cause of such grievance.
A written grievance shall contain:
A. the name and position of the grievant;
B. a clear and concise statement of the grievant;
C. the issue involved;
D. the relief sought;
E. the date the incident or violation took place;
F. the specific section of the Staff/Employee Handbook alleged to have been violated;
G. the signature of the grievant and the date.

The following procedures shall be followed:

STEP 1- APPEAL TO SUPERINTENDENT
The employee may, within five (5) working days of the date of an employee dismissal, termination or non-renewal is issued, present his/her grievance in writing to the Superintendent. This grievance shall fully state the details of the problem and suggest a remedy. The Superintendent shall, within five (5) working days of receipt of the grievance, meet and discuss the grievance with the employee and then reply in writing within ten (10) working days.

STEP 2 – APPEAL TO BOARD GRIEVANCE/DUE PROCESS COMMITTEE
In the event the matter is not resolved to the employee's satisfaction by the Superintendent, the employee may, within five (5) working days of the date of the written decision of the Superintendent, request in writing that the matter be heard before the Board Grievance/Due Process Committee. The Chair of the Board Due Process/Grievance Committee shall conduct the hearing. The Chair of the Board Due Process/Grievance Committee may also appoint a second hearing officer or a panel of hearing officers from the current roster of School Board members, of which said panel must consist of less than a majority of the total members of the School Board. The Chair of the Board Due Process/Grievance Committee shall delegate to the Superintendent the responsibility to arrange for a venue and logistical implementation for such hearing to occur. Each grievance shall be heard by the Board Due Process/Grievance Committee and such hearings shall be private. The employee and the Superintendent may present witnesses, and each side may select one individual to attend the hearing as a representative. Any employee representative selected shall be at no expense to the School. The Board Due Process/Grievance Committee may only consider the matter(s) as grieved and presented to him/her/them in the initial grievance filed by the employee. The decision will apply exclusively to the employee presenting the grievance. The Board Due Process/Grievance Committee shall issue a written decision within ten (10) working days of the hearing of the grievance via U.S. Certified Mail.

STEP 3 – APPEAL TO THE BOARD
In the event that the employee is dissatisfied with the Board Due Process/Grievance Committee decision, s/he may, within ten (10) working days of receipt of the decision, appeal the grievance(s) in writing, to the full Board of Directors, of which a majority of the board shall hear the matter at its next regularly scheduled board meeting, unless postponed by mutual agreement. The Board shall, after discussion with appropriate personnel and after hearing the grievance from the employee in an Executive Session, make a decision by majority vote, which shall be final. The grievant shall be notified, in writing, of the final decision within ten (10) working days, via US Certified Mail.
This procedure constitutes the exclusive process for the redress of any employee grievances.

However, nothing in this grievance procedure shall prevent any employee from addressing concerns regarding matters not subject to the grievance procedure with school administration, and employees are encouraged to do so.

Time limits contained in this grievance procedure outlined above may be extended by the written mutual consent of the parties. If any applicable time limit for advancing the grievance to the next step in the process is not met, the grievance shall be deemed resolved. Each employee shall be afforded any opportunity to be represented at each step of the grievance procedure by a representative of the employee's choice and at no expense to the School.

Article XIX
Amendment of Bylaws

Section 1. AMENDMENT

Subject to the power of the members, if any, of this corporation to adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of the articles of incorporation, may be altered, amended, or repealed and new bylaws adopted by approval of the board of directors.

Article XIX
Construction and Terms

If there is any conflict between the provisions of these bylaws and the article of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the article of incorporation shall be to the articles of incorporation, articles of organization, certification of incorporation, organizational charter, corporate, charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986, as amended from time to time, or to corresponding provisions of any future federal tax code.

[End of Document]

ADOPTION OF BYLAWS

We, the undersigned, are all of the Board of Directors of this corporation, and we consent to, and hereby do, adopt the foregoing amendment bylaws, in its entirety, consisting of 43 preceding pages, as the bylaws of this corporation.

Dated: September 11, 2014

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State of Indiana
Office of the Secretary of State

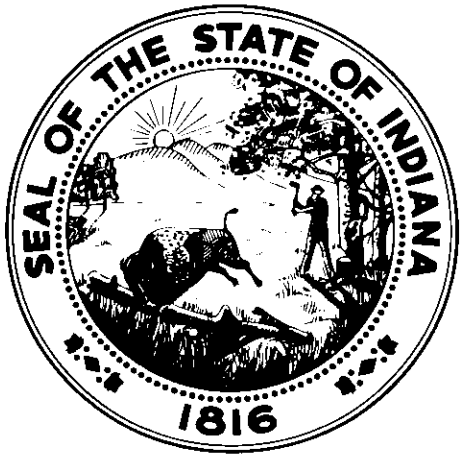
CERTIFICATE OF INCORPORATION

of

INDIANA COLLEGE PREPARATORY SCHOOL INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, August 28, 2014.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 28, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

RECEIVED 08/28/2014 01:58 PM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
8/28/2014 2:05 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

INDIANA COLLEGE PREPARATORY SCHOOL INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

REGISTERED AGENTS INC.
101 WEST OHIO STREET SUITE 2000B, INDIANAPOLIS, IN 46204

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

CHRISTOPHER BURCH
20 S. THIRD STREET SUITE 261, COLUMBUS, OH 43215
Signature: CHRISTOPHER B. BURCH

ARTICLE IV – GENERAL INFORMATION

Effective Date: 8/28/2014
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: No

The purposes/nature of business

PURPOSE FOR WHICH THE CORPORATION IS FORMED:

1. TO FORM, MAINTAIN AND PROVIDE A CHARTER SCHOOL UNDER THE LAWS OF THE STATE OF INDIANA EXCLUSIVELY FOR EDUCATIONAL, LITERARY, SCIENTIFIC AND RELATED TEACHING SERVICES OF ALL KINDS THAT QUALIFIES AS AN EXEMPT ORGANIZATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS THEY NOW EXIST OR AS THEY MAY HEREAFTER BE AMENDED, AND TO RECEIVE AND MAINTAIN REAL OR PERSONAL PROPERTY, OR BOTH, TO USE AND APPLY THE WHOLE OR ANY PART OF THE INCOME THEREFROM AND THE PRINCIPAL THEREOF EXCLUSIVELY FOR THE PURPOSES SET FORTH HEREIN.

2. NO PART OF THE NET EARNINGS OF THE CORPORATION

SHALL INURE TO THE BENEFIT OF, OR BE DISTRIBUTABLE TO ANY DIRECTOR OR OFFICER OF THE CORPORATION, OR ANY MEMBER OF THE CORPORATION OR ANY OTHER PRIVATE INDIVIDUAL (EXCEPT THAT REASONABLE COMPENSATION MAY BE PAID FOR SERVICES RENDERED TO OR FOR THE CORPORATION AFFECTING ONE OR MORE OF ITS PURPOSES), AND NOT DIRECTOR OR OFFICER OF THE CORPORATION OR ANY PRIVATE INDIVIDUAL SHALL BE ENTITLED TO SHARE IN THE DISTRIBUTION OF ANY OF THE CORPORATE ASSETS ON DISSOLUTION OF THE CORPORATION. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLICATION OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF ANY CANDIDATE FOR PUBLIC OFFICE.

3. THE CORPORATION SHALL DISTRIBUTE ITS INCOME FOR EACH TAXABLE YEAR AT SUCH TIME AND IN SUCH MANNER AS NOT TO BECOME SUBJECT TO TAX ON UNDISTRIBUTED INCOME IMPOSED BY SECTION 4942 OF THE INTERNAL REVENUE CODE OF 1986, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

4. THE CORPORATION SHALL NOT ENGAGE IN ANY ACT OF SELF-DEALING AS DEFINED IN SECTION 4941(D) OF THE INTERNAL REVENUE CODE OF 1986, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS. 5. THE CORPORATION SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE INTERNAL REVENUE CODE OF 1986, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

5. THE CORPORATION SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE INTERNAL REVENUE CODE OF 1986, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

6. THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN SUCH MANNER AS TO SUBJECT IT TO TAX UNDER SECTION 4944 OF THE INTERNAL REVENUE CODE OF 1986, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

7. THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURES AS DEFINED IN SECTION 4945(D) OF THE INTERNAL REVENUE CODE OF 1986, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

8. NOTWITHSTANDING ANY OTHER PROVISIONS OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL NOT CONDUCT OR CARRYON ANY ACTIVITIES NOT PERMITTED TO BE CONDUCTED OR CARRIED ON BY AN ORGANIZATION EXEMPT FROM TAXATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS THEY NOW EXIST OR AS THEY MAY HEREAFTER BE AMENDED, OR BY AN ORGANIZATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE AND REGULATIONS AS THEY NOW EXIST OR AS THEY MAY HEREAFTER BE AMENDED.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISIONS FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL THE ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH MANNER, OR TO SUCH ORGANIZATION OR ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATION, OR SCIENTIFIC PURPOSES AS SHALL AT THE TIME

QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986 (OR THE CORRESPONDING PROVISIONS OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW), AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY OF SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED BY THE COURT OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES, OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

Indiana College Preparatory School Five-Year Revenue and Expenditure Projections

	Year	Year	Year	Year	Year	Year
Assumptions	**0 - Incubation**	**1**	**2**	**3**	**4**	**5**
		(See Narrative)				
Number of additional students	0	180	630	480	240	240
Cumlative Enrollment		**180**	**810**	**1,290**	**1,530**	**1,770**
REVENUES						
Carry Over From Previous Period		$ -	$ 5,000	$ 20,000	$ 35,000	$ 167,512
Basic Grant		1,194,000	5,418,000	8,448,000	10,080,000	11,712,000
Title 1		90,000	405,000	630,000	750,000	870,000
Federal School Lunch & Breakfast Reimbursement		153,900	692,550	1,077,300	1,282,500	1,487,700
PCSP Grant	$ 175,000	575,000	1,025,000	900,000	450,000	225,000
Working Capital Advances		243,184	69,001	262,868	(575,052)	-
Total Revenues	***$ 175,000***	**$ 2,256,084**	**$ 7,614,551**	**$ 11,338,168**	**$ 12,022,448**	**$ 14,462,212**
EXPENDITURES						
Salaries						
Principal		$ 80,000	$ 241,600	$ 404,048	$ 400,000	$ 400,000
Deans		100,000	483,200	756,464	750,000	750,000
Teachers/ Co-Teachers		429,000	1,766,700	2,819,170	2,824,775	3,107,470
Intervention Specialists		78,000	235,560	396,271	441,637	487,129
Other administration and staff		32,000	96,640	160,000	160,000	160,000
Benefits						
Retirement		53,925	$ 140,250	$ 233,750	$ 233,750	$ 233,750
Health		69,003	$ 142,200	$ 237,000	$ 237,000	$ 237,000
FICA		10,426	$ 214,581	$ 357,635	$ 357,635	$ 357,635
Other		15,000	$ 30,000	$ 50,000	$ 50,000	$ 50,000
Books and Supplies						
Texts and instructional materials		50,000	$ 105,000	$ 80,000	$ 35,000	$ 35,000
Technology	$ 10,000	40,000	$ 80,000	$ 75,000	$ 40,000	$ 70,000
Software		15,000	$ 45,000	$ 75,000	$ 75,000	$ 75,000
Classroom supplies		20,250	$ 60,750	$ 89,000	$ 91,000	$ 97,000
Office supplies		30,000	$ 80,000	$ 102,000	$ 95,000	$ 98,000
Janitorial supplies		8,000	$ 24,000	$ 34,500	$ 35,000	$ 40,000
Services and Contracts						
Management Fee		231,120	$ 1,048,140	$ 1,634,040	1,949,400	2,264,760
Authorizer Fee		-	$ -	$ -	-	-
Custodial		32,000	$ 96,000	$ 138,000	138,000	160,000
Legal	$ 10,000	12,000	$ 36,000	$ 51,000	51,000	56,000
Liability/Property/ E&O insurance		16,500	$ 49,500	$ 82,500	82,500	82,500
Marketing Costs	$ 15,000	40,000	$ 80,000	$ 110,000	95,000	95,000
Waste disposal		6,000	$ 18,000	$ 24,000	24,000	30,000
Student testing & assessment		6,750	$ 20,250	$ 30,000	31,500	31,500
Transportation		85,000	$ 390,000	$ 625,000	740,000	860,000
Staff development		13,650	$ 40,950	$ 58,600	62,100	66,600
Special education consultant		40,500	$ 121,500	$ 182,000	192,000	202,500
Travel & conferences, board retreat		5,460	$ 16,380	$ 23,340	24,340	26,840
Internet and Technology service provider		35,000	$ 105,000	$ 148,000	156,000	166,000
Copier lease	$ 3,000	30,000	$ 90,000	$ 132,000	140,000	140,000
Food Services		153,900	$ 692,550	$ 1,077,300	1,282,500	1,487,700
Membership Fees		3,000	$ 9,000	$ 12,750	14,000	15,000
Facilities and Capital						
Rent/lease/mortgage	$ 21,000	180,000	$ 540,000	720,000	720,000	900,000
Purchase furnishings & equipment	$ 116,000	261,000	$ 290,000	108,000	50,000	50,000
Repairs and Maintenance		25,000	$ 75,000	100,000	100,000	125,000
Gas/electric		40,000	$ 120,000	160,000	160,000	200,000
Phone		2,400	$ 7,200	12,000	12,000	12,000
Security alarm		1,200	$ 3,600	4,800	4,800	6,000
Total Expenditures	***$ 175,000***	**$ 2,251,084**	**$ 7,594,551**	**$ 11,303,168**	**$ 11,854,936**	**$ 13,175,385**
Surplus (Deficit)	***$ -***	**$ 5,000**	**$ 20,000**	**$ 35,000**	**$ 167,512**	**$ 1,286,827**

Indiana College Preparatory School Monthly Cash Flow - Year 1 (FY2016)

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Assumptions
Projected Enrollment	180	180	180	180	180	180	180	180	180	180	180	180		
Income														
Basic Grant	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 97,000	$ 1,164,000	180 Students @ $6,800/ student
Full Day Kindergarten	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 30,000	
Title 1	-	-	-	-	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	90,000	Projected @ $500/ student
Federal School Lunch & Breakfast Reimbursement	-	-	15,390	15,390	15,390	15,390	15,390	15,390	15,390	15,390	15,390	15,390	153,900	Reimbursement revenue from meal claims. Assumed to be equal to expenses based on participation in CEP (see narrative)
PCSP Grant	-	-	225,000	-	-	-	-	-	-	-	-	-	225,000	PCSP Award for initial Implementation Year
Working Capital Advances	89,409	84,393	(171,207)	49,543	38,919	37,268	41,793	35,543	35,543	40,018	41,668	38,294	361,184	Advances from working capital partners and management company
Total Income	**$ 188,909**	**$ 183,893**	**$ 168,683**	**$ 164,433**	**$ 165,059**	**$ 163,408**	**$ 167,933**	**$ 161,683**	**$ 161,683**	**$ 166,158**	**$ 167,808**	**$ 164,434**	**$ 2,024,084**	
EXPENSES														
Salaries														
Principal	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 80,000	Assumes 1 Principal at $80,000
Deans	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 100,000	Assumes 2 Deans (2 @ $50k)
Teachers/ Co-Teachers	$ -	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 39,000	$ 429,000	11 Teachers/ Co-Teachers
Intervention Specialists (Spec Ed)	-	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 7,091	$ 78,000	2 Intervention Specialist
Office Manager	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	$ 32,000	1 Office Manager
Benefits														
Retirement (PERF/ TRF)	1,325	4,782	4,782	4,782	4,782	4,782	4,782	4,782	4,782	4,782	4,782	4,782	53,925	Assumes employer sponsored retirement match at 7.5% of salaries
Healthcare	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	69,003	Annual cost of employer share of healthcare (85%)
FICA	869	869	869	869	869	869	869	869	869	869	869	869	10,426	Assumes Medicare at 1.45% of salaries
Other (e.g, unemployment/ workers comp)	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	Assumes 1% of salaries for workers' comp, unemployment insurance and other employment costs
Books and Supplies														
Texts and instructional materials	25,000	25,000	-	-	-	-	-	-	-	-	-	-	50,000	Assumes $275 per student
Technology	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	Assumes 35 thin client computers and other technology needs
Software	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000	Annual cost of iReady software and consumables
Classroom supplies	3,250	7,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	20,250	Assumes $113 per student
Office supplies	5,000	8,000	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	30,000	Assumes $2500/month
Services and Contracts														
Management Fee	19,260	19,260	19,260	19,260	19,260	19,260	19,260	19,260	19,260	19,260	19,260	19,260	231,120	Assumes 18% of State Revenue per management agreement
Legal	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	Assumes $1,000 monthly retainer,
Insurance: Liability/Property/ E&O insurance/ Bond	8,250	-	-	2,750	-	-	2,750	-	-	2,750	-	-	16,500	Annual Insurance premium for all coverage
Marketing/ Advertising Costs	15,000	9,500	6,000	-	-	-	3,500	-	-	-	3,000	3,000	40,000	Amount allocated to cover all first year marketing, andvertising,and promotional needs
Student testing & assessment	-	-	-	-	3,375	-	-	-	-	-	3,375	-	6,750	Assumes $37.50 per student
Transportation	-	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	85,000	Projected cost of running a 2-bus fleet internally for Year 1
Staff development	2,200	4,000	400	400	400	2,125	400	400	400	2,125	400	400	13,650	Assumes $760/teacher plus leaders
Special education consultant	-	-	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	40,500	Assumes $225 per student average cost
Travel & conferences, board retreat	455	455	455	455	455	455	455	455	455	455	455	455	5,460	Assumes $300 per leader and instructional staff member
Internet and Technology service provider	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000	Projected cost of Internet Access ad IT Support Services
Copier lease	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	Assumes $2500/month average for lease and copy usage
Food Services	-	-	15,390	15,390	15,390	15,390	15,390	15,390	15,390	15,390	15,390	15,390	153,900	Projected cost of offering breakfast and lunch in Year 1 @ $4.25/day for 215 days to 180 students (adjusted for daily attendance)
Membership Fees & Dues	-	-	1,250	250	250	250	250	250	250	250	-	-	3,000	State Assosiciations and other advocacy

Indiana College Preparatory School Monthly Cash Flow - Year 1 (FY2016)

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Assumptions
Facilities and Capital														
Rent/lease/mortgage	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000	Assumes monthly triple net lease at $15,000/ month
Purchase furnishings & equipment	29,000	-	-	-	-	-	-	-	-	-	-	-	29,000	Remaining capital needs in Year 1 based capturing $116k of furniture and equipment under $175k planning grant during Planning Year.
Repairs and Maintenance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	Projection for miscellaneous facility repairs and upkeep during Year 1
Gas/ Electric/ Water/ Sewer	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	Assumes $3,333 per month
Waste disposal	500	500	500	500	500	500	500	500	500	500	500	500	6,000	Assumes $500/month
Custodial	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	32,000	Monthly contract for cleaning
Janitorial supplies	1,000	636	636	636	636	636	636	636	636	636	636	636	8,000	Assumes average $667/month
Phone	200	200	200	200	200	200	200	200	200	200	200	200	2,400	Assumes $200 per month
Security alarm	100	100	100	100	100	100	100	100	100	100	100	100	1,200	Assumes $100/ per month
Total Expenses	**$ 183,909**	**$ 183,893**	**$ 168,683**	**$ 164,433**	**$ 165,058**	**$ 163,408**	**$ 167,933**	**$ 161,683**	**$ 161,683**	**$ 166,158**	**$ 167,808**	**$ 164,433**	**$ 2,019,084**	
Monthly Surplus (Deficit)	**$ 5,000**	**$ (0)**	**$ (0)**	**$ (0)**	**$ 1**	**$ (0)**	**$ (0)**	**$ (0)**	**$ (0)**	**$ (0)**	**$ (0)**	**$ 1**		
Cash in Bank (Cash Deficit)	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**		

Indiana College Preparatory School

Budget Narrative

This narrative describes the resources that are needed to support the School during its initial year of operation in order to produce a school that is high-achieving, has strong enrollment, and will establish itself as a focal point of the community it serves. Monies received through the State Basic Grant, Federal Programs, Grants, and other local sources will be the primary sources of revenue for the School, but these will not all be immediately available prior to the School opening and the School will need to seek other sources. Staff and student recruiting, as well as, capital expenditures for furniture, equipment, and classroom technology will all be required to be in place before the first day of instruction. Beyond the first year, ongoing costs in the areas of staffing, professional development, facility, technology, curriculum and student support services (including food service and transportation) will be coordinated in a fiscally responsible manner in order to achieve strong results while maintaining overall sustainability. To assist the school financially during its start-up year, the School's management company has existing relationships with partners such as Charter School Capital and IRG Realty that can help provide working capital solutions when necessary. In addition, the management agreement provides that I CAN Schools itself may provide additional advances as required. Finally, the School is intending to apply for start-up funding through the Public Charter School Program (PCSP) Grant that is available.

Major Revenue and Expense Assumptions

1. The 1st year budget for Indiana College Preparatory School reflects funded enrollment of approximately 180 students which will yield $1.19 million in State Basic Grant revenue. This is based on a base per pupil funding of approximately $6,800 for the Indianapolis area.
2. Federal program revenue has been forecasted conservatively in the budget and primarily consists of reimbursement revenue for School meals, Title 1, and IDEA Aside from the National School Lunch and Breakfast reimbursement (School intends on participating in the Community Eligibility Provision), Title 1 and IDEA funds are only forecasted at $500 per student since the amount of allocation is not predictable at this time. Any allocation in excess of this projection will just reduce the amount of working capital advances required in the initial year.
3. Working Capital Advances on the budget in the amount of $361,184 represents that amount of cash infusion needed to cover the first year operations. This is inclusive of $250,000 of upfront capital costs that will not be recurring. Additionally, beyond the first year, higher funding will be achieved through increases in enrollment and including the Federal Title program allocations that will help to balance the budget. As mentioned in the opening paragraph, the School is seeking revenue through startup grant applications and also can tap into working capital partners to close the funding gap that exists in the initial year.
4. Since this budget is based on the School's initial year of operation, there is approximately $250,000 of upfront capital costs that are required to make the School fully operational and ready for instruction on the first day of school. These significant costs will primarily be limited to the first year of each location established and will not be recurring at least for the first 3-5 years. This will include allocated funds for such purchases as instructional desk chairs, textbooks, servers, laptops and other related technology, administrative furniture, cafeteria tables, etc.

5. The School's staffing and related employment cost will be it most significant expenditure. Salaries expense will total approximately $719,000 and include 17 positions across the areas of Instruction, Special Education, and School Administration.

   Specifically, the budget calls for 11 classroom teachers each at a starting salary of $39,000 and Co-Teachers being provided in Grades K-2. 2 Interventions Specialists (also budgeted at $39,000 each) are included based on an assumption that at least 12% of the population will require special education services. All school staff will be employees of the School. Costs for employee benefits such as employer share/match of Medicare, state retirement, unemployment, worker's compensation are factored at 11% of total salaries and employee healthcare is also included separately in the budget.

6. Rent is projected at $15,000/ month in the first year of operation and there will no costs of improvements or renovations borne by the School. It will all be factored into the lease payment.

7. Management Fees to the ESP (I CAN Schools) is budgeted at 18% per the anticipated management agreement.

8. Fiscal Services to the School are covered under the management fee.

9. Insurance premium forecasted at $16,500 and includes the components Errors & Omissions/ General Liability and Property coverage.

10. The School intends to provide its own transportation at approximately $85,000 for the year. The I CAN Schools network already has experience with running its own fleet at its many Ohio locations.

11. $153,900 has been budgeted for the school to participate in the National School Breakfast and National School Lunch Program. A corresponding projection has also been made for meal claim reimbursement revenue based on participation in the Community Eligibility Provision. The School will contract with an outside vendor to provide the meals to the students.

Note: The School projects receiving a PCSP planning year grant in advance of the year in which each location is opened. Therefore, Year 1 on the 5-Year forecast projects the operations of the initial K-5 location, but also includes the planning year for the two additional locations that will open in Year 2. For purposes of the Year 1 Cash Flow Analysis however, the revenue and expenses related to the planning grant were not included, so that the reviewer will be able to see the true cost of running the initial K-5 location and not inflated numbers that are attributable to future locations. This will account for any differences noted in cross-referencing total revenues and expenses in the 5-Year forecast template to the Cash Flow Analysis template.