

The Mind Program, Inc.

Location: Within the boundaries of Indianapolis Public Schools

Target locations include:

- Far eastside

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School: The Mind Program

Proposed School Address (if known): To be determined

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

Legal Name of Group Applying for the Charter: The Mind Program, LLC

Applicant's Designated Representative: Tiffany A. Thomas

Address: 109 East 19th Street

City: Indianapolis **State:** Indiana **Zip code:** 46202

Daytime telephone: 414-364-0201

E-mail address: tiffanythomas17@yahoo.com

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

Proposed Grade Levels & Total Student Enrollment

First Year	100	9	125
Second Year	225	9, 10	250
Third Year	350	9, 10, 11	375
Fourth Year	475	9-12	500
Fifth Year	475	9-12	500
Sixth Year	475	9-12	500
Seventh Year	475	9-12	500
Maximum	475	9-12	500

Is this a single-gender or co-educational school? 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? No

Indicate "Yes" or "No"

If so, please indicate the name of management organization:

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

Indicate "Yes" or "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

Indicate "Yes" or "No"

If so, please indicate the name of the authorizer:

Have you submitted any other applications to an authorizer in the previous five (5) years?

No

Indicate "Yes" or "No"

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

Table of Contents

Vision/Mission	6
Need	6
Goals	10
Educational Model	17
Curriculum	23
Assessment	37
Special Student Populations	38
Enrollment/Demand	42
Governance and Management	42
Community Partnerships	45
Budget and Financial Matters	45
Facility	48
Transportation	48
Attachment A-Milestones	49
Attachment B-School Discipline Plan	61
Attachment C-Bylaws/Articles of Incorporation/Conflict of Interest Policy	80
Leadership Information	95
Community Partnerships	113
Fundraising Plan	117
5 Year Budget	119

I. Vision

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

A. Mission

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

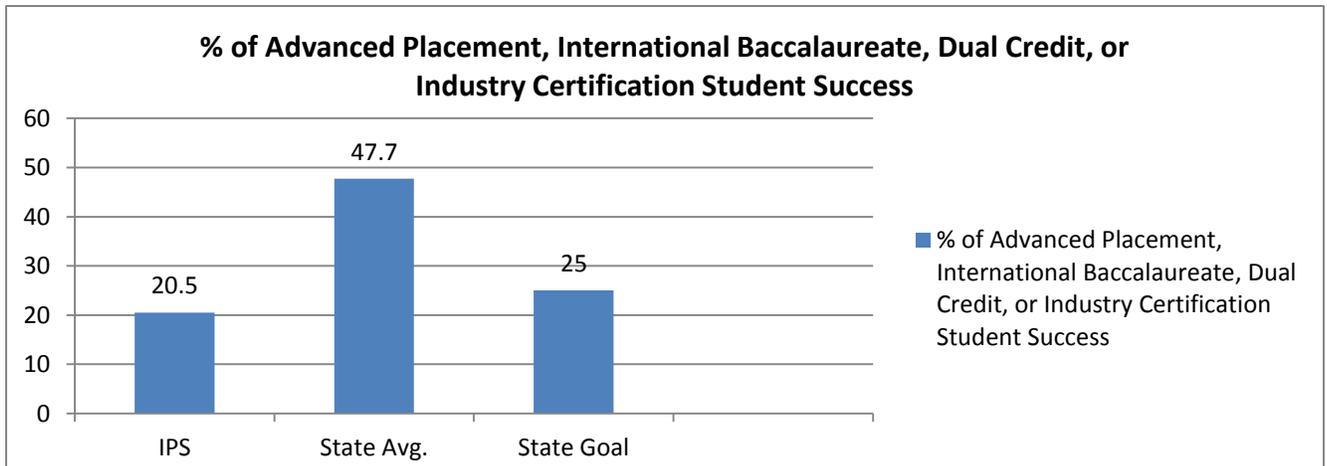
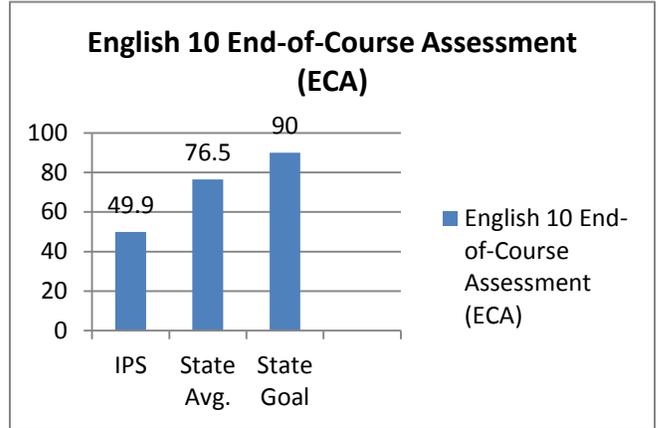
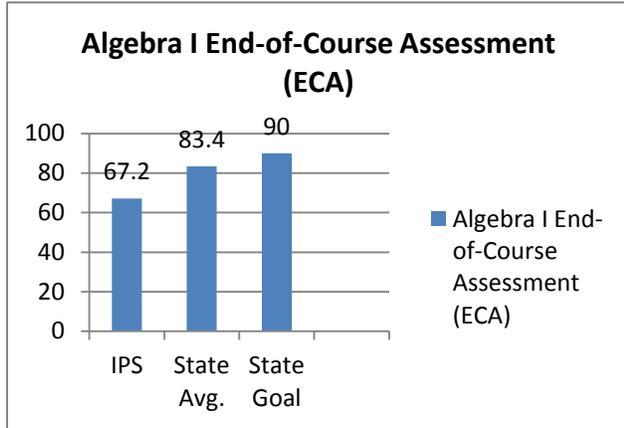
B. Need

The Mind Program (TMP) plans to open a high school on the far eastside of Indianapolis. Currently there are two schools serving the area, Arlington Community High School and John Marshall Community High School. Based on the state of Indiana’s A-F accountability system, in the most recent data available, John Marshall earned a grade of a D. Prior to that, the school consistently performed at an F since 2005. Arlington’s most recent data shows that the school earned an F and has consistently been performing at an F since 2006.

TMP High School would be located within Indianapolis Public School’s (IPS) boundaries. The charts below give a snapshot of how IPS is performing and supports the need for a high performing high school to serve Indianapolis’ far eastside.

Student Population	Indianapolis Public Schools
Economically Disadvantaged (Qualification for free/reduced lunch)	83.8%
Minority	78.8%
Special Education	18.7%
ECA Percent Passing Trend	39.5%
Four-year Graduation Rate	62.4%

Student Performance (9th-12th Grade)



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

Corporation Name	School Name	School Points 2013	School Grade 2013	School Grade 2012	School Grade 2011	School Grade 2010	School Grade 2008	School Grade 2007	School Grade 2006
Ed Power	Arlington Comm High School	.08	F		F	F	F	F	F
Indianapolis Public Schools	Crispus Attucks Medical Magnet HS	3.73	A	A	D	F	D	D	F
Indianapolis Public Schools	Broad Ripple Mgnt HS for Prfm Arts	3.28	B	B	F	F	F	F	F
Indianapolis Public Schools	Shortridge Law & Public Plcy Mg HS	1	D	D	F	F	D	D	F
Indianapolis Public Schools	John Marshall Community High Sch	1.16	D	F	F	F	F	F	F

**Data are from the 2012-2013 school year. Data source: www.doe.in.gov*

The Need for The Mind Program High School

Students currently living on the far Eastside neighborhood of Indianapolis have limited options in terms of high schools to attend. The Mind Program's (TMP) model is the right fit for this particular neighborhood because of its advisory model and philosophy that they do not enroll students, they enroll families.

TMP's program is based on a strong advisory model which connects each student with an advisor that serves as an instructor and a mentor. The advisors are responsible for making regular contact with families to update them on student progress and provide the family with strategies to support the student at home. Specifically, advisors are required to

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

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

TMP is confident that advisory model and philosophy of enrolling families makes its model an excellent fit for the community it will serve. TMP also believes that the model will help to reinvigorate parents who have become frustrated with the education system due to previous and personal experiences. TMP methods are well thought out and systematically implemented to ensure families and students have a positive experience with the school from the onset.

C. Goals

Summary Sheet: School-Specific Goals and Assessments

School Name: The Mind Program

Academic Goals

1. The Mind Program will graduate 85% of students in 4 years.
2. Seniors will score 24-26 on the ACT and/or 1620-1790 on the SAT.

Organizational Viability Goals

1. The Mind Program will be recognized by Best Places to Work In Indiana.
2. The school will not exceed a 45% debt to equity ratio.

On the following pages you will find four school specific goals and assessments for The Mind Program High School. TMP has chosen two academic goals and two organizational viability goals. TMP has identified traditional goals as well as an innovative goal. Goal number three is innovative in that a school is seeking to be recognized for its work environment and competing with companies from many different industries.

The first academic goal was chosen to ensure that students who choose to attend The Mind Program are graduating at a rate that surpasses that of the local school district that students would have attended. TMP's goal is to remain competitive and produce outcomes that the surrounding schools are unable to produce. One of the components that makes TMP unique is Milestones. Milestones are rigorous academic requirements that go above and beyond the Core 40. All students attending TMP are required to complete six Milestones.

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

TMP believes that low staff attrition rates and maintaining a healthy work environment are key components to the mission and vision becoming a reality. TMP is very intentional about the benefits and staff culture it will create in order to become a highly sought after place to work. Being recognized by Best Places to Work In Indiana will be a nonpartisan way of demonstrating the healthy culture and organizational viability that is in place.

Part of organizational viability is having a strong financial plan and oversight in place. After consulting with an analyst, TMP chose a goal surrounding acceptable debt to equity ratio for a new business. This financial goal will help to ensure the organization is financially sound and able to provide a high quality education for students for years to come.

School-Specific Goal #1 for: The Mind Program

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

Performance Goal: The Mind Program will graduate 85% of students in 4 years.

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

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

Attachments: Please see Milestone rubrics and requirements.

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

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

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

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

3rd-Year Target:

Does not meet standard: 65% to 74% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

Approaching standard: 75% to 84% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

Meets standard: 85% to 90% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

Exceeds standard: 90% to 100% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

6th-Year Target:

Does not meet standard: 70% to 79% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

Approaching standard: 80% to 89% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

Meets standard: 90% to 95% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

Exceeds standard: 96% to 100% of 11th graders have earned 30 or more credits and have completed Milestones 1-4.

School-Specific Goal #2 for: The Mind Program

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

Performance Goal: Seniors will score 24-26 on the ACT and/or 1620-1790 on the SAT.

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

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

Attachments: N/A

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

Assessment Reliability and Scoring Consistency: N/A

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

3rd-Year Target:

Does not meet standard: The average ACT score will be 17-18. The average SAT score will be 1210-1320.

Approaching standard: The average ACT score will be 19-20. The average SAT score will be 1330-1440.

Meets standard: The average ACT score will be 21-23. The average SAT score will be 1450-1610.

Exceeds standard: The average ACT score will be 24-25. The average SAT score will be 1620-1730.

6th-Year Target:

Does not meet standard: The average ACT score will be 22 or higher. The average SAT score will be 1510 or higher.

Approaching standard: The average ACT score will be 24 or higher. The average SAT score will be 1620 or higher.

Meets standard: The average ACT score will be 26 or higher. The average SAT score will be 1740 or higher.

Exceeds standard: The average ACT score will be 27 or higher. The average SAT score will be 1800 or higher.

School-Specific Goal #3 for: The Mind Program

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

Performance Goal: By the end of year three, The Mind Program High School will be ranked as a best place to work in Indiana.

Performance Indicators: The Mind Program will be recognized by Best Places to Work In Indiana.

Assessment Tools and Measures: The Mind Program will follow the protocol set forth by the organization to be recognized as a best place to work. This entails completing an Employer Benefits and Policies Questionnaire and Employee Engagement and Satisfaction Surveys.

Attachments: Sample surveys and questionnaires can be found at http://www.bestplacetoworkin.com/index.php?option=com_content&task=view&id=26&Itemid=40

Rationale for Goal and Measures: The Mind Program recognizes that having a stable, consistent and content staff is one key component in maintaining a rigorous academic environment and a strong culture. Using the assessment tools and measurements of an independent company which completes this process for thousands of companies ensures that the tools are reliable, valid anonymous and unbiased.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: The Mind Program will participate in this process each year. The first year's results will serve as baseline data to grow and learn from.

3rd-Year Target: What do we expect to achieve by the end of our third year?

Does not meet standard: at least 60% of employees responded positively to the Employee Engagement and Satisfaction Survey.

Approaching standard: at least 70% of employees responded positively to the Employee Engagement and Satisfaction Survey.

Meets standard: at least 80% of employees responded positively to the Employee Engagement and Satisfaction Survey.

Exceeds standard: at least 90% of employees responded positively to the Employee Engagement and Satisfaction Survey.

6th-Year Target: What do we expect to achieve by the end of our sixth year?

Does not meet standard: at least 65% of employees responded positively to the Employee Engagement and Satisfaction Survey.

Approaching standard: at least 75% of employees responded positively to the Employee Engagement and Satisfaction Survey.

Meets standard: at least 85% of employees responded positively to the Employee Engagement and Satisfaction Survey.

Exceeds standard: at least 90% of employees responded positively to the Employee Engagement and Satisfaction Survey.

School-Specific Goal #4 for: The Mind Program

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

Performance Goal: The school will not exceed a 45% debt to equity ratio.

Performance Indicators: Yearly financial audits.

Assessment Tools and Measures: Yearly financial audits.

Attachments: N/A

Rationale for Goal and Measures: The Mind Program plans to serve students from the far eastside for many years to come. In order to do so financial stability is paramount. The board will help oversee the finances of the school and the school will hold itself accountable by voluntarily participating in a yearly audit each fiscal year.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: The year 1 fiscal audit will serve as baseline data.

3rd-Year Target:

Does not meet standard: The debt to equity ratio does not exceed 55%

Approaching standard: The debt to equity ratio does not exceed 50%

Meets standard: The debt to equity ratio does not exceed 45%.

Exceeds standard: The debt to equity ratio does not exceed 40%

6th-Year Target:

Does not meet standard: The debt to equity ratio does not exceed 45%.

Approaching standard: The debt to equity ratio does not exceed 40%.

Meets standard: The debt to equity ratio does not exceed 35%.

Exceeds standard: The debt to equity ratio does not exceed 30%.

II. Educational Services Provided

A. Educational Model

The Research

The school's primary design elements and philosophy are based on the Dayton Early College Academy (DECA) model. TMP is not attempting to replicate the DECA model. TMP does plan to use many components of the core instructional framework that have proven to be successful and have resulted in 100% of their student population attending college and continually being ranked as one of the highest performing schools in Ohio. TMP's model will serve students in grades 9-12. We plan to enroll approximately 100 ninth graders the first year and add a grade each year. Maximum student enrollment would be approximately 500 students.

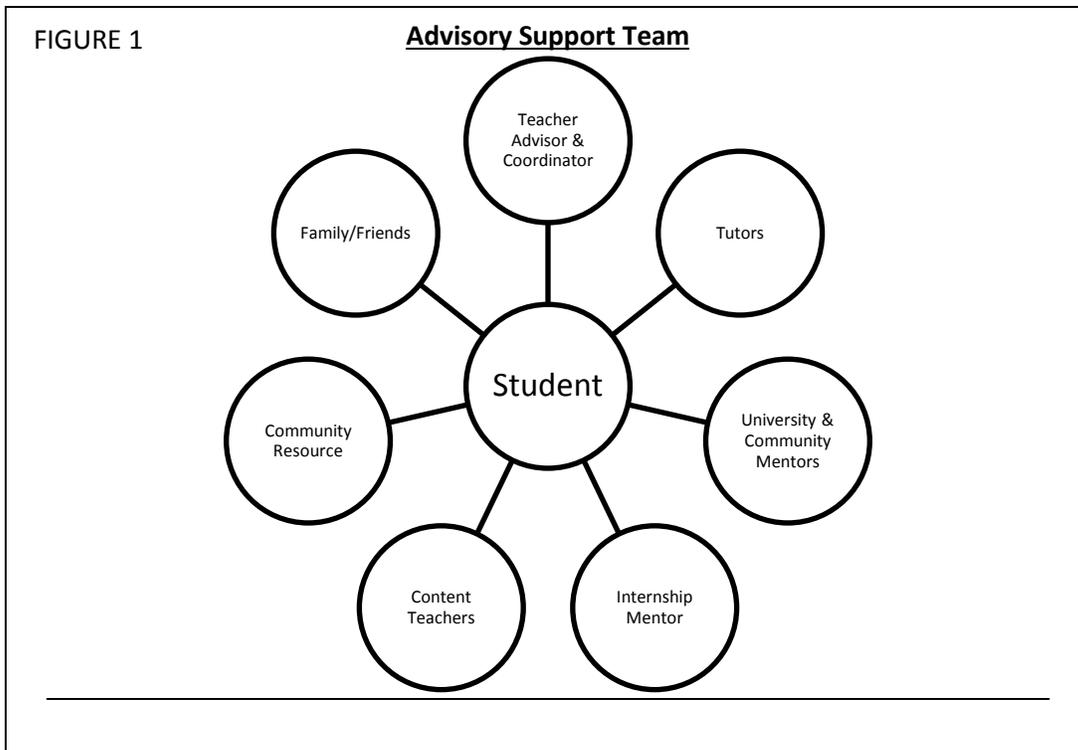
DECA is based on the work of the Big Picture Company and The Met School. The *One Child at a Time* approach is based on personalized, rigorous, and relevant learning and students supported by strong adult relationships. While these elements remain the fundamental educational philosophy of the school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

Educational Model/Instructional Methods

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

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

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



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

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

TMP will:

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

Adequately preparing students for college and the world of business requires them to be critical thinkers and good decision makers. These are skills that will be explicitly taught and interwoven throughout the curriculum in each subject area. *Six Thinking Hats* by Edward de Bono will be used to help teach these skills. Six Thinking Hats is a tool used to look at decisions from a number of important perspectives. It forces one to move outside of their habitual thinking style

and get a more rounded view of a situation. This method teaches parallel thinking as an alternative to argument. Parallel thinking guides thought processes in one direction at a time so issues can be effectively analyzed, new ideas can be generated and better decisions can be made.

Each 'Thinking Hat' is a different style of thinking.

- **White Hat**
With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.
- **Red Hat**
'Wearing' the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.
- **Black Hat**
Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.
Black Hat thinking helps to make your plans 'tougher' and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance. This leaves them under-prepared for difficulties.
- **Yellow Hat**
The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.
- **Green Hat**
The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. A whole range of **creativity tools** can help you here.
- **Blue Hat**
The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.

Culture

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

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

Parent engagement in a child’s learning is essential. The philosophy of “enrolling families” and not just students will pervade the entire life of the school. By bringing students out into the community and bringing the community into the school, TMP becomes a true community asset.

School Calendar

Below you will find a calendar for the 2015-2016 school year. The school will have two semesters and four quarters. Report cards will be issued quarterly and students will earn credits each semester. In our first year students will receive 180 instructional days. Additional days are built into the calendar for inclement weather if make-up days are needed (President’s Day, shortening Spring Break or adding on to the end of the school year).

Staff will report to school three weeks before the students. During that time staff will undergo intensive professional development on school culture, academic, behavior and advisory expectations, curriculum, assessments and data driven instruction. During this time several parent meetings will be held, giving parents and advisors an opportunity to meet, and allowing instructors to begin learning more about their students.

The calendar includes 180 student days, 200 staff days and 225 administrator days. Students and staff will have one week for fall break, two weeks for winter and spring break. Students will have nine weeks off during the summer and staff will receive five and a half weeks off during the summer.

The school day will run from 7:30 am-2:30 pm. After school activities will take place from 3:30 pm to 4:45 pm. The school will contract with outside agencies to run after school activities. Teachers who wish to lead after school activities will receive additional pay. Each Thursday staff will be required to work until 4:30 pm. This will give the staff one hour each week for staff meetings and/or professional development. Please see the tables below for the breakdown of the school year and day.

2015-2016 School Year

Semester 1

First Quarter-August 24-October 23 (9 weeks/44 pupil days)

August 3-21	Staff Development
August 24	First day for students
September 7	Labor Day-No School
October 26-30	Fall Break-No School

Second Quarter-October 31-January 22 (10 weeks/46 pupil days)

November 2	Second quarter begins
November 25-27	Thanksgiving Break-No School
December 21-January 1	Winter Break-No School
January 18	No School-Dr. King Observance

Semester 2

Third Quarter-January 25-March 24 (9 weeks/43 pupil days)

February 15	President's Day-No School
March 25-April 8	Spring Break-No School

Fourth Quarter-April 11-June 15 (9 weeks/47 pupil days)

May 29	Memorial Day-No School
June 16	Last day of school
June 19-20	Staff Retreat

Total -180 pupil days, 200 staff days, 225 administrator days

Time	Class/Activity
7:00 am-7:30 am Breakfast 7:15 am	Students arrive early to eat breakfast. Teachers Arrive
7:30 am-8:20 am	Period 1
8:25 am-9:15 am	Period 2
9:20 am-10:10 am	Period 3
10:15 am-11:05 pm	Period-4Advisory
11:10 pm-11:40 pm	Period 5-Lunch/Outdoor Activities
11:45 pm-12:35 pm	Period 6
12:40 pm-1:30 pm	Period 7
1:35 pm-2:30 pm	Period 8
2:35-3:25 pm	Period 9 Tutoring/Study Tables-Monday-Thursday
3:30/2:40	Teachers Leave at 3:30-Mon-Wed, 4:30 on Thurs, 2:40 on Frid
3:30 pm-4:45 pm	After School Clubs/Activities
3:30-4:30 pm-Thursdays	Staff Meetings/Professional Development/Cross-curriculum meetings

A day in the life of a TMP student

The school doors open at 7:00 am each day. Many students arrive early and sit in one of the lounge areas to study with friends and review notes before class begins. Others arrive between 7:15 and 7:25 am. TMP students understand the importance of being on time for instruction, therefore, when the school day begins at 7:30 am, students are seated and ready to for instruction to begin. Students take core classes as well as electives. They are allowed 5 minutes of passing time in between classes. This time is used to get materials out of lockers, touch base with friends, use the restroom and travel to the next class.

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

There are three more periods remaining. Students attend classes and begin thinking about their after school commitments. For those who are performing below 70% in any class they are required to stay after school for tutoring and/or study tables until the grade is 70% or better. Students who have forgotten to turn in homework are also required to stay after school. Others choose to stay after for extra help or to participate in extracurricular activities. All students have 1-2 hours of homework Monday through Friday. Therefore, many choose to stay after school and work with friends before heading home for the evening.

A day in the life of a TMP teacher

Some teachers begin arriving as early as 6:30 am but all staff is present by 7:15 am. TMP has a very strong culture and clear expectations. Therefore, all teachers begin instruction promptly at 7:30 am. Teachers teach six periods during the day, which includes advisory. Each teacher has one 50 minute planning period and 30 minutes for lunch (assistants, in school suspension supervisor and principal oversee lunch). Between the hours of 7:15 am and 2:30 pm teachers have a total of 95 minutes of time to use as they see fit.

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

After advisory and lunch teachers teach another three classes before the school day dismisses. The staff has a rotating schedule to help with dismissal duty. Each staff member is required to help with dismissal two days per week. All teachers are contracted until 3:25 pm. The formal school day ends at 2:30 pm, however staff is present for another 50 minute window to provide tutoring and guidance for study tables. This way all staff is available Monday through Thursday for extra instructional support for students. Each Thursday all staff is required to work until 4:30 pm. This time will be used for staff meetings, professional development and cross-curriculum meetings.

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

School Discipline Plan

See Attachment B

B. Curriculum

TMP will develop and implement a curriculum that places emphasis on the development of thinking skills and processes rather than the mere acquisition of information. “Process” refers to the methods of thinking emphasized by the teachers. Creativity, problem-solving, and good questioning strategies are embedded in teaching methods. The curriculum will cover the core standards developed by the Indiana Department of Education and will put each student on a track to earn a Core 40 diploma with academic honors. Curriculum principles drawn from accelerated learning, personalized learning, and early college models will philosophically guide the staff by building on the strengths of the students, using engaging teaching strategies and incorporating integrated, cross-curricular teaching.

Guiding principles for the curriculum:

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

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

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

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

Other essential components that underpin quality curriculum and instruction include the

following.

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

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

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

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

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

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

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

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

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

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

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

Please see Attachment A for more detailed information on Milestones.

The chart below shows the sequence of courses students will be required to take.

	9 th	10 th	11 th	12 th
1 st Semester	Algebra I	Geometry	Algebra II	Pre-Calculus
	U.S. History	World History	Geography and History of the World	Ethnic Studies
	English	English	English	English
	Biology	Chemistry	Environmental Science	Physics
	Foreign Lang	Foreign Lang	Foreign Lang and/or college course	Elective
	P.E.	P.E.	Health	Elective (college course)
2 nd Semester	Algebra I	Geometry	Algebra II	Pre-Calculus
	U.S. History	World History	Economics	Political Science
	English	English	English	English
	Biology	Chemistry	Environmental Science	Physics
	Foreign Lang	Foreign Lang	Foreign Lang and/or college course	Elective
	Fine Arts	Fine Arts	Elective (college course)	Elective (college course)

Course Objectives/Curriculum

The chart below details the curriculum/texts, objectives, content and skills that will be taught in the main subject areas of Math, Science, English and Social Studies. This chart is not intended to list all of the objectives that will be taught. Instead it lists objectives from the main content that will be covered in each course.

The curriculum for English 9-12 and Ethnic Studies will be developed by the principal and an instructor. A level appropriate reading list of novels and corresponding curriculum will be developed before the beginning of each school year. In accordance with the Milestones and curriculum framework students will be required to read at least 25 books. The curriculum for 9th grade English will be complete before the beginning of the 2015-2016 school year. Final revisions will take place during teacher institute in August of 2015.

Math	
Algebra I Text-CPM Algebra Connections	<ul style="list-style-type: none"> • Students understand the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. • Students will understand how algebra can be used to express generalizations and recognize and use the power of symbols to represent situations.

	<ul style="list-style-type: none"> • Students will understand that a function represents a dependence of one quantity on another and can be described in a variety of ways. • Students will understand the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interpret and describe the effects of changes in parameters of linear functions in real-world and mathematical situations. • Students will understand that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. • Students will formulate equations and inequalities based on linear functions, use a variety of methods to solve them, and analyze the solutions in terms of the situation.
<p>Geometry Text-CPM Geometry Connections</p>	<ul style="list-style-type: none"> • Students will analyze geometric relationships in order to make and verify conjectures. • Students will apply logical reasoning to justify and prove mathematical statements. • Students will use a variety of representations to describe geometric relationships and solve problems. Students will be expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems. • Students will analyze the relationship between three-dimensional geometric figures and related two-dimensional representations and use these representations to solve problems. • Students will understand that coordinate systems provide convenient and efficient ways of representing geometric figures and use them accordingly. • Students will use tools to determine measurements of geometric figures and extend measurement concepts to find perimeter, area, and volume in problem situations. • Students will apply the concept of congruence to justify properties of figures and solve problems. • Students will apply the concepts of similarity to justify properties of figures and solve problems.
<p>Algebra II Text-CPM Algebra 2 Connections</p>	<ul style="list-style-type: none"> • Students will use properties and attributes of functions and apply functions to problem situations. • Students will understand the importance of the skills required to manipulate symbols in order to solve problems and use the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations. • Students will formulate systems of equations and inequalities from problem situations, use a variety of methods to solve them and analyze the solutions in terms of the situations. • Students will connect algebraic and geometric representations of functions. • Students will know the relationship between the geometric and algebraic descriptions of conic sections. • Students will understand that quadratic functions can be represented in different ways and translate among their various representations. • Students will interpret and describe the effects of changes in the parameters of quadratic functions in applied and mathematical situations. • Students will formulate equations and inequalities based on quadratic functions, use a variety of methods to solve them and analyze the solutions in terms of the situation. • Students will formulate equations and inequalities based on square root functions, use a variety of methods to solve them and analyze the solutions in terms of the situation. • Students will formulate equations and inequalities based on rational functions, use a variety of methods to solve them and

	<p>analyze the solutions in terms of the situation.</p> <ul style="list-style-type: none"> • Students will formulate equations and inequalities based on exponential and logarithmic functions, use a variety of methods to solve them and analyze the solutions in terms of the situation.
Pre-Calculus Text-CPM Pre-Calculus with Trigonometry	<ul style="list-style-type: none"> • Students will define functions, describe characteristics of functions and translate among verbal, numerical, graphical and symbolic representations of functions, including polynomial, rational, power including radical), exponential, logarithmic, trigonometric, and piecewise defined functions. • Students will interpret the meaning of the symbolic representations of functions and operations of functions to solve meaningful problems. • Students will use functions and their properties, tools and technology to model and solve meaningful problems. • Students will use sequences and series as well as tools and technology to represent, analyze and solve real life problems. • Students will use conic sections, their properties and parametric representations, as well as tools and technology, to model physical situations. • Students will use vectors to model physical situations.
Social Studies	
US History I Text-Prentice Hall-United States History	<ul style="list-style-type: none"> • Students will interpret the role of geography in shaping United States history. • Students will investigate the relationship between events of different time periods. • Students will understand the changes caused by European exploration in the Americas. • Students will analyze European colonization and settlement of North America. • Students will understand the significance of the American Revolution in the development of the United States. • Students will understand the structure and function of the United States government established by the Constitution. • Students will explore the territorial growth of the United States before the Civil War. • Students will examine the expansion of the political system and social rights before the Civil War. • Students will understand the significance of the Civil War Era to the United States. • Students will understand the development of the American West following the Civil War.
US History II Text-Prentice Hall-United States History	<ul style="list-style-type: none"> • Students will expand their knowledge of pre-Reconstruction America. • Students will understand how the growth of industry changed the United States. • Students will recognize how social reform occurred at the turn of the century. • Students will understand how war affected the early 20th century. • Students will understand how Americans reacted to rapid social change during the 1920's. • Students will understand how the Great Depression and the New Deal affected the United States. • Students will understand the causes, course, and consequences of the United States' role in World War II. • Students will understand the United States' domestic and international position in the Cold War era. • The students will understand the emergence and development of the human rights and culture in the modern era. • The students will understand the economic and political changes in contemporary America.
World History Text-Prentice Hall-World History	<ul style="list-style-type: none"> • Students will gain an understanding of early civilizations and their contributions to the foundations of human culture. • Students will comprehend the contributions of classical civilizations. • Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery. • Students will understand the influence of revolution and social change in the transition from early modern to contemporary

	<ul style="list-style-type: none"> societies. • Students will understand the interaction of peoples in the global integration of the 20th century. •
<p>Geography and History of the World Text-Prentice Hall-World Geography</p>	<ul style="list-style-type: none"> • Students will understand the world in spatial terms. • Students will understand the human and physical characteristics of places and regions. • Students will understand how physical processes shape the earth’s surface. • Students will understand how human activities shape the earth’s surface. • Students will understand the interaction of physical and human systems. • Students will use geographic knowledge to connect to today’s world.
<p>Ethnic Studies</p>	<ul style="list-style-type: none"> • Students will explain how racial and ethnic hierarchies are constructed and how these hierarchies distribute political, social, and economic privileges. • Students will analyze creative expression and cultural production in relation to social, historical and political formations of racial and ethnic communities. • Students will describe historical formations of race and ethnicity in the United States. • Students will describe contemporary formations of race and ethnicity in the United States. • Students will explain the historical and contemporary impact of laws and public policies on racial and ethnic communities. • Students will describe various types of cultural production by members of racial and ethnic communities. • Students will integrate different disciplinary approaches to material related ethnic studies. • Students will apply research skills to issues that shape and influence racial and ethnic communities. • Students will explain the ethical dimensions of racial and ethnic issues. • Students will articulate how racial and ethnic inequalities are related to issues of social justice. • Students can identify concepts, definitions and strategies that prepare themselves and others to live and work effectively in a multiracial society. • Students can articulate a vision of social change and social justice that addresses racial and ethnic issues.
<p>Economics-Text-Prentice Hall Economics</p>	<ul style="list-style-type: none"> • Explain the concept of scarcity, and the role it plays in decision making; as well as the opportunity costs involved in all decision making. • Compare & contrast the principal economic systems: traditional, market, command, and mixed; while emphasizing the specifics of the American free enterprise system. • Explain the advantages and disadvantages of the four types of markets (perfect, monopoly, monopolistic and oligopoly) and how the government intervenes to promote competition. • Analyze how the world of work is organized, and how it reflects the competition that exists between employers and employees. • Explain the fundamentals of banking and finance; and how and why interest is applied and calculated. • Explain the advantages and disadvantages of free trade and protectionism; as well as America’s role in the world economy. • Develop and interpret charts and graphs which demonstrate key information (supply, demand, market equilibrium, etc.).
<p>English</p>	
<p>English 9</p>	<ul style="list-style-type: none"> • Students will analyze, make inferences and draw conclusions about: theme and genre in different cultural, historical, and

	<p>contemporary contexts, the structure and elements of fiction, and expository persuasive text, and provide evidence from the text to support their understanding,</p> <ul style="list-style-type: none"> • Students will understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. • Students will understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. • Students will understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. • Students will understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works. • Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. • Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. • Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. • Students will write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. • Students will write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. • Students will ask open-ended research questions and develop a plan for answering them. • Students will determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. • Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
English 10	<ul style="list-style-type: none"> • Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. • Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students will analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. • Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

	<ul style="list-style-type: none"> • Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. • Students will write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. • Students will ask open-ended research questions and develop a plan for answering them. • Students will clarify research questions and evaluate and synthesize collected information. Students will organize and present their ideas and information according to the purpose of the research and their audience. • Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
English 11	<ul style="list-style-type: none"> • Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Including but not limited to texts of poetry, drama, fiction and nonfiction. • Students will understand, analyze, make inferences and draw conclusions about the varied structural patterns and features of: literary nonfiction, how an author's sensory language creates imagery in literary text, expository text, persuasive text, and provide evidence from text to support their understanding. • Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. • Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. • Students will write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. • Students will understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. • Students will ask open-ended research questions and develop a plan for answering them. • Students will determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. • Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. • Students will work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
English 12	<ul style="list-style-type: none"> • Students understand new vocabulary and use it when reading and writing. Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. • Students will understand, analyze, make inferences and draw conclusions about: the structure and elements of poetry, the

	<p>structure and elements of drama, the structure and elements of fiction, expository text, persuasive text, and provide evidence from text to support their understanding.</p> <ul style="list-style-type: none"> • Students will understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction. • Students will understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works. • Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. • Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. • Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. • Students will write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. • Students will write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. • Students will clarify research questions and evaluate and synthesize collected information. • Students will organize and present their ideas and information according to the purpose of the research and their audience. • Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. • Students will work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
Science	
<p>Biology Text-Holt McDougal Biology</p>	<ul style="list-style-type: none"> • Students will understand that living organisms interact with one another and their environment. • Students will understand that all organisms are composed of one or more cells that are made of molecules, come from preexisting cells, and perform life functions. • Students will understand the relationship between structure and function of organs and organ systems. • Students will understand that genetic information coded in DNA is passed from parents to offspring by sexual and asexual reproduction. The basic structure of DNA is the same in all living things. Changes in DNA may alter genetic expression. • Students will understand that biological diversity is a result of evolutionary processes.

<p>Chemistry Text-Glencoe Chemistry: Matter and Change</p>	<ul style="list-style-type: none"> • Students will understand that all matter in the universe has a common origin and is made of atoms, which have structure and can be systematically arranged on the periodic table. • Students will understand the relationship between energy changes in the atom specific to the movement of electrons between energy levels in an atom resulting in the emission or absorption of quantum energy. They will also understand that the emission of high-energy particles result from nuclear changes and that matter can be converted to energy during nuclear reactions. • Students will understand chemical bonding and the relationship of the type of bonding to the chemical and physical properties of substances. • Students will understand that in chemical reactions matter and energy change forms, but the amounts of matter and energy do not change. • Students will understand that many factors influence chemical reactions and some reactions can achieve a state of dynamic equilibrium. • Students will understand the properties that describe solutions in terms of concentration, solutes, solvents, and the behavior of acids and bases.
<p>Environmental Science Text-Holt Environmental Science</p>	<ul style="list-style-type: none"> • Students will for at least 40% of instructional time, conduct hands-on laboratory and field investigations using safe, environmentally appropriate, and ethical practices. • Students will use scientific methods during laboratory and field investigations. • Students will use critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. • Students will know the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. • The student will understand the interrelationships among the resources within the local environmental system. • Students will know the sources and flow of energy through an environmental system. • Students will know the relationship between carrying capacity and changes in populations and ecosystems. • Students will know and be able to explain why and how environments change naturally. • Students will assess the impact of human activity on the environment.
<p>Physics Text-Glencoe Physics: Principles and Problems</p>	<ul style="list-style-type: none"> • Students will understand how to measure, calculate, and describe the motion of an object in terms of position, time, velocity, and acceleration. • Students will understand the relation between force, mass, and acceleration. • Students will understand the factors determining the strength of gravitational and electric forces. • Students will understand transfer and conservation of energy. • Students will understand the properties and applications of waves.

Understanding by Design(UbD)

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

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

C. Assessment

TMP will administer all state required assessments including ISTEP+, ECA, Acuity, LAS LINKS and NAEP. Additionally, TMP will administer the ACT Aspire assessment at the beginning and end of grades 9 and 10 and the ACT and/or SAT test in the Spring of grade 11 and in the Fall of grade 12.

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

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

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

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

D. Special Student Populations

TMP is a public charter school and agrees to provide a Free and Appropriate Public Education for all students that adheres to all guidelines set by the Individuals with Disabilities Education Act. TMP recognizes the needs of different learners and plans to address those needs through staff development, differentiated instruction, teaching strategies, a systematic Response to Instruction and Intervention (RTII) plan and accommodations and modifications as needed.

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

Exceptional Learners/Students Below Grade Level

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

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

Students with behavioral needs will have behavior support plans developed and implemented as part of the IEP. Students may also receive psychological counseling as a related service depending on the nature and extent of their needs. Psychological counseling services will be provided by licensed therapists through support agencies with which the school will contract.

English Language Learners (ELL)

Students who enroll with TMP and indicate that their home language is a language other than English will be required to take the LAS Links assessment within the first two weeks of attendance. TMP's goal is for all English language learners to participate in a quality instructional program that supports academic and social development. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. TMP will:

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

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

1. The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.
2. The second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
3. The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
4. The fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

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

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

Gifted/Talented Students

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

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

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

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

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

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

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

Meeting the Needs of all Students

Exceptional learners, gifted and talented students, students performing below grade level and English Language Learners' academic needs and progress are reviewed by staff on a bi-

weekly basis. Conferences are held with the students, their parents and academic support team in compliance with all state and federal laws and on an as needed basis. Parents have the opportunity to participate in the development of their child's instructional program. Parent input is requested at regularly scheduled conferences. The parent can request additional individual conferences at any time. When learning plans are put in place they include assessment results, academic and social goals, planned interventions, a timeline, how feedback will be provided to all necessary stakeholders and processes and methods for best communicating with parents.

TMP's instructional day includes a 9th period which is set aside for remediation, acceleration, tutoring and study tables. During this time students who are working below grade level will receive intensive instruction in reading and math. Students who have been identified as gifted and talented use this time to receive guidance from teachers on their instructional plan and feedback on independent assignments that are a part of their personal learning plan. Students needing tutoring in specific subjects use the time to meet with subject teachers while other students participate in study tables within small groups.

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

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

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

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

TMP will begin by enrolling 125 ninth grade students (maximum) during the 2015-2016 school year. The school plans to add one grade level each year until it serves grades 9-12. Each year the school will enroll 125 new students until it has reached a maximum enrollment of 500 students. Enrollment will be open to students until January of student's ninth grade year. Any student wishing to enroll after that point will not be admitted. Therefore, all open seats will be filled by ninth-graders each year. TMP's academic programming requires students to complete six Milestones in addition to Core 40 requirements. Due to the increased academic standards, students enrolling past the second semester of ninth grade would struggle to meet TMP's graduation requirements.

TMP has chosen to start with a very small class of 9th grade students and grow by one grade level each year to ensure that our culture is strong, our academic programming is rigorous and our advisory model is effective. Beginning with one grade allows the school to reflect, isolate issues of concerns, and make necessary changes that will positively impact new and returning students.

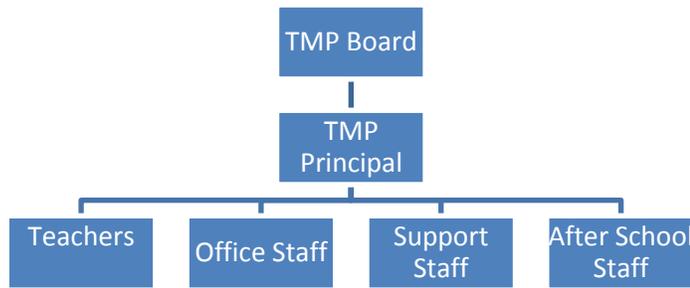
TMP believes the demand for our school is sufficient to sustain projected enrollment figures. Currently, there is one high school serving the far-east side, John Marshall Community School. Per the Indiana Department of Education's most recent data which was 2013, the school earned a D on the states A-F grading scale. The state's data online data goes back to 2005 and shows that from 2012-2005 the school earned an F each year. John Marshall's ongoing performance demonstrates the need for educational options within the community.

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

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

B. Governance and Management

The building principal for TMP will directly manage all staff including teachers, office staff, support staff and after school staff. The principal reports to the board of directors who is charged with setting policies. The chart below outlines the organizational structure of TMP.



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

The board has three broad areas of responsibility:

Planning and Policy Development-The board is responsible for determining the mission and vision that charts the future direction of the organization. The board is responsible for leadership and participation in strategic planning. They are responsible for creating policies that are or will in the future have a significant impact on TMP and the constituencies served. This includes monitoring the performance of programs, services and personnel and creating policies for quality management and complaint systems.

Community and Organizational Development-The board is responsible for broadening the organization’s base of support in the community; interacting with the community to bring new issues, opportunities and community needs to the attention of the organization. The board maintains accountability to the public, funders and clients. This includes training and developing current and new leaders within the board and committees, and assuring the same development is occurring within the professional staff through the leadership of the principal.

Financial Management and Supporting Development-This includes giving personal time and money and developing donors and supporters. The board is charged with leading and supporting fundraising campaigns and events as well as maintaining accountability to donors and funders. Additionally, the board is responsible for the financial procedures, risk management and internal controls.

The governing board will develop policies and make decisions through a five step process.

1. The need for the policy/decision will be defined.
2. A brainstorming of factors that influence the policy/decision will take place.

3. Alternatives are identified and evaluated.
4. The policy is created or the decision is voted on.
5. A control and evaluation system is put in place to monitor the policy or decision.

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

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

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

The board plans to create written job descriptions for each board member detailing what is expected of them in terms of duties, participation, fundraising, preparing for meetings in advance, etc. The job descriptions will be reviewed periodically and updated. This is a critical tool needed to recruit new board members who will want a clear picture of what is expected of them before committing. The board will develop an annual self-evaluation process. This will be a two-way communication process in which feedback on performance of individual board members is given as well as soliciting feedback from individual board members on the performance of the board as a whole. This process will include corrective action and require commitment on the part of the board to follow through so that the process leads to measurable improvements in board performance.

The principal will create job descriptions that detail the qualifications, skills, experiences and job responsibilities for all open positions. Jobs will be posted on the school's website as well as on public job boards. After resumes are reviewed the following steps will take place: (1) applicants meeting the job qualifications will be sent additional information about the school, the model and the expectations (2) for teaching positions, sample lesson plans will be requested (3) phone interviews will be scheduled (4) in person interviews will be scheduled-these consist of a performance task and writing sample for all positions. Applicants applying for teaching

positions will be asked to teach a lesson with students. (5) references will be checked, background checks will be run (6) offer letters will be sent to candidates.

Please see Attachment C for roles and responsibilities of the board.

C. Community Partnerships

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

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

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

Please see Attachment E for a list of current community partners.

D. Budget and Financial Matters

The chart below explains the rationale for each line item within the budget. Please see attachment G for detailed budget.

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30	
REVENUE	Notes
State Revenue	
Basic Grant	Based on \$6,800 per student
State Matching Funds for School Lunch Program	
Professional Development	
Technology Grants	
Special Education Grant	Based on 25% Mild Spec. Ed. Population and \$2,265 per student
Gifted and Talented Program	

Textbook Reimbursement	Based on \$76 per student
Federal Revenue	
Public Charter School Program (PCSP) Grant	
Charter School Facilities Assistance Program Grant	
Public Law 101-476 (IDEA)	
Title I	Based on 80% student population and \$880.20 rate per student based on IPS district
Title II	Based on an estimate of expected funds
Federal Lunch Program	based on \$2.66 per lunch for 80% of students
Federal Breakfast Reimbursement	based on \$1.63 per lunch for 80% of students
Other Revenue Federal sources (please describe)	
Other Revenue Federal sources (please describe)	
Other Revenue Federal sources (please describe)	
Other Revenues	
Paid Lunch Fees	Based on IPS district price of \$1.85 per student for the 20% of students paying for lunch
Total Revenue	
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	Staff in year 1 will include 7 total teachers, each specializing in a certain subject; In each subsequent year, staff numbers will be doubled, as the student population doubles and a 3% raise will be given to current staff. There will also be a principal, office manager, and secretary. Two teacher aids are also budgeted for in year 1, and these will be double as well, as the student population doubles. Standard payroll taxes were used, and an annual amount of \$12,000 for health insurance per employee.
Substitute Teachers	This amount was calculated estimating a cost of \$125 per day for approximately 40 days for subs
Teacher payout unused personal days	This amount was calculated estimating a cost of \$100 per day for approximately 37 days
Professional Development	Based on an estimate of expected costs
Total Personnel Expenses	
Instructional Supplies and Resources	
Textbooks	\$200 per student
Teacher books	\$300 per teacher
Library, periodicals, etc	Based on an estimate of expected costs for online newspaper and periodical subscriptions
Technology	Based on an estimate of expected costs including \$1,200 per document cam for each classroom
Security	Based on an estimate of expected costs for tvs and security cameras
Assessment materials	Based on an estimate of expected costs per teacher, and then increased per additional teacher per year

Computers	This factors in a cost of \$200 per student per computer, \$400 per teacher per computer, and an additional 25 computers for the computer lab at \$400 each
Software	This is based on buying a Microsoft office package with enough licenses for all students and additional funds for other software needed
Other classroom supplies	\$2000 per teacher
Field trips, other unclassified items	This is based on using three buses at \$65 per hour for 20 hours plus additional monies for field trips themselves
Co-curricular & Athletics	Based on an estimate for hiring coaches for just a couple of athletics, most likely basketball and track, and to budget for supplies for these two sports
Total Instructional Supplies and Resources	
Support Supplies and Resources	
Administrative Computers	Budgeted at \$400 a piece for 5 computers
Administrative Software	
Administration Dues, fees, misc expenses	
Office supplies	Based on an estimate of expected costs to cover all office supplies
Total Support Supplies and Resources	
Board Expenses	
Charter Board Services, including Board Training, retreats	Estimated amount for max amount of funds to be used by board for snacks and training, including travel for training
Charter Board Supplies & Equipment	
Charter Board Dues, fees, etc	
Total Board Expenses	
Professional Purchased or Contracted Services	
Legal Services	Based on estimate for having a lawyer on retainer for any legal matters
Audit Services (compliant with SBOA requirements)	Based on the amount charged by a CPA for another school
Payroll Services	Based on a quickbooks subscription
Accounting Services	
Printing/Newsletter/Annual Report Services	
Consultants	
Internet Services	Based on a cost of \$150 per month
Telephone/Telecommunication Services	Based on a cost of \$100 per month
Total Insurance Costs	Based on average estimate given by insurance companies
Travel	
Postage	Based on an estimated 15 mailings per student at \$.50 per mailing
Special Education Services	Based on an estimate
Student Information Services	Based on an estimate for the cost of the program, and an additional cost per year as students are added
Food service	Based on an estimate of food service costs

Transportation	Based on purchasing a monthly bus pass for each student at \$60 each, as well as 30 extra day passes
Nursing Services	
Medical Supplies	This factors in the cost have a defibrilator on hand at \$1,200, as well as an additional \$300 for other medical supplies
Total Professional Purchased or Contracted Services	
Facilities	
Rent, mortgage, or other facility cost	Based on an estimated cost of expenses for other schools
Furniture & Equipment	
Gas/electric	Based on an estimated cost of expenses for other schools
Water/ Sewer	Based on an estimated cost of expenses for other schools
Grounds Keeping	Based on an estimated cost of expenses for other schools
Maintenance Services	Based on an estimated cost of expenses for other schools

E. Facility

To date a school facility has not been identified. To find a suitable facility we will continue working with commercial real estate agents to identify any additional properties in the area. TMP has been invited by our community partner Meridian Management Corporation which currently manages the Spanish Oaks apartment community to join the monthly economic redevelopment meetings. These meetings will help us stay informed on properties available within our target area as well as properties with incentives to redevelop.

We have budgeted for facility rental, utilities and ground maintenance and will use these numbers as our guide to find a suitable facility that will meet our instructional and financial needs. The guidance given in *The Charter School Facilities Report* published in 2011 was used to estimate the dollar amount needed to operate a facility. Additionally, the report gave guidance on the square footage for classrooms and other learning spaces such as the gymnasium, science lab, etc. that are being taken into account as we seek a suitable facility.

TMP has identified three possibilities within the target neighborhood. They include:

- Former IPS School 98, located at 3698 Dubarry Road. The neighborhood’s economic development committee is currently working to upgrade Dubarry Park which is located next to the school.
- Former Imagine Life Sciences Academy East, located at 4352 North Mitthoefer Road.
- Former Kroger store located at 8939 East 38th Street.

F. Transportation

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

on a case by case basis. The current budget has factored in TMP providing all students with an IndyGo bus pass each month.

Attachment A**Milestone 1: Presentation of Learning**

Criteria	Yes	No	Notes
Attendance: 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
GPA: 2.0 GPA minimum as evidenced by transcript			
Family Participation: Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
Planner: Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
Community Service: 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
Exemplary Creative Class Project: Completion of two approved class projects with a score above a “C-” for each project grade evidenced by class rubric.			
Exemplary Class Book Paper: Completion of two approved class book papers with a score above a “C-” for each paper grade evidenced by class rubric.			
TMP Life Forms: Completed TMP Life Forms from four content teachers dated within two weeks of the Milestone.			
Journals: Five reflective journals written on topics chosen by the advisor and one reflective journal written on each of the following topics: Exemplary Creative Class Project, Exemplary Class Book Essays (1 for both), and TMP Life Forms. (8 journals total)			
Portfolio: Milestone materials submitted 1 week prior to Milestone presentation in electronic format.			

Panelist Name _____

Date _____

Milestone 1 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.5	3	3.5
Attendance	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
Documentation	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
Exemplary Creative Class Project	Less than a "C" as evidenced by project rubric.	Minimum of "C" earned in class on projects evidenced by project rubric.	All "B's" earned in class on projects evidenced by project rubric.	All "A's" and "B's" earned in class on projects evidenced by project rubric.	All "A's" earned in class on projects evidenced by project rubric.
Exemplary Class Book Paper	Less than a "C" as evidenced by project rubric.	Minimum of "C" earned in class on paper evidenced by project rubric.	All "B's" earned in class on papers evidenced by project rubric.	All "A's" and "B's" earned in class on papers evidenced by project rubric.	All "A's" earned in class on papers evidenced by project rubric.
Bonus		Third project with an "A"			
		Third paper with an "A"			
		Passed Biology ECA	Pass + Biology ECA		Total:

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Milestone 2: Demonstration of Learning/Research

Criteria	Yes	No	Notes
Attendance: 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
GPA: 2.1 GPA minimum as evidenced by transcript			
Family Participation: Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
Planner: Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
Community Service: 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
Job Shadow: Student completes a job shadow evidenced by certificate of completion prepared and a copy of the thank you note.			
Independent Creative Project: Student must research a topic approved by their advisor and appropriate instructor, create a research project, and write an annotated bibliography. This project will be presented at the Milestone.			
Independent Book Paper: Completion of a five paragraph minimum book reflection or literary analysis of a pre-approved book not assigned in class.			
Journals: Five reflective journals written on topics chosen by the advisor and one reflective journal written on each of the following topics: Independent Creative Project, Job Shadow, and Description of Academic Weaknesses. (8 journals total)			
Community College/Technical School Entrance Exam (Accuplacer): Student must complete Accuplacer test to determine placement for college courses.			
Portfolio: Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

Milestone 2 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.1	3	3.5
Attendance	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
Documentation	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
Independent Book Paper	Earned 12 or fewer points on the paper rubric.	Earned 13-14 points on the paper rubric.	Earned 15-16 points on the paper rubric.	Earned 17-18 points on the paper rubric.	Earned 19-20 points on the paper rubric.
Independent Creative Project	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
Bonus		Tested into all college level classes on Accuplacer (no remedial courses)			
		5 additional advisor approved personal journals			
					Total:

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Milestone 3: Career Preparation/Interpretation

Criteria	Yes	No	Notes
Attendance: 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
GPA: 2.3 GPA minimum as evidenced by transcript			
Family Participation: Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
Planner: Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
Community Service: 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
Job Shadow: Student completes a job shadow evidenced by certificate of completion prepared and a copy of the thank you note.			
Career Interest Project: A five paragraph minimum reflective essay and presentation combining job shadow experience, career interest survey, and research of related fields of study to determine potential career/internship possibilities. Students must have a visual product to support the presentation.			
Independent Book Paper: Completion of a 2 page minimum book reflection or literary analysis of a pre-approved book not assigned in class.			
Resume: Created in preparation for internships and placed in portfolio and presented at Milestone.			
College Level General Education Class: Completed first college class with a minimum passing grade of "C" as evidenced by college report card or college transcript.			
Portfolio: Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

Milestone 3 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.3	3	3.5
Attendance	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
Documentation	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
Independent Book Paper	Earned 12 or fewer points on the paper rubric.	Earned 13-14 points on the paper rubric.	Earned 15-16 points on the paper rubric.	Earned 17-18 points on the paper rubric.	Earned 19-20 points on the paper rubric.
Career Interest Essay	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
Bonus		Exemplary Class Book Paper 90% or higher from the current year's ELA class.			
		Exemplary Class Project or Lab 90% or higher with classroom teacher signature.			
					Total:

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Milestone 4: Research/Communication

Criteria	Yes	No	Notes
Attendance: 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
GPA: 2.5 GPA minimum as evidenced by transcript			
Family Participation: Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
Planner: Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
Community Service: 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor. (Not required for CEO program)			
Internship: Completed internship or pre-approved summer camp evidenced by internship paper, certificate of completion form and a copy of thank you note. (Not required for CEO program)			
Independent Argument Based Research Project: Argument based research project accompanied by a research paper, a formal presentation with visual and works cited.			
Exemplary Class Book Paper: Completion of a 4 pg. minimum approved class book literary analysis with a minimum of a “C” for the paper evidenced by class rubric. Must be from a current ELA course.			
Self-Study Reflection: Completion of the reflection document based on Personality Profile and approved ACT prep.			
College Level General Education Class: Completed third college class with a minimum passing grade of “C” as evidenced by college report card or college transcript.			
ECA Tests: Passes both Algebra and English ECA tests.			
College Survey: Completed on approved sites; four colleges investigated (including admission requirements, financial aid and 3 scholarship opportunities per institution); evidenced by completed college search survey packet.			
Portfolio: Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

Milestone 4 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.5	3	3.5
Attendance	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
Documentation	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
Exemplary Class Book Paper	Earned 70% or less as evidenced by class rubric.	Earned between 71-79% as evidenced by class rubric.	Earned between 80-86% as evidenced by class rubric.	Earned between 87-92% as evidenced by class rubric.	Earned between 93-100% as evidenced by class rubric.
Argument Based Research Project	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
Bonus		Earned an A- or higher in an Ivy Tech class.			
		Passed English and Math ECA's with Pass+			
					Total:

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Milestone 5: Internship/Problem Solving

Criteria	Yes	No	Notes
Attendance: 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
GPA: 2.7 GPA minimum as evidenced by transcript			
Family Participation: Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
Planner: Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
Internship: Completed internship or pre-approved summer camp evidenced by internship paper, certificate of completion form and a copy of thank you note. (Not required for CEO program)			
Internship Research Project: Independent research project (research paper, formal presentation, and works cited) approved by advisor. (CEO program-project should be about an aspect of business)			
Independent Book Paper: Completion of a 6 pg. minimum literary analysis of a pre-approved book not assigned in class. (Not required for CEO program)			
College Visits: Three visits as evidenced by signature from parent/guardian or teacher on the reverse side of the TMP Portfolio Cover Sheet. Use the form on the College Board website as their evidence. In addition, students must complete a one paragraph reflection for each college visited addressing if they would attend each school, explaining why or why not with specific examples.			
College and ACT Portfolio: Organize 2 letters of recommendation, 2 college essays (as required by colleges of interest, may be personal statement), copy of ACT/SAT scores, TMP and college transcript, current resume, and any necessary collection pertinent to field of study (i.e. art portfolio for art school) organized with a table of contents within Milestone portfolio.			
College Level General Education Class: Completed third college class with a minimum passing grade of “C” as evidenced by college report card or college transcript.			
Portfolio: Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

Milestone 5 Rubric

Criteria	0	1	2	3	4
GPA	2.2 or less	2.3	2.7	3	3.5
Attendance	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
Documentation	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
Independent Book Paper	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
Internship Research Project	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
Bonus		Proof of ACT score 25 or higher; SAT score of 1130 or higher.			
		Earned a 2 nd A- or higher in an Ivy Tech class.			
					Total:

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Milestone 6: College Readiness/Precision and Accuracy

Criteria	Yes	No	Notes
Attendance: 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
GPA: 2.9 GPA minimum as evidenced by transcript			
Family Participation: Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
Autobiography Presentation and Paper: Passage of project as determined by the Milestone panel (or advisor and one other faculty member if presented early) with attached rubric of standards, final draft, and autobiography certificate showing that two rounds of edits are complete.			
Independent Book Paper: Completion of a 8 pg. minimum literary analysis of a pre-approved book not assigned in class. (Not required for CEO program)			
College Readiness Essay: A five paragraph minimum essay reflecting on the question: Am I ready for college? For CEO program-Am I ready to launch my own business full time. Specific examples from TMP experience must be cited.			
College Application: A minimum of three college applications submitted as evidenced by signature from college liaison on the reverse side of the TMP Portfolio Cover Sheet or college acceptance letter.			
Portfolio: Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Milestone 6 Rubric

Criteria	0	1	2	3	4
GPA	2.5 or less	2.5	2.9	3.4	3.8
Attendance	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
Documentation	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
Independent Book Paper	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
College Readiness Paper	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
Autobiography Presentation and Paper	Earned less than 19 points on the autobiography rubric.	Earned 19-21 points on the autobiography rubric.	Earned 22-23 points on the autobiography rubric.	Earned 24-25 points on the autobiography rubric.	Earned 26-28 points on the autobiography rubric.
Bonus					
					Total:

All edits must be completed within 5 school days of initial presentation

Edits Due Date: _____

Lead Panelist Signature: _____

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

Scoring a "0" on any criterion will result in automatic failure of the Milestone.

Attachment B

School Discipline Plan

The discipline policy at The Mind Program High School is a fair and thoughtful plan that has been developed in order to clearly communicate to all stakeholders that The Mind Program High School is dedicated to providing a school climate that promotes continuing academic progress and growth. This document states the policies and procedures that will be implemented by all school staff and students to ensure academic success by holding students to high expectations of behavior that will promote successful life skills in post high school endeavors.

The discipline policy at The Mind Program High School follows the procedures and regulations provided by the Principal/Superintendent and the Board of Directors. The Mind Program family adheres to the principles outlined in this policy regarding good conduct, responsibility, integrity and respect for self and others. Parents, teachers, counselors, deans and administrators are committed to supporting and implementing this policy in its entirety in order to foster student success, maintain academic focus and ensure the safety and security of our campus. The Mind Program High School students are expected to learn and to uphold the standards of behavior set forth in this policy.

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

In order to keep parents/guardians apprised of their students' progress, communications between administrators, teachers, staff and students will be achieved through monthly parent phone calls by advisors, parent meetings, written communications and parent conferences.

Roles and Responsibilities

Students

Students are expected to arrive to school and class on time each day. They should come to school prepared to learn and have all necessary supplies with them. All homework assignments should be completed neatly and ready for submission to the classroom teacher. Students must respect themselves, adults and other students. In the event of a conflict the assistance of an adult should be sought. Students must adhere to all disciplinary guidelines and school-wide positive behavior expectations.

General School Rules and Behavior Expectations for Students

The general school rules and behavior expectations for The Mind Program High School students are designed to prepare students for successful life skills, good citizenship and responsible behaviors after graduation. In addition, the behavior expectations foster and support academic excellence for all students resulting in well-rounded, grounded individuals, prepared to meet the challenges of today's society.

Cell phones, IPODS, headphones, earbuds and any other electronic devices must be turned off and contained in backpacks, purses or pockets during class-time. If these items create a disturbance in learning, they may be confiscated by the teacher. Confiscated items are the responsibility of the person taking the item. Electronic devices at school are the sole responsibility of the owner and are brought to school at the student's own risk. School resources will NOT be used to investigate stolen electronic devices. Students are encouraged to leave electronic devices at home.

- Bicycles, skateboards and scooters are permitted, but may **not** be ridden while on The Mind Program's High School grounds. They are the sole responsibility of the student.
- Students must carry their school ID's at all times while on campus and at school-sponsored events and accurately identify themselves when requested to by any school personnel.
- Public displays of affection are inappropriate on The Mind Program High School's grounds. Public displays of affection include but are not limited to hugging, kissing, arms around one's girl/boyfriend, holding hands and /or touching in any other affectionate manner. Engaging in sexual acts of any kind is strictly prohibited.
- Gambling on The Mind Program's grounds is prohibited.
- Permanent markers, shoe polish, spray paints and other similar substances are forbidden. Classroom teachers may provide these materials for class work and collect them at the end of the period.
- Profanity and vulgar gestures or language is forbidden.
- Gang signs, and verbal displays associated with gangs are forbidden.
- Possession of offensive written or pictorial material is forbidden.
- Play fighting or games where students hit or grab each other may be interpreted as actual fighting or harassment and is not allowed.
- Students are expected to bring all necessary materials to class, be on time, comply with all school rules, be respectful to fellow classmates and adults and conduct themselves appropriately while on The Mind Program's High School property.
- Students are expected to move immediately to their classes when the bell rings by the most direct route possible, walk calmly, refrain from writing on walls and stairwells and refrain from loitering .
- Students are expected to use trash receptacles to dispose of food and trash.
- During lunch students are expected to clean up after themselves after eating, cooperate with supervising adults and fill their time with productive activities during any free remaining time.
- Loitering in the PE area is forbidden.
- Students are expected to leave campus at the end of the day and go straight home or report at once to any after school program they may be involved in. Students must avoid those who would engage them in illegal or unsafe activities.
- Students are expected to complete all homework assignments in a timely manner.
- Students must obtain a readmittance form from the school secretary after an absence.

Teachers

Teachers are expected to consistently provide a well-planned, standards driven curriculum within a nurturing environment conducive to learning and social growth. Teachers will equip students with learning opportunities that promote respectful communication, mature decision making and lifelong learning skills, along with teaching course content. They should model respectful communication, mature decision-making and life-long learning skills along with teaching the course content. Teachers are also expected to work with all other school staff to implement the school rules, policies and procedures on a daily basis.

Parents/Guardians

Parents/Guardians are expected to send their students to school on time, dressed in accordance with The Mind Program High School Dress Code and with supplies each day. Parents and guardians must understand the school's rules and policies, set high expectations for achievement and behavior, and maintain regular communication with their child's teachers and counselors. They must also partner with school staff to promote success and social growth. In addition, Parents/ Guardians are encouraged to take advantage of school resources when needed to support their child's academic or behavioral growth.

Advisors

Advisors are expected to communicate with all other stakeholders: students, teachers, parents/guardians and administrators, to support the academic success and social growth of students. They assist and support teachers and staff by enforcing school the rules, policies and interventions when students experience academic or behavioral problems. Advisors will provide support that ensures that students attend class and arrive to school on time.

Administrators

Administrators are expected to work with all stakeholders to support the academic and social growth of all students. They deal with severe behavior problems such as fighting, possession of weapons and robberies, and are involved with suspensions and expulsions. They are expected to plan, organize and control the implementation of the Discipline Foundation Policy. They monitor the classroom and campus environment to ensure that the tenets and guidelines set forth in the policy are upheld. They make suggestions and decisions that facilitate communication about discipline amongst stakeholders while holding teachers and advisors accountable for helping students to succeed.

Support Staff, Coordinators, Instructional Coaches, Instructional Aides, Security

Support staff is expected to consistently implement the school rules and policies in order to hold students accountable for their behavior. Support staff is responsible for directing students with inappropriate behavior to the designated staff member.

The Mind Program High School's Alternative to Suspensions Procedures

As part of the Discipline Foundation Policy at The Mind Program High School, clear rules and procedures for appropriate behaviors and student expectations must begin in the classroom and are reinforced on a school-wide basis. Rules for expected behaviors should include positive rewards, incentives and reinforcements along with the consequences for breaking the rules.

School-Wide Positive Behavior Expectations

- Respect Yourself, Adults and Your Peers
- Arrive to School and Class on Time Each Day in Uniform
- Strive For Academic Excellence through Hard Work and Dedication

PROGRESSIVE DISCIPLINE PLAN:

Teachers have a responsibility to establish and foster a positive, nurturing and intellectually challenging learning environment for their students. The primary responsibility for discipline in the classroom rests with the teacher, who shall use reasonable and professional judgment in maintaining order and in administering disciplinary measures. Teachers will inform students of

their classroom rules and what procedures will be followed for any violation of these class rules. Rules for expected behaviors should include positive rewards, incentives and reinforcements. Classroom rules for students and should be posted and visible.

***Examples of minor offenses the teacher would handle:**

- Academic integrity (cheating)
 - Bullying
 - Chewing gum
 - Dress Code Violations
 - Drinking/eating
 - Electronic Device Violations
 - Excessive talking during class time
 - Mild profanity
 - Not being in assigned seat
 - Not having homework completed
 - Not prepared for class
 - Passing notes
 - Public displays of affection
 - Refusing to work
 - Tapping pencils/pens on desk
 - Tardies
 - Any other offense that can be handled by the teacher
- *See suspensions by teachers

Progressive Disciplinary Actions:

Classroom

1. Verbal Warning
2. Refocus and Student Conference
3. 3+ Refocus forms in a week will require a parent conference and a reading assignment accompanied by a 5 paragraph report
4. Failure to turn in the reading assignment results in a two day in school suspension
5. For behaviors on the list below students will receive a Discipline Office Referral or further disciplinary actions initiated by the teacher.

***Examples of major offenses that Administration may handle:**

- Bullying
- Bus citations
- Academic integrity (plagiarism or habitual cheating)
- Destruction of property
- Disruption of class so severe that the teacher cannot continue to teach
- Driving/parking violations
- Excessive tardies
- Fighting
- Gambling
- Insubordination

- Physical or sexual harassment
 - Sexual acts
 - Severe profanity
 - Stealing
 - Suspicion of being under the influence of or possession of drugs/alcohol
 - Any other offense that is a severe disruption of school or is a safety concern
- *See suspensions by teachers

Progressive Disciplinary Actions:

Disciplinary actions by the administrator may include the following:

1. Conference with student and teacher
2. Administrative warning
3. Reading assignment with 5 paragraph written report
4. Detention-work Crew, school beautification
5. Parent conference
6. In school suspension
7. Behavior Contract
8. Out of school suspension
9. Last chance contract
10. Attendance in an intervention program such as Conflict Resolution, Violence Prevention, Gang Resistance, Substance Abuse and Anti-Tobacco.
11. Civil citation/Arrest (Law Enforcement)
12. Expulsion

The provisions of these rules and consequences apply whenever students are involved in:

- School activities on property owned by the School Board
- Travel on school buses
- Off-site, school-sponsored activities, such as field trips
- On-site or off-site school-related problems which are the result of disruptive behavior at school
- To and from school

*All students will conference with a teacher or an administrator whenever any rule is broken.

Rule/Definition	Examples	Exceptions	Consequences
Bomb Threat or Attempt to Bomb, Burn, or to Destroy a School Building or Property: Student conduct which may put others in danger will not be permitted. Threatening is forbidden because it violates the law.			Out of school suspension, legal action.
Bullying: Aggressive behavior that involves an imbalance of	Name calling, hitting, ostracizing, improper cyber		Progressive discipline up to expulsion.

real or perceived physical or psychological power among those involved.	messages.		
Bus Violation: Bus rules and regulations must be followed because they ensure safe transport to and from school and protect the rights of others to a safe bus ride.	Profanity, horseplay, eating/drinking, littering, creating loud noises, having glass objects, water pistols and other toys, transporting large objects, tampering with equipment, throwing objects out of the window, putting arms or head out the window, making faces or other gestures to passersby or other drivers in traffic, or refusal to follow the directions of the bus driver.		Parent contact AND consequences up to detention and bus suspension (length TBD by administration)
Cafeteria Violation: Cafeteria rules must be followed because they ensure safety and protect rights of others.	No running, cutting in line, throwing food, or leaving trash/trays on the tables or floor.		Detention AND consequence up to suspension.
Cars/Vehicles Improper Use: Must be operated in a safe manner in compliance with school rules and state and local laws. Violators are subject to corrective action at school and penalty under law.	Reckless driving, speeding, driving or parking in an unauthorized area.		Loss of driving privileges (length TBD by administration) AND discipline up to suspension.
Cheating: Violation of Test Procedures or the Appearance of a Violation: Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on any assignment to be graded as work of a single individual because students are responsible for their own learning.	Copying homework, allowing someone else to copy your homework, any talking to any student without the teacher's permission, talking or giving the appearance of talking during a test or quiz. All assignments must be the student's own work and not done by other students, friends, parents, brothers, sisters, or anyone else in the family. You may NOT use any electronic devices for communicating answers.	Cooperative learning groups, open-book tests, team work.	Teacher discretion for assignment, parent contact, and discipline up to suspension, student conference, reading/writing assignment.
Chronic Failure to be Prepared for Class: Failure to have teacher required materials for class.	Materials to be included but not limited to: Books, paper, pencil, homework.		Student conference, Parent contact AND progressive discipline beginning with a warning up to in school suspension.
Defiance: The refusal to comply with any staff	Refusing to do what the staff person asks you to do.		Progressive discipline up to suspension.

<p>member or to carry out the directions, of any school staff will not be tolerated because it destroys a safe and orderly environment. School staff includes any teacher, substitute, teacher's aide, custodian, cafeteria worker, volunteer, chaperon, bus driver, coach, sponsor, guidance counselor, secretary, administrator, or any school support staff, such as school psychologist, social worker, substance abuse prevention specialist.</p>	<p>Using profanity, threats, or other forms of verbal abuse towards a staff member. When staff members give student's directions, the student is expected to comply.</p>		
<p>Disrespect: The refusal to comply with reasonable requests/directions of any school staff will not be tolerated because it destroys a safe and orderly environment. School staff includes any teacher, substitute, teacher's aide, custodian, cafeteria worker, volunteer, chaperone, bus driver, coach, sponsor, guidance counselor, secretary, administrator, or any school support staff, such as school psychologist, social worker, substance abuse prevention specialist.</p>	<p>Making faces, using sarcasm, interfering (butting in) when a teacher is disciplining or reprimanding another student, muttering under your breath, walking away when the teacher or staff person is talking to you, raising your voice when talking to teachers or staff persons, throwing down a book, arguing (asking why), refusing to do what the staff person asks you to do. When a staff member gives a student direction, the student is expected to comply.</p>		<p>Progressive discipline up to suspension.</p>
<p>Discrimination: All persons and groups within the school will be treated with dignity and respect because discrimination destroys the learning environment. Discrimination on the basis of age, gender, race, color, religion, national origin, disabilities, economic status, personal or physical characteristics, or other characteristics of individuals or groups will not be tolerated. Actions, gestures, statements (spoken or written), dress, or symbols which insult, offend,</p>			<p>Incidents of this nature can lead to suspension and/or a behavior contract.</p>

<p>taunt, or demeaning others because of their individual or group differences will not be tolerated.</p>			
<p>Disruption: Instructional time and/or any extracurricular time will not be disrupted by students because disruptions interfere with the learning of others and destroy the continuity of the learning process. This includes classes where there is a substitute.</p>	<p>Blurting out in class without recognition, shouting across the classroom, making unnecessary noise (verbal, non-verbal), muttering under your breath, standing up and wandering around the classroom, students talking with one another without the teacher's permission, playing with toys, or writing notes without permission.</p>		<p>Progressive discipline beginning with teacher intervention/parent contact up to suspension.</p>
<p>Dress Code: All students will arrive at school acceptably groomed and wearing the school uniform or proper school attire. The following guidelines are to be followed:</p>	<p>Hats, scarves, skull caps, headbands, visors, or any other type of head covering unless related to one's religious beliefs or practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clothing, symbols, or other signs of gang membership or gang activity are prohibited at school and school activities. Bandanas, worn or displayed, are prohibited on school grounds and activities. <input type="checkbox"/> Sunglasses <input type="checkbox"/> Beachwear <input type="checkbox"/> Sleeping apparel, (NO PAJAMA PANTS) <input type="checkbox"/> Undergarments worn as outer garments <input type="checkbox"/> "See-through" garments <input type="checkbox"/> Wear or display items which represent drugs, alcohol or tobacco products, or promote violence. <input type="checkbox"/> Clothing with lewd, obscene, patently offensive, or sexually suggestive signs, slogans, pictures, or messages <input type="checkbox"/> Garments which expose the midriff or back <input type="checkbox"/> Any garments which are too revealing (showing cleavage), too short (must be below the fingertips), 		<p>Corrective dress, parent contact (by student and/or administration) AND progressive discipline up to in school suspension.</p> <p>*Corrective dress may result in a parent/guardian needing to bring a change of clothes to the school.</p>

	<p>which allow undergarments to be visible, which are excessively tight or form fitting, or which have low necklines</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jewelry or other items which could be regarded or used as a weapon, such as studded collars, large rings, etc. <input type="checkbox"/> Tops with oversized arm openings <input type="checkbox"/> Strapless tops, tube tops, tops with spaghetti straps, and tank tops <input type="checkbox"/> Bare feet, bedroom slippers, stockings/socks only <input type="checkbox"/> Gloves <input type="checkbox"/> Chains attached to clothing <input type="checkbox"/> Students are not permitted to wear long trench coats or bulky, oversized coats within a school building <input type="checkbox"/> Shoes must be worn at all times <p>* Administrators have the right to include additional items as they deem necessary.</p>		
<p>Drugs and Other Substances: The possession, use, distribution or attempted distribution of drugs, (illegal, prescription, and/or over-the-counter drugs), alcohol, inhalant intoxicants, or look-alikes (placebos) on school property, at school functions, or going to and from school is expressly forbidden because they are illegal and their use results in disruptive behavior which destroys the learning environment.</p>	<p>Having any forbidden substances in your vehicle, locker, your pockets, your purse, your backpack, giving any medicine or pills to a friend, passing around any "look alike" substances, such as sugar cubes, "keeping" or holding a forbidden substance in your vehicle, locker, backpack, or pocket for a friend, "forgetting" you had any forbidden substance in your vehicle, pockets or personal belongings.</p>	<p>Coming to the office to take prescription or over-the-counter medicines when you have brought a note from home and given it to the secretary.</p>	<p>Suspension/expulsion, legal action.</p>
<p>Electronic Devices: Students may possess wireless devices (cell phones, etc.) on school grounds provided that these devices are not visible and being used during the instructional period unless authorized by the</p>	<p>For safety reasons, students may utilize these devices after school hours or during designated times provided the use of the device does not distract from or disrupt activities.</p>		<p>Confiscation (to be picked up by the parent) AND discipline up to in school suspension.</p>

teacher. For safety reasons, students may utilize these devices after school provided the use of the device does not distract from or disrupt activities. All other times use is at the discretion of authorized staff. Violators are subject to corrective action. Electronic devices are permitted during breakfast, lunch and after school.			
Fighting/Physical Abuse: Physical and/or verbal abuse including fighting is not allowed because it causes an unsafe and disruptive learning environment.	No horseplay, i.e., name calling, pushing, tripping, running, bumping, holding onto, slamming lockers, picking, throwing, hitting, kicking, pulling hair, biting, shoving, punching, intimidating, threatening to beat up somebody, or ganging up.		Suspension, legal action.
Fire Regulation Violation: Report of false emergencies or tampering with emergency equipment is forbidden because it violates the law and endangers the safety of others.	Pulling fire alarm, false telephone calls, calls to 911, tampering with or activating fire extinguisher.		Suspension, payment of legal fees and legal action.
Food or Drink in Halls/Classrooms, Consumption of: Creates extra work for staff and can cause accidents.	No food or drinks are to be opened or consumed in the hallways.		Progressive discipline up to in school suspension.
Forgery: Forgery is not allowed because it illegal and interferes with the orderly operation of the school and communication with the home.	Falsely and fraudulently making or altering a document. Signing parent's name to any document or signing any name to a document that is not your name.		Progressive discipline beginning with detention up to suspension.
Gambling: Gambling is forbidden because it is illegal and it disrupts the learning environment.	Monetary betting: pitching pennies, bets for money, playing cards, or rolling of dice for the purpose of winning money		Progressive suspension.
Group/Mob Action: Any student who participates in a group/mob action which results in disruption or disturbance at school or school related activity.	Any two or more students with the intent of doing harm to persons, property, or the school environment may be considered a group or mob.		Suspension, legal action.
Harassment: Words, gestures, or physical contact which offend, intimidate, threaten,	Spreading rumors, defaming another person's reputation, bullying, name calling, teasing, hitting, pushing, or		Suspension/Referral to a bullying and/or sexual harassment program.

<p>abuse, persecute or demeans anyone are not allowed because they fail to show respect for others and destroy the learning environment. Complaints, including cyber bullying, texts, e-mail, or social network messages will be investigated in a prompt and impartial manner and corrective action will be taken where warranted. Harassment of students or staff for any reason is prohibited.</p>	<p>spitting.</p>		
<p>Indecent Exposure: Intentional exposure of part of one's body in a place where such exposure is likely to be an offense against the generally accepted standards of decency in school.</p>			<p>Suspension, legal action.</p>
<p>Indecent Material: Materials that are vulgar, obscene, profane, or offensive are not allowed because they show a lack of respect for others and distract from the educational process.</p>	<p>Indecent Material: Materials that are vulgar, obscene, profane, or offensive are not allowed because they show a lack of respect for others and distract from the educational process.</p>		<p>Confiscation and administrator discretion for discipline up to suspension.</p>
<p>Lying: Any verbal or written statement of any untruth and/or the misrepresentation of person, official record, or other document are not allowed because it destroys a safe and orderly learning environment.</p>	<p>Having a friend who poses as your parent or guardian to call the school for an early dismissal or to excuse your absences; telling the bus driver or your teacher you had permission to stay after when in fact you did not; withholding information; giving a teacher or a substitute the wrong name or wrong phone number.</p>		<p>Progressive discipline beginning with a reading/writing assignment up to suspension.</p>
<p>Misuse of Technology: Computers, computer networks, and other electronic technology shall only be used for valid educational purposes and only with the approval of a school staff member.</p>	<p>Violating the privacy rights of others. <input type="checkbox"/> Using, producing, distributing, or receiving profanity, obscenity, or material which offends, threatens, or degrades others <input type="checkbox"/> Copying commercial software in violation of copyright law.</p>		<p>Progressive discipline beginning with reading/writing assignment up to suspension.</p>

	<input type="checkbox"/> Using technology for financial gain or commercial or illegal activity. <input type="checkbox"/> Using technology for product advertisement or political endorsement. <input type="checkbox"/> Forwarding personal communications without the author's prior consent. <input type="checkbox"/> Using technology in violation of other Rules and Regulations of the Code of Behavior.		
Obscenity/Profanity: The use of vulgar or indecent language or gesture, including actions or displays of an obscene nature is prohibited because it is offensive, illegal, shows a lack of respect for others and disrupts the learning environment.	Cursing, profanity, obscene gestures.		Progressive discipline beginning with reading/writing assignment up to in school suspension.
Out-of-Bounds: Not being where you are supposed to be without a pass.	Being in the hallways, bathroom, cafeteria, or in an unauthorized area.		Progressive discipline beginning with reading/writing assignment up to suspension.
Parking Violations: Student parking is a privilege. Students must purchase a parking pass from the school security office. Students are required to display their permit from their rear view mirror at all times. Students must park in the student designated areas.			Progressive discipline up to loss of parking privileges (length TBD by administration) AND administrative discretion to tow vehicle at owner's expense.
Physical Assault or Threat on a Staff Member: The threat of or use of force upon a staff member is expressly forbidden.			Suspension, legal action.
Physical Assault or Threat on Another Student: The threat of or use of force upon another student is expressly forbidden.			Suspension, legal action.

<p>Plagiarism (Academic Dishonesty): Students are responsible for giving due recognition of sources from which material is quoted, summarized or paraphrased, as well as to persons from whom assistance has been received.</p>	<p>Copying material from books, CD ROMs, computer programs, cassette tapes, or video tapes. All sources should be cited properly. Any time more than seven consecutive words are copied, they must be in quotation marks. (This is standard practice in the literary world.)</p>		<p>Teacher discretion for assignment, parent contact, and discipline up to suspension.</p>
<p>Possession of Glass/Breakable Containers: Students shall not have glass bottles or other such breakable containers on school property or at school related activities.</p>			<p>Progressive discipline up to in school suspension.</p>
<p>Public Display of Affection: Public display of affection is not permitted because it distracts from the educational process and shows a lack of respect. It can also be considered a form of sexual harassment.</p>	<p>Kissing, wrapping arms around one another, trapping someone against a locker, inappropriate touching, grabbing, or hugging.</p>		<p>Progressive discipline up to suspension.</p>
<p>Sexual Misconduct: Unwelcome acts of a sexual nature committed by a student against another student without consent including, sexual advances, requests for sexual favors and/ or other verbal or physical conduct, including written communications of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior.</p>	<p>Student sexual misconduct may include, but not limited to: unwelcome touching victim or when victim is forced to touch another person's body, coerced sexual intercourse, unwelcome sexual propositions, invitations, or other pressure for sex; implied or over threats of a sexual nature; making gestures of a sexual nature; unwelcome sexual remarks about clothing, body, or sexual activities; and humor and jokes about sex that denigrate women or men in general.</p>		<p>Suspension, legal action.</p>
<p>Skipping Class: Skipping class on school property (without proper authorization) is not allowed because it is a student's responsibility to attend school; students cannot learn if they are not in</p>	<p>Not attending class, unnecessarily missing class, or going to the bathroom and staying there without permission.</p>		<p>Teacher discretion for assignments AND progressive discipline beginning with detention up to in school suspension.</p>

class. *Tardiness of 5 or more minutes will constitute skipping from class.			
Skipping School: Skipping school (without proper authorization) is not allowed because it is a student's responsibility to attend school; students cannot learn if they are not in school.	Missing school for reasons not considered excused absences.		Teacher discretion for assignments AND progressive discipline beginning with reading/writing assignment up to in school suspension.
Standing By as others Violate Rules: In order to maintain safety and security in our schools, students are responsible for reporting serious violations of the Code of Behavior to teachers, administrators, or other appropriate staff member.	Watching or encouraging others who are breaking school rules.		Progressive discipline beginning with detention up to suspension.
Tardies: Students will be on time to class and to school because tardies disrupt class instruction and are disrespectful to other students and the teacher.	Arriving to class after the bell has rung.		Progressive discipline beginning with reading/writing assignment up to in school suspension. Habitual tardies may result in Discipline contract. Each student's tardy record accumulates over the grading period and begins anew each quarter.
Theft : Theft is forbidden because it is illegal and violates the rights of others and destroys the learning environment.	Taking an item not belonging to you, finding an item that is not yours and keeping it. If you find something and don't know whose it is, you must turn it in to the office.		Restitution, Suspension, and legal action.
Tobacco Violation: Possession and use of tobacco or tobacco products, matches, or lighters is forbidden. In the state of Indiana public buildings, school buses, and school property are smoke/tobacco-free and tobacco products, matches, and lighters endanger the safety and	Possession and/or use of cigarettes, snuff, cigars, pipes, dip, or chewing tobacco to include lockers, personal belongings, and cars parked on school property at any time during school or any school activity.		Referral to a tobacco prevention program and attendance to the next available class AND suspension.

health of others.			
Trespassing Violation: Trespassing (unauthorized visiting at other schools) is forbidden because it is illegal and disrupts the safety and orderliness of the learning environment. A student may be forbidden to trespass on his/her own school property or any other school property. Access and use of school property should be by authorization only.	Going to another school without permission during the school day. Coming on to school grounds or attending school events (such as a sports game held at another school) for any reason without permission when you have been suspended.	Going to another school without permission during the school day. Coming on to school grounds for any reason without permission when you have been suspended.	Suspension and possible legal action.
Unauthorized Sales: Unauthorized sales are prohibited because they create disruptions.	Selling candy, gum, drinks, trading cards, tapes, toys, or any other items not approved by the school.	Selling items for an authorized school fund raiser during designated times.	Progressive discipline up to suspension.
Unsafe Behavior: Unsafe behavior is not allowed because it endangers the safety of others and of the learning environment.	Running in the hall, spitting, pushing, shoving, throwing snowballs, books, or other objects, running alongside the buses, tripping others, skateboarding, bringing skateboards to school, or horseplay of any kind.		Progressive discipline up to suspension.
Unsportsmanlike or Inappropriate Behavior at a TMP or school sponsored Activity: Students are expected to comply with the rules established by their schools and with the rules of the sports, clubs, and activities in which they participate.			Refer to the Activities Director for possible loss of extra-curricular activities privileges.
Vandalism - Minor: Vandalism and destruction of school property and or personal belongings of others is not allowed because it is disrespectful, destroys the school environment, misuses funds, and violates the law.	Damage of \$50.00 dollars or less.		Restitution/Administrative Discretion.
Vandalism - Major: Vandalism and destruction of school property and or personal belongings of others is not allowed because it is disrespectful, destroys the school	Ripping off wall dispensers in restrooms, writing on walls or desks, interfering with plumbing, defacing bulletin boards or other student's work, writing on or tearing pages, or in any		Restitution, legal action, Suspension.

environment, misuses funds, and violates the law.	other way damaging books. Damage over \$50.00.		
Verbal Assault on Another Student: The use of obscene or profane language, harassment, or threats on a student.			Suspension/legal action.
Video/audio taping: Using a cell phone, camera or any other recording device on school grounds.		Using a recording device for a school assignment with permission from a teacher.	Progressive discipline up to suspension.
Weapon, Failure to Report: It shall be the responsibility of the student to notify a teacher or an administrator IMMEDIATELY, if they have reason to believe that there is a weapon in school, on school grounds, on a school bus, at the bus stop, or at any school related activity. Disciplinary action, up to and including expulsion, may be taken against any student who knows of a weapon and fails to report it.			Administrator discretion up to suspension, legal action.
Weapon Violation: Weapons are forbidden on school property and at school-sponsored functions at home and away because they prevent a safe, non-violent, orderly school environment.	Any type of operable or inoperable weapon, such as firearms, BB guns, pellet guns, knives, switchblades, razor blades, mace, tear gas, pepper spray, and other chemical agents, bullets, fireworks, and other explosives. Includes toy guns, toy knives, and other weapons or facsimiles. Also includes objects which may commonly be used in the school such as scissors, pencils, pens, craft knives, compasses, rulers, exacto knives, bats, etc. Whether designed as a weapon or not, an object may be considered as a weapon if it is used as a weapon or perceived as a weapon.		Suspension/expulsion, legal action.

	<p><i>“In accordance with federal and state laws the school board shall expel from school attendance for at least one year (365 days) any student who is determined to have a weapon on any school property, going to or from school, or at any school related activity.”</i></p> <p>Gun-Free Schools Act</p>		
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*Unless otherwise indicated suspension refers to out of school suspension.

Suspensions

The Mind Program High School takes a proactive approach to discipline. Systems and routines are put in place to ensure a safe and orderly learning environment. Our proactive approach helps keep students in the learning environment and minimizes the time they spend outside of the learning environment for behavior related incidents. Out of school suspensions are primarily in response to violent or egregious behavior. We follow steps to minimize out of school suspensions, however, they are necessary in certain circumstances.

Suspensions by Teachers

The Mind Program High School has a very clear discipline plan that is communicated to students and parents. At the beginning of the year students and parents review the school discipline policy and sign that they have read and understand the policy. Some behaviors result in automatic suspensions. These have been spelled out in the chart above. If a behavior that warrants an automatic suspension is acted out during instructional time teachers have the authority to suspend students. All teacher initiated suspensions must be approved by administration. Administration reserves the right to reverse a suspension initiated by a teacher.

In School Suspension (ISS)

One of the school’s main priorities is to maximize instructional time. Therefore, in school suspensions are preferred to out of school suspensions. When students are referred to ISS they will sit in a booth and watch their classes live on a computer screen. Each classroom is equipped with a webcam and teachers will use cordless microphones when they have a student in ISS. This allows the student to be segregated from the general population but still able to attend all of their regularly assigned classes and complete all of their assignments on time. Some modifications to course assignments will be made to assignments that require group work.

Physical Removal of a Student from Class

Many of the behavior management strategies used at The Mind Program High School come from a program called Time to Teach. If a student requires physical removal, the following process will be followed:

- A signal will go out over the public announcement system
- All free staff members (regardless of their position) will report to the location

- Staff members will begin to give one-on-one assistance to students while the teacher quietly whispers, “All these people are here for you, please make a good choice and leave quietly with them”.
- If the student does not choose to go with the staff within 5-7 minutes, the class is lead to another room where they continue instruction with one of the free staff members. The remaining staff remains with the student.

This strategy has been in use for many years and has a 95% success rate with removing students without every touching them within 5 minutes. The strategy has a 100% success rate with removing students within 30 minutes.

Parent Communication

In the event that disciplinary action moves beyond detention, parents will be notified via telephone or email (or the fastest method of communication) about the events that lead to the disciplinary action. If the school is unable to make contact with a parent, the disciplinary action will continue to move forward. All attempts to communicate with parents will be documented. Each month when the student progress report is sent home, it will include all disciplinary actions that occurred throughout the month, including those not requiring parent communication, so that parents are aware of their child’s behavior on an ongoing basis.

The Mind Program’s Definition of Bullying

Aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Indicators of bullying behavior include, but are not necessarily limited to the following:

Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors.

Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images or exhibiting inappropriate and/or threatening gestures or actions.

Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair-pulling, fighting, beating, biting, spitting or destroying property.

Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

Cyber-Bullying: Sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication.

The Mind Program High School’s Behavioral Prevention and Intervention Plans for Drug/Alcohol Usage

The Mind Program High School does not tolerate the use, possession or sale of drugs, alcohol or tobacco or any other intoxicants by students on school campuses or school sponsored activities. The Mind Program High School prohibits students from using or smoking tobacco or other products containing tobacco or nicotine while on school grounds, on their way to or from school,

during the lunch hour, or attending school-sponsored activities. Students are also prohibited from possessing, using, or selling drugs or alcohol while on school grounds, on their way to or from school, during the lunch hour, or attending a school-sponsored activity. The unlawful possession, use, sale, or furnishing of any kind of intoxicant is a suspendable or expellable offense.

Preventions

- Conflict-resolution programs, including peer mediation.
- Student Success Teams
- Student/ Parent/ Teacher Conferences
- Mentoring programs
- Counselor/Nurse/Psychologist

Interventions for Drug Use

- Students will undergo an evaluation of drug usage
- Students will sign an anti-drug behavioral contract and read an anti-drug use booklet. (“The Truth About Marijuana” and “The Truth about Drugs” courtesy of Foundation for a Drug-Free World, www.drugfreeworld.org). Students will be required to answer questions and write a summary about the booklet.
- If the behavior continues to occur, those students will be referred to Fairbanks.
- Parent/Guardians may be required to attend drug prevention and abuse classes with their student.

**THE MIND PROGRAM COMMUNITY SCHOOL, INC
AN INDIANA nonprofit corporation
Adopted (insert prospective date only), 2014**

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

ARTICLE I
Offices

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

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

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

ARTICLE II

Board of Directors

Section 2.1 General Powers, Number, Tenure and Qualification.

(a) The Corporation shall be controlled and managed by a Board of Directors. All corporate powers of the Corporation shall be vested in and exercised by the Board of Directors. The Board of Directors shall be self-perpetuating. Any ambiguity in these Bylaws,

the Articles of Incorporation, or law shall be construed so as to facilitate the continuity of the Corporation's Board of Directors and not leave the Corporation without any directors.

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

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

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

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

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

Section 2.5 Notice.

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

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

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

Section 2.7 Participation in Meetings Electronically. Members of the Board of Directors or any committee designated by the Board of Directors may participate in any meeting of the Board of Directors or committee by means of telephone conference or similar

communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

Section 2.8 Quorum. A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

Section 2.9 Vote Required for Director Action. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

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

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

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

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

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

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

designate the duties, powers and authorities of such committees.

ARTICLE III **Officers**

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

Section 3.2 Election of Officers and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. Vacancies in such offices may be filled at any meeting of the Board of Directors. Each officer shall hold office until such officer's successor has been duly elected by the Board of Directors, until such officer's death, until such officer resigns, or until such officer has been removed in the manner hereinafter provided.

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

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

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

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

shall perform all duties incident to the office of a Treasurer of a corporation, and such other duties as, from time to time, may be assigned by the Board of Directors.

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

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

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

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

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

ARTICLE IV

Indemnification

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

Section 4.2 Additional Indemnification. Any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, limited liability company, partnership, joint venture, trust or other enterprise shall be indemnified to the maximum extent permitted by the Indiana Nonprofit Code Title 23, Article 17. Expenses incurred by such person in defending a civil or criminal action, suit or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it is ultimately

determined that such person is not entitled to be indemnified by the Corporation as authorized by the Indiana Nonprofit Code Title 23, Article 17. The foregoing right of indemnification and advancement of expenses shall in no way be exclusive of any other rights of indemnification and advancement of expenses to which any such person may be entitled by bylaw, agreement, vote of disinterested directors or otherwise.

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

Section 4.4 Intent of Indemnification. The provisions of this Article are intended to facilitate the Corporation's ability to attract and retain qualified individuals to serve as its directors and officers and at its request as directors and officers or in other capacities for other corporations or enterprises by providing and maximizing the amount of indemnification that the Corporation is permitted to provide to such persons by the Indiana Nonprofit Code Title 23, Article 17, and such provisions shall be construed accordingly. The provisions of this Article do not limit the Corporation's power to pay or reimburse expenses incurred by a director or officer of the Corporation in connection with appearing as a witness in a proceeding at a time when the director or officer has not been made a named defendant or respondent to the proceeding.

ARTICLE V

Charitable Purpose

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

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

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

ARTICLE VI

Contracts, Loans, Checks and Deposits

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

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

Section 6.3 Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness, issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation in such manner as shall from time to time be determined by resolution of the Board of Directors. If no designation is made and unless and until the Board of Directors otherwise provides, each of the President and the Treasurer shall individually have the power to sign all such instruments which are executed or made in the ordinary course of the Corporation's activities. Such power to sign shall be dependent upon the signing powers designated by banking resolution within the corporate banking account(s).

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

ARTICLE VII

Miscellaneous

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

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

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

law. The format of such records shall be either in hard copy, or digital format, which can easily be provided as a hard copy.

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

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

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

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

ARTICLE VIII

Amendments

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

Adopted this 7th day of September, 2014.

President, Board of Directors

ARTICLES OF INCORPORATION

OF

THE MIND PROGRAM COMMUNITY SCHOOL FOUNDATION, INC.

The undersigned incorporator(s), desiring to form a nonprofit corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), executes the following Articles of Incorporation (the "Articles").

ARTICLE 1

NAME AND PRINCIPAL OFFICE

Section 1.01: Name.

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

Section 1.02: Principal Office.

The address of the principal office is:

55 South State Avenue-Suite 302

Indianapolis, IN 46201

ARTICLE 2

TYPE, PURPOSE, AND POWERS

Section 2.01: Type of Corporation and Duration.

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

Section 2.02: Purpose.

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

To maximize our impact on current efforts, the Corporation may seek to collaborate with other for profit and non-profit organizations operated exclusively for educational and charitable

purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code.

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

Section 2.03: Powers.

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

Section 2.04: Express Limitations on Powers.

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

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

(c) Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by either (a) a corporation exempt from federal income tax under section 501(c)(3) of the Code or by (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

ARTICLE 3

INCORPORATORS

Section 3.01: Name and Address of Incorporators.

The names and addresses of the Incorporators of the Corporation are as follows:

- 1) Tiffany Thomas: 109 East 19th Street, Indianapolis, IN 46202
- 2) Darius Sawyers: 3045 North Park Avenue, Indianapolis, IN 46205
- 3) Taja Gibbs: 12280 University Crescent, Unit 3C Carmel, IN 46032
- 4) Cathleen Morrison: 2528 Fox Valley Place, Indianapolis, IN 46268
- 5) Jay Brown: 423 Old Towne Drive, Brentwood, TN 37027

ARTICLE 4

REGISTERED AGENT AND REGISTERED OFFICE

Section 4.01: Registered Agent.

The name and address of the Registered Agent for receiving service of process for the Corporation is:

Tiffany A. Thomas
109 East 19th Street
Indianapolis, IN 46202

Section 4.02: Registered Office.

The street address of the of Registered Office for receiving service of process for the Corporation is:

55 South State Avenue-Suite 302
Indianapolis, IN 46201

**ARTICLE 5
MEMBERS**

Section 5.01: Membership.

The Corporation shall not have Members.

ARTICLE 6

REGULATION OF BUSINESS AND CONDUCT OF AFFAIRS

Section 6.01: Management of Corporation.

The affairs of the Corporation shall be managed by a Board of Directors of the Corporation. No director shall have any right, title, or interest in or to any property of the Corporation.

Section 6.02: Establishment and Composition of the Board

(a) The Board shall comprise at least five Directors, and any additional number of Directors as may be prescribed from time to time by the By-Laws.

(b) Initially, the Directors of the Board shall be comprised of the Incorporators, and thereafter, shall be selected in the manner as set forth from time to time in the By-Laws.

Section 6.03: Personal Liability.

No officer or director of the Corporation shall be personally liable for the debts or obligations of The Mind Program Community School Foundation or any nature whatsoever, nor shall any of the property or assets of the officers or directors be subject to the payment of the debts or obligations of the Corporation.

Section 6.04: Election of Directors.

The election of Directors shall be in accordance with rules governing promulgated from time to time in the By-Laws.

**ARTICLE 7
DISSOLUTION**

Section 7.01: Dissolution.

(a) To perpetuate the above indicated purposes in the event of dissolution, any and all

assets of the Corporation will be distributed in compliance with IC-23-17-22 and IC-23-17-20 and all amendments thereto to one or more successor organizations that are dedicated to charitable purposes as defined by Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code.

ARTICLE 8 Amendments

Section 8.01 Amendments.

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the Board of Directors.

IN WITNESS THEREOF, THE UNDERSIGNED INCORPORATORS OF THE CORPORATION EXECUTE THIS DOCUMENT AND VERIFY SUBJECT TO PENALTIES OF PERJURY THAT THE FACTS CONTAINED HEREIN ARE TRUE AND CORRECT THIS DAY 7th DAY OF SEPTEMBER 2014.

The Mind Program School Corporation, Inc. Conflict of Interest Policy For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I -- Purpose

1. The purpose of this Board conflict of interest policy is to protect TMP's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of TMP or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

Article II -- Definitions

1. **Interested person** -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which TMP has a transaction or arrangement,
 - b. A compensation arrangement with TMP or with any entity or individual with which TMP has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TMP is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of TMP or any entity in which TMP has a financial interest;
- b. does not directly or indirectly have a significant business relationship with TMP, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of TMP’s executive officers or employees serve on that corporation’s compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of TMP or who holds a position that has a significant financial relationship with TMP.

Article III – Procedures

1. Duty to Disclose -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether TMP can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in TMP's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from TMP for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMP for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMP, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands TMP is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure TMP operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to TMP's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, TMP may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Attachment D

Leadership Information

Tiffany A. Thomas

Profile

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

Professional Highlights

Management

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

Training

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

Teaching

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

Parent and Staff Relations

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

Work History

Broad Ripple Magnet High School for the Arts and Humanities-Indianapolis, IN 2014-Present
French Teacher, (Levels 1-4, Grades 8-12)

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

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

Indianapolis Teaching Fellows (The New Teacher Project-TNTP)-Indianapolis, IN-2011-2013
Talent Management/ Teacher Development Coach

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

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

Workshop Facilitator/Selector

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

Institute Director

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

The Mind Program, LLC-Indianapolis, IN

Owner Operator, 2008-2012

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

United Way of Central Indiana-Indianapolis, IN

Manager, ReadUP, 2007-2010

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

Milwaukee College Preparatory School-Milwaukee, WI

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

Milwaukee French Immersion School-Milwaukee, WI

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

Early View Academy of Excellence-Milwaukee, WI

Teacher, (Grade 3), 2000-2001

Education/Certifications	
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Master of Public Administration	Professional Educator's License
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City University of New York-Baruch College, 2008	State of Indiana-License No: 10096251
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Master of Science in Curriculum and Instruction
University of Wisconsin-Milwaukee, 2002

Bachelor of Arts in French Language
St. Louis University, 1999

Time To Teach-Certified Trainer
Behavior Management, Differentiated Instruction

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

September 8, 2014

I am in my sixteenth year in the field of education. My many experiences have allowed me to experience and be involved in many different aspects of K-12 education. I have a passion for coaching and training teachers and helping them ensure that their instruction is data driven and students are making academic gains.

In my last position I was charged with overseeing interventions to ensure students do not slip through the cracks. This included holding data meetings with teachers to help them align instruction, supervising our high school success specialists, the special education teacher, designing Saturday Academy and after school staff office hours for students who have previously failed end of course assessments and/or students with grades lower than a C.

Previously I worked for The New Teacher Project (Indianapolis Teaching Fellows) as a Teacher Development Coach (TDC) and in Talent Management. In my role as a TDC I coached first year teachers and helped them effectively implement instructional and classroom management strategies. This role greatly increased my knowledge and skills in developing teachers. I take their success personally and see it as a direct reflection of my effectiveness. On the Talent Management side I worked with administrators to implement the Indiana Department of Education's RISE Teacher Evaluation and Development System with fidelity.

From 2008-2012, I owned a mid-sized tutoring company where I was responsible for all operations including hiring, training, evaluating staff and remaining in compliance with district and state rules and regulations.

I have held different leadership positions in the field of education since 2007. I believe that the combination of these experiences and my teaching career have prepared me to serve as the Principal of The Mind Program High School. You will find that I have a strong belief in helping to ensure excellent educational opportunities for all students.

I have not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to me or my family members.

Tiffany Thomas, M.Ed, MPA

CATHLEEN M. MORRISON

PROFILE

Resourceful, dependable, and self-directed business professional with proven ability in financial project, office management, and interpersonal skills. Ability to maintain successful relationships with clients and customers. Successful at combatting challenges and numerous obstacles in a fast-paced office environment.

EDUCATION

Marian University

Bachelor of Business Administration
Concentrations: Management and Finance

Indianapolis, IN

Completed October 2012
GPA: 3.86/4.0

Indiana Business College

Associate in Applied Science
Major: Accounting

Indianapolis, IN

Received December 2006
GPA: 3.93/4.0

PROFESSIONAL EXPERIENCE

McMullen and Rhoads Investment Management

Administrative Assistant

Indianapolis, IN

Nov. 2011 – present

- Process and calculate company payroll and related taxes accurately and efficiently using Quickbooks.
- Maintain financial records, including payables and receivables with utmost confidentiality and integrity.
- Assist clients with financial transactions upon their request using SmartStation.

The Mind Program

Administrative Assistant

Indianapolis, IN

Jan. 2011 – August 2011

- Processed and calculated company payroll and monthly invoices accurately and efficiently.
- Efficiently prepared curriculum and schedules for tutors and students

O. W. Krohn & Associates

Financial Consultant

Indianapolis, IN

Oct. 2009 – Oct. 2010

- Using Microsoft Word and Excel, completed a variety of financial reports quickly and accurately
- Utilizing Microsoft Powerpoint, completed presentations that clearly presented data by displaying graphs and pictures

Financial Solutions Group

Financial Analyst

Indianapolis, IN

April 2007 – September 2009

- Completed financial reports accurately and promptly, using Microsoft Word and Excel, adding a new report that detailed revenues, expenses, and cash flow balances
- Efficiently and accurately performed audits of the utility companies in Indiana

Michael's Inventory Service

Supervisor

Indianapolis, IN

February 2004 – April 2007

- Supervised employees resulting in successful results for satisfied clients
- Relayed and reconciled company inventory reports directly to Store Managers, District Managers, and company auditors efficiently and accurately

Certifications:

Series 7 and Series 66 certified

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

September 9, 2014

Cathleen Morrison has a wealth of experience in finance, as well as some experience working in the education system. With all of this experience, she will make a great asset to the Board of Directors for The Mind Program High School. She has worked in finance at a couple of financial consulting firms for local government, on her HOA board as treasurer, and at a financial investment firm.

At the financial consulting firms, one of her biggest and main projects was to complete a comprehensive financial summary. This report detailed the last five years, the current year, and projected five years out of all the revenues and expenses for all of the funds in that particular city, county, or town. Another major project was completing a comprehensive financial plan, which delved even deeper. It would include balance sheets and income statements for all parts of the government, as well as numerous other financial information on the state of the entity. Annual budgets were also worked on annually for all of our clients. This work involved using highly complex spreadsheets to complete.

At Cathleen's current position, working for a McMullen + Rhodes Investment Management, she have done the payroll, bookkeeping, and all the steps necessary to take care of client's accounts. She also do research for various investments, and she have completed lists of our top mutual funds in every category (Small Cap Growth, Small Cap Blend, Foreign Large Blend, etc). She is responsible for retaining spreadsheets that detail all of the clients account, including monthly distributions and contributions. Projection sheets are also completed through excel for clients to show them how their money will fair in 20 years by taking a certain percent for growth, a certain percent for distributions, and then projecting it out.

Finally, when she worked on the Board for her Homeowner's association she was responsible for putting together a budget for her community. This was completed by analyzing receipts of expense from previous years and using a projected number for HOA dues. Cathleen also worked with a CPA to help complete the community's financial audit.

In conclusion, Cathleen would be a great addition on the Board for the Mind Program High School to assist in financial matter. She has worked in numerous aspects of finance throughout her career and volunteer work.

Cathleen has not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to her or her family members.

TAJA A. GIBBS

PROFILE

- *15 years of experience working with diverse populations in diverse work environments
- *Key business skills: Computer literacy (Microsoft Office), Research, Organizing and Planning, Data Entry, Correspondence
- *Personal strengths: Excellent written and oral communication skills, Problem solving and negotiation skills, Highly motivated, Time management, Detail-oriented, Dependable, Ability to remain poised in demanding situations, Committed to quality service

HIGHLIGHTS OF EXPERIENCE + TRAINING

- *Recognized by Sallie Mae for performing in the top 10% of the department: 2nd and 3rd quarters of 2013, 1st quarter of 2014
- *Recognized for exceeding accuracy goals in scoring state-prescribed standardized exams
- *Contributed to drafting of a published legal opinion
- *Completed Indiana State Government Training Certification in Public Policy Mediation

EDUCATION

INDIANA UNIVERSITY ROBERT H. MCKINNEY SCHOOL of LAW, Indianapolis, IN Juris Doctor, May 2007 Moot Court Society + Vice President, Black Law Students Association + Executive Board, Women’s Caucus + European Law Summer Abroad Program at Schuman University in Strasbourg, France + Indiana State Government Training Certification in Public Policy Mediation

DENISON UNIVERSITY, Granville, OH Bachelor of Arts, English Literature, May 2002 Clifford Tyree Scholarship for Academic Excellence and Leadership (four years) + Dean’s List (three semesters) + Founder and President, *A-TEAM* (Acting Together Everyone Achieves More) Community Service Organization + Staff Editor, Denison Literary Journal + Co-Editor, Black Student Union Journal

EMPLOYMENT HISTORY

NAVIENT (Formerly SALLIE MAE), Indianapolis, IN July 2014 - Present

Risk Analyst II

- *Review RFPs for new clients and provide Operations and other business areas with guidance and notice of potential concerns surrounding RFP and/or contractual requirements for which we cannot meet/comply. Examples include but are not limited to, requests to purge records, requests to include certain verbiage and requests to perform functions out of the scope of collections
- *Review annual renewal of contracts to identify changes and issues
- *Assist with ensuring that 3rd party compliance policies and procedures are accurate and complete. This includes, but is not limited to, reviews and revisions of all compliance materials distributed to Collections
- *Review, revise and approve all 3rd party training documents to ensure accuracy and compliance with state, federal and local laws
- *Assist with review, revision and approval of internal working documents to ensure accuracy, completeness
- *Assist with performing annual Compliance Recertification training
- *Assist with ensuring that employees are aware of relevant compliance concerns and educated on compliance requirements. This includes answering daily questions regarding regulations, contract compliance, and company policy
- *Assist with client on-boarding and client de-boarding, including review of client contracts for on-boarding and termination requirements/steps
- *Provide external support and remediation through ensuring audit deliverables and audit reports are accurate and provided timely, assisting with proprietary questions and other such issues and development and implementation of controls pro-actively or resulting from external audits, internal reviews or testing
- *Effectively implement new processes and controls related to regulatory changes and feedback from regulatory bodies

- *Assist in system/portfolio conversions in a controlled manner and implement effective monitoring of related processes
- *Assist the Compliance Department, Operations and other business partners in the development of new projects

SALLIE MAE, Indianapolis, IN

Sept 2012- July 2014

Outreach Counselor I

- *Achieve assigned goals through effective communication with delinquent student loan borrowers in order to establish acceptable arrangements in the form of payment or program assistance
- *Effectively communicate with third parties to obtain borrower location information
- *Maintain clear and accurate documentation of all attempts and/or contacts made and received for accounts in accordance with company and client guidelines
- * Ensure all accounts are worked within federal and state regulations as well as company compliance policies
 - *Resolved over \$100,000,000 in delinquent student loan accounts.
 - *Champion's Club, 2nd and 3rd quarters of 2013 (Top 10% of the department for accounts resolved)
 - *Selected and recognized by management for excellence during corporate compliance side-by-sides
 - *Selected by management to assist w/interviewees through side-by-sides.

THE MIND PROGRAM LLC, Indianapolis, IN

Oct 2009-Aug 2012

Tutor

- *Provided 1:1 instruction in reading and math to general K-12 grade population using SRA McGraw-Hill research-based curriculum
- *Created detailed bi-weekly progress reports to be delivered to parents and the Indiana Department of Education
- *Supplied assessments initially, during and at the culmination of tutoring to guarantee maximum student success

DPLOYIT, INC. for CTB McGRAW HILL, Indianapolis, IN

Sept 2008 – May 2012

Test Evaluator (project-based only)

- *Responsible for accurately reading and scoring student responses for assessment tests in reading and writing according to standards established by CTB McGraw Hill and the Indiana Department of Education
- *Recognized for exceeding accuracy goals

ILLINOIS CONSUMER LAW GROUP, Chicago, IL

Feb 2008 – Feb 2012

Senior Legal Assistant (telecommute)

- *Conducted extensive research for consumer and small business litigation matters using legal research databases, including family law, workplace discrimination claims, and a variety of real estate issues.
- *Participated in drafting and editing legal communication, including pleadings, motions, business contracts, and correspondence
- *Provided assistance with document reviews and legal files

HONORABLE JUDGE THOMAS FISHER, INDIANA TAX COURT, Indianapolis, IN

Summer 2006

Judicial Clerk

- *Researched statutory interpretations of state income tax and property tax matters
- *Wrote legal memoranda
- *Performed administrative duties
- *Contributed to drafting of a published opinion
- *Built good rapport with court administrative staff

HONORABLE CHIEF JUDGE ROBERT CARTER, IL CIRCUIT COURT, 13TH DISTRICT, Ottawa, IL

Summer 2005

Judicial Clerk

- *Executed legal research in civil and criminal divisions
- *Wrote legal memoranda for attorneys and judges
- *Coordinated and participated in conferences and meetings with attorneys
- *Provided support to judge during trial phases

ACTIVITIES

O.K. Program Volunteer

Election Campaign Volunteer

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

September 9, 2014

Taja Gibbs possesses the qualifications and experience to successfully serve as a governing board member and secretary for The Mind Program School Corporation, Inc. Ms. Gibbs received her Juris Doctor degree from Indiana University Robert H. McKinney School of law, where she was Vice-President of the Black Law Student Association, an Executive Board member for Women's Caucus and a member of the Moot Court Society. She earned a Bachelor of Arts in English-Literature from Denison University where, among other accolades, she served as editor of several literary journals and founder and president of a community school organization that provided tutoring to underprivileged, minority students in nearby towns.

Currently, Ms. Gibbs is a Risk Analyst II for Navient (formerly Sallie Mae). In this capacity, she serves as compliance professional focused on policy and procedure development, contract review and risk management in the student loan and court debt collection arena.

In addition to her applicable educational background and current work experience, Ms. Gibbs previously conducted project-based legal research for a small law firm and worked for several state courts wherein she conducted extensive research and wrote legal memoranda, including a published opinion. Thus, she has a strong foundation for interpreting technical rules and applying them to a diverse range of factual situations. The sum of Ms. Gibbs' background makes her well -positioned to effectively carry out the duties of a governing board member and officer for The Mind Program School.

Taja has not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to her or her family members.

Darius A. Sawyers

OBJECTIVE

- Seeking an influential leadership opportunity where education and teamwork are paramount.
-

EDUCATION & LICENSE

Marian University

- Masters in the Art of Teaching – Indianapolis, IN (July 2013 – Present).
- GPA: 4.0/4.0.
- Best Practices of Science Interest Group.

Transition to Teaching License, Indianapolis, IN

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

Indiana University Bloomington

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

RELATED EXPERIENCE

High School Biology, Chemistry and Health Instructor

- Fall Creek Academy High School @ Ivy Tech – Indianapolis, IN (July 2013 – Present).
- Organize differentiated instruction for 65 students across 3-100 minute blocked classes.
- Utilized technology and hands-on labs to grow Biology ECA pass rating by 300 percent.

School Discipline & Culture Committee

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

Teen Works Site Mentor

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

Indiana University School of Dentistry Oral Health Lab

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

SCHOOL LEADERSHIP & EXTRA-CURRICULARS

2014 Professional Development Book Club Facilitator

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

2013 Teacher For America Corps Member

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

Alpha Phi Alpha Fraternity Incorporated

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

Indiana Memorial Union Board

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

VOLUNTEER WORK

Gleaners Food Bank

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

Habitat For Humanity

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

Hope Today Ministries

- Director of Fundraising – Indianapolis, IN (August 2013 – Present).
- Empowered 5 committee members to complete designated tasks and obligations.
- Unite local philanthropic organizations to Hope Today Ministries for various partnership relations.

Talented Tenth Service Organization

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

AWARDS AND ACCOLADES

2013-2014 Teacher of the Year

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

Alpha Phi Alpha Fraternity Incorporated – Academic Brother of the Year

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

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

Date: September 7th 2014

Subject: Impact and Expertise for the Board

I was asked to serve on the Board of Directors for The Mind Program School Corporation. My purpose for serving on the board stems from my educational background and ability to know what is best for students. I am a 2013 Corps Member of Teach For America and am a 2014 Transition Team Leader for the incoming corps. I facilitate the onboarding of new corps members into the city. Myself along with 7 other corps members, oversee their rental search, diversity conversations, family bonding and social engagement. Furthermore, I serve as a Science Team Leader for Teach For America, Indianapolis region. I develop and compile resources for science teacher corps members to utilize. This hub of information is a key lever to drive transformational change in our Indianapolis educational system.

In addition to having ties to leadership positions in Teach For America, I bring expertise revolving around student needs in urban education. Based on research concerning the impact of service organizations on youth, I initiated a service organization at Fall Creek Academy High School. This organization is devoted to the betterment of the community FCA serves. Furthermore, we focus on the development of soft skills so our young men can be college and career ready. They innately become leaders, taking ownership in student advocacy and empowerment.

As I reflected upon my dedication to the board, I analyzed previous commitments and seen no conflicts to my time on the board. I do not have any obligations that would hinder my ability to fully engage in all business matters or time commitments. I am eager to serve and do what is best for students.

I have not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to me or my family members.

Darius Sawyers

Jay Brown

QUALIFICATIONS

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

Education

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

Dorothy Danforth-Compton Fellowship, 1997-2001, Cohort 2

Alternative Teacher Certification Program, Milwaukee, WI Wisconsin Certificate: 5-8

Marquette University, Major Masters of Arts in Educational Policy and Leadership*

*May 2002 completed all coursework except capstone paper

Work Experience

- 2014-current LEAD Public Schools, Nashville, TN, Chief Academic Officer---Creates academic vision of success for five schools; plans and coordinates the process and deliverables for a guaranteed and viable college preparatory curriculum; plans annual professional learning for school leaders and instructional staff; researches and trains on network assessments including data analysis; manages a budget for academic team
- 2010-2014 **Jay Brown, LLC**, Chicago, IL, *Senior Educational Consultant*---Plan strategically with Boards and school leadership teams, analyze various forms of perception and achievement data, facilitate professional learning and staff/Board conversations and implement action plans which may include instructional coaching; now serving clients in Chicago (AUSL, St. Martin de Porres-Waukegan), New York (Uncommon Schools Taxonomy Project), Boston (Cristo Rey Boston), Nashville (LEAD Public Schools), et al.
- 2008-2010 **Cristo Rey Network**, Chicago, IL, *Director of School Support*---Identifying and researching promising practices that enhance and further student learning particularly in urban high schools and share the findings through the publication of white papers followed by webinars; responsible for organizing conferences and cohorts including Summer Institute for New Teachers, Annual Principals Conference, and specific

content area conferences; work with President and a task force of Principals to design and implement “academic communities” across CRN; manage and implement curriculum wikis and videoconferences for academic

2006-2008

School Performance of New York, Albany, NY, Director of School

Effectiveness---Supported Albany charter schools (K-12) by diagnosing, mapping instructional plans, and making recommendations to the principal/Board based on SPNY assessment data; created observation rubrics, crisis plans, and project managed multiple projects; used motivation and language to guide principals and board of directors to create, monitor, and evaluate the progress of their mission, internal and external relationships, and school-wide systems and routines

Associate Vice-President of Leadership Development

Communicated diagnostic and state assessment results and strategies while using my experience to assist principals with the planning and execution of culture-building, professional development, and compliance

2002-2006

Milwaukee College Preparatory School (formerly known as Marva Collins Prep), Milwaukee, WI

Elementary Director

Prepared Pre-K-8 students, teachers, and parents for a college prep education through proactive techniques such as family action plans and behavior contracts; Problem solved discipline and socials issues; Met consistently with parents to strategize ways to support student needs; Conducted new parent orientation sessions ; Communicated with teachers through mentoring and modeling lessons thus resulting in low teacher turnover during my leadership; analyzed ITBS and Terra Nova data; transformed staff meetings to teacher team work meetings

2000-2002

Marva Collins Preparatory School of Wisconsin, Milwaukee, WI

Third Grade Teacher

Embraced and implemented Marva Collins philosophy including use of positive language, Shakespeare, Open Court reading, Saxon Math, and phonetic wallcards; used Iowa Test of Basic Skills and later Terra Nova data to make data-driven decisions about specific students; Created and implemented classroom management plans

1997-2000

Milwaukee Public Schools, M.E.C. Middle School, Milwaukee, WI

Middle School Science Teacher: Molded, supervised, and monitored students to

ensure mastery of state and district science curriculum (Discovery Works) and standards; Created and maintained sufficient records necessary to increase and sustain student academic growth; Honored by the district science department for innovative science techniques and improvement of district scores; Motivated students to achieve their highest level of ability through classroom activities, labs, differentiated learning, and follow through with their academic and social goals.

1995-1997

The Avery Coonley School for the Gifted and Talented, Downers Grove, IL

First Grade Multicultural Alliance Fellow: Co-taught first grade students in reading and math while being trained in methods; Prepared students for Terra Nova testing; Developed units to help co-teacher integrate technology into the classroom; Diversity Liaison for entire school; Co-Advisor of the Art Club; Implemented Gender Equity curriculum

Leadership development

- ✓ Rabun-Gap Nacoochee School, *Rabun-Gap, GA, Summer 1996 & Summer 1997*
- ✓ KIPP (Knowledge is Power Program) School Leadership Program, *Summer Institute 2002-UC Berkeley, Haas School of Business*
- ✓ Member of the Design Team for Clergy for Educational Options (CEO) Leadership Academy High School in Milwaukee, WI, 2004
- ✓ Board of Directors, True North Troy Prep-Uncommon Schools, Inc., 2007-2010
- ✓ Cristo Rey Boston, Cambridge, MA, 2008-current – strategic planning, leadership exercises, creating roles and responsibilities for new leadership positions, school review
- ✓ AUSL Principal Incubation Presenter and Coach 2011
- ✓ AUSL Leadership Development Coach for Emerging and New Leaders, 2011-current

CONSULTING/WORKSHOP PRESENTATIONS

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

- ✓ *June-July 2012 and 2013 Planned and facilitated Summer Turnaround Training Academy for over 350 teachers and staff, AUSL, Chicago, IL*
- ✓ 2010-present-I have presented several professional learning sessions mostly related to new teacher induction and the Taxonomy of Effective Teaching Techniques by Doug Lemov.

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

September 10, 2014

Jay Brown earned her undergraduate degree from Bradley University and completed her graduate degree in Educational Policy and Leadership at Marquette University. After teaching middle school science and elementary grades for seven years, Jay Brown served as the Elementary Director at Milwaukee College Preparatory School (formerly Marva Collins Prep.), one of the country's most well known and highest achieving charter schools.

In 2006, she left Milwaukee to work with a data management and accountability group known as School Performance in Albany, New York. Under the leadership of Doug Lemov (author of *Teach Like a Champion*), her primary role was to provide principals with implementation strategies once they received interim assessment results. Jay was also responsible for helping start-up schools meet state requirements, planning and facilitating professional learning, and fostering Board communication and management. She then served as Director of School Support for the Cristo Rey Network-25 urban, Catholic high schools in 18 states.

Since late 2010, Jay has worked as an independent consultant to support principals, teachers, and other educational organizations with top-quality strategic planning, professional learning, and instructional support services. Recently, Jay was asked to use these skills with an elite team of professional educators to review and support schools in South Africa.

Currently, Jay is collaborating with Chicago's Academy of Urban School Leadership (AUSL) as a leadership coach for assistant principals and leadership teams. Additionally, she coordinates the summer training for over 400 teachers to the AUSL Network/Chicago Public Schools. Her specialties include instructional walkthroughs, school performance visits with a focus on climate and culture, developing teacher capacity in Common Core instructional shifts and more. Any remaining hours are given to her consulting firm, Jay Brown, LLC, which now serves clients in Nashville, Cleveland, Boston, Sarasota, and Brooklyn, NY.

I have not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to me or my family members.

Jay Brown

Attachment E

Community Partnership

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?
The New Teacher Project/Indianapolis Teaching Fellows	Ian Scott, Partner	140 East Walnut Street, Indianapolis, IN 46204 440-570-3981 ian.scott@tntp.org	Refer teachers for positions, TNTP staff survey	Yes
Meadowlark Apartments	Armelda Thomas	9350 East 43 rd St. Indianapolis, IN 46235 317-898-2211 armelda.thomas@yahoo.com	Allowing us to advertise and recruit students	No
Meridian Management Corporation	Judy Ferguson Regional Manager	3645 Wingate Ct. Indianapolis, In 46235 317-898-8214 jferguson@meridianmgmtcorp.com	Allowing us to advertise and recruit students, economic development connections	No
Carriage House East Apartments	Kelly Evans	10041 Ellis Drive Indianapolis, IN 46235 rc024@glickco.com 317-898-9767	Allowing us to advertise and recruit students	No
Indianapolis Hair Repair	Rob Graves	6040 East 46 th St. Indianapolis, IN 46226 317-546-3098	Providing student with haircuts at back to school events	Yes
New Vision Lighthouse	Aaron Boyd	6044 East 46 th St. Indianapolis, IN 46226 317-546-3098	Allowing students and families to have access to the food pantry	Yes

September 11, 2014

To whom it may concern:

On behalf of the Indianapolis Teaching Fellows program, I am writing to confirm our program's openness to partner with The Mind Program High School should it be approved for a charter.

Since 2007, Indianapolis Teaching Fellows has recruited and trained over 400 teachers who are working to improve academic outcomes for students at both district and charter schools throughout Indiana. Our team also builds school leaders' capacity to help all teachers become more effective through accurate evaluations, meaningful feedback and improved instructional culture.

Through a potential partnership, we will be well positioned to support The Mind Program High School establish a culture where teachers receive the development they need and are encouraged to stay. This work can ensure that students have access to rigorously prepared teachers who are held accountable for measurable results.

We are eager to continue our conversations about potential partnership with The Mind Program High School.

If you have any questions, please do not hesitate to contact me at (440) 570-3981.

Sincerely,

Ian Scott

Partner

Indianapolis Teaching Fellows

September 5th, 2014

Dear Community Partner:

Thank you for allowing New Vision Lighthouse to serve your organization. I hope this will be the beginning of an on-going relationship between our organizations!

Below is a description of what we do here at New Vision Lighthouse and the nature of our relationship.

Objectives:

- To enlist and coordinate the manpower of the local congregation for an effective performance of essential Christian activities.
- To cultivate the Christian life of laymen through study, worship, fellowship and service.
- To enlist un-churched fishers of men for fellowship in and service through the church and to bring unsaved youth into vital relations with God in Christ through personal commitment to Him.
- To inspire fishers of men to support the total program of the Church in the local congregation, the community, the denomination and the world.

Nature of Our Relationship

- Let families of TMP have access to the neighborhood food pantry that is open to the public.
- Let TMP advertise certain events and the entire school on church grounds.
- Mentor youth at the school by asking members of the congregation to volunteer monthly.
- Provide the above objectives to anyone interested in building a relationship with God.

Please do not hesitate to contact me if you have any questions or concerns. Again, thank you!

Looking forward to working with you.

Sincerely,

Aaron L. Boyd, Junior

Pastor of New Vision Lighthouse

September 8, 2014

The Mind Program School Corporation,

I am writing this letter to outline the nature of our partnership.

Hair Repair Indianapolis will provide free haircuts to students at TMP's back to school community events. This service provided to students will get them mentally prepared for the start of the school year. We believe them being comfortable in their skin will let their focus be on education and not outward appearance. Anyway we can do to help students in our community be better prepared for school is a priority of ours. Furthermore, any student who comes to the barber shop and shows their TMP student ID will get a haircut at a discount of 10 dollars. This partnership is creating exciting buzz in the barbershop and will impact many families.

Please let us know of anything else we can do to assist TMP.

Sincerely,

Rob Graves

Hair Repair Indianapolis, Owner

Attachment F

Fundraising Plan

Foster Alumni Program

Most schools and institutions of higher education raise funds from their alumni. TMP will be in its first year of existences during the 2015-2016 school year and will not have alumni until 2020. Therefore, TMP will create a foster alumni program as one of its fundraising strategies.

Through TMP's community partnerships of mentors, tutors, CEO funders, etc., TMP will have many community members who are actively involved with the school and the students. These will become our foster alumni. By actively engaging the community on a regular basis, many will have firsthand experience with our students, our educational progress and the impact we have on the community. We will ask those who have been involved to become foster alumni and ask them to commit to giving back to the school so it can continue the good work it has started.

Sponsor A Student Program

TMP will begin a program similar to sponsor a child programs seen on television. We will ask community members to sponsor a child by committing financial support to the school on a monthly basis. Additionally, these sponsors will serve as mentors for students and communicate with them on a regular basis. We will also ask sponsors to come in and have lunch with students at least once per month.

The Creating Entrepreneurial Opportunities (CEO) Program

The CEO program has been in existence since 2005. The program is fully funded by local businesses in each city in which it takes place. Since the program's inception, they have been 100% successful in raising the funds necessary to operate in each city. CEO has a proven track record and model. Becoming a new CEO site includes mentorship and training from CEO which will walk TMP through the steps to launch a successful program and provide training and capacity building. We are confident these business partners will not only fund the CEO program but will be willing to give to the school to help the school bring in more entrepreneurial minded students.

Donors Choose

Each teacher at TMP will be encouraged to post a project or a need on the Donors Choose website. This site, specifically created to help alleviate the financial burden of teachers spending their own money has raised funds and met the needs of many classroom teachers. TMP will take time out during a staff meeting to walk each staff member through creating a Donors Choose profile and posting a project. Teachers will be encouraged to post new projects as projects are funded.

Silent Auction

TMP will ask for in kind donations of services and products from local and national businesses. These donations will be used to hold an annual silent auction which will generate additional funds for the school.

Grants

There are many federal, state and private grants available to schools. TMP plans to actively apply for as many grants as possible.

Direct Donations

TMP plans to take full advantage of the advances in technology and create a way for donors to give via the school's website. The school will also use new technologies that may be created in the future that makes donating easier.

Attachment G

Budget

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period															
	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	TOTAL 2014	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	TOTAL FIRST HALF 2015
REVENUE															
Federal Revenue															
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	-	-	-	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	150,000.00
Total Revenue	-	-	-	-	-	-	-	-	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	150,000.00
EXPENDITURES															
Personnel Expenses															
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-	6,831.04	6,831.04	6,831.04	6,831.04	6,831.04	13,020.92	47,176.13
Total Personnel Expenses	-	-	-	-	-	-	-	-	6,831.04	6,831.04	6,831.04	6,831.04	6,831.04	13,020.92	47,176.13
Facilities															
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-	-	-	-	-	-	14,167.00	14,167.00
Furniture & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000.00	20,000.00
Gas/electric	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000.00	1,000.00

														0	0
Water/ Sewer	-	-	-	-	-	-	-	-	-	-	-	-	-	700.00	700.00
Grounds Keeping	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000.00	1,000.00
Total Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	36,867.00	36,867.00
Other															
Non Profit Status									1,030.00						
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,831	\$ 6,831	\$ 6,831	\$ 6,831	\$ 6,831	\$ 49,888	\$ 84,043
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,169	\$ 18,169	\$ 18,169	\$ 18,169	\$ 18,169	\$ (24,888)	\$ 65,957
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,168.96	\$ 18,168.96	\$ 18,168.96	\$ 18,168.96	\$ 18,168.96	\$ (24,887.92)	\$ 65,956.88
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,168.96	\$ 18,168.96	\$ 18,168.96	\$ 18,168.96	\$ 18,168.96	\$ (24,887.92)	\$ 65,956.88

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 1 --First Fiscal Year													
	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Total
REVENUE													
State Revenue													
Basic Grant	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	850,000.00
Special Educaton	-	-	-	-	-	-	-	70,215	-	-	-	-	70,215.00
Textbook Reimbursement	-	-	-	-	-	-	-	9,500	-	-	-	-	9,500.00
Federal Revenue													
PSCP Grant	100,000	-	-	-	-	-	-	-	-	-	-	-	100,000.00
Title I	7,335	7,335	7,335	7,335	7,335	7,335	7,335	7,335	7,335	7,335	7,335	7,335	88,020.00
Title II	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	52,000.00
Federal Lunch Program	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	48,678.00
Federal Breakfast Reimbursement	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	2,486	29,829.00
Paid Lunch Fees	846	846	846	846	846	846	846	846	846	846	846	846	10,156.50
Total Revenue	189,890	89,890	89,890	89,890	89,890	89,890	89,890	169,605	89,890	89,890	89,890	89,890	1,258,398.50
EXPENDITURES													
Personnel Expenses													

Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	68,117	68,117	68,117	68,117	68,117	68,117	68,117	68,117	68,117	68,117	68,117	681,173.50
Substitute Teachers	-	500	500	500	500	500	500	500	500	500	500	500	5,000.00
Teacher payout unused personal days	-	370	370	370	370	370	370	370	370	370	370	370	3,700.00
Professional Development	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000.00
Total Personnel Expenses	-	68,987	68,987	68,987	68,987	68,987	68,987	68,987	68,987	68,987	68,987	10,000	699,873.50
Instructional Supplies and Resources													
Textbooks	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000.00
Teacher Books	2,100	-	-	-	-	-	-	-	-	-	-	-	2,100.00
Library, periodicals, etc	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000.00
Technology	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000.00
Security	417	417	417	417	417	417	417	417	417	417	417	417	5,000.00
Assessment materials	6,000	-	-	-	-	-	-	-	-	-	-	-	6,000.00
Computers	39,800	-	-	-	-	-	-	-	-	-	-	-	39,800.00

Software	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000.00
Other classroom supplies	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	14,000.00
Field trips, other unclassified items	325	325	325	325	325	325	325	325	325	325	325	325	3,900.00
Co-curricular & Athletics	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000.00
Total Instructional Supplies and Resources	92,725	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	4,825	145,800.00
Support Supplies and Resources													
Administrative Computers	2,000	-	-	-	-	-	-	-	-	-	-	-	2,000.00
Administrative Software	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Office supplies	167	167	167	167	167	167	167	167	167	167	167	167	2,000.00
Total Support Supplies and Resources	2,167	167	167	167	167	167	167	167	167	167	167	167	4,000.00
Board Expenses													
Charter Board Services, including Board Training, retreats	417	417	417	417	417	417	417	417	417	417	417	417	5,000.00
Total Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5,000.00
Professional Purchased or Contracted Services													

Legal Services	417	417	417	417	417	417	417	417	417	417	417	417	5,000.00
Audit Services (compliant with SBOA requirements)	-	-	-	-	-	-	-	-	-	-	-	3,500	3,500.00
Payroll Services	200	-	-	-	-	-	-	-	-	-	-	-	200.00
Internet Services	150	150	150	150	150	150	150	150	150	150	150	150	1,800.00
Telephone/Telecommunication Services	100	100	100	100	100	100	100	100	100	100	100	100	1,200.00
Total Insurance Costs	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000.00
Travel	83	83	83	83	83	83	83	83	83	83	83	83	1,000.00
Postage	83	83	83	83	83	83	83	83	83	83	83	83	1,000.00
Special Education Services	167	167	167	167	167	167	167	167	167	167	167	167	2,000.00
Student Information Services	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000.00
Food service	7,248	7,248	7,248	7,248	7,248	7,248	7,248	7,248	7,248	7,248	7,248	7,248	86,970.75
Transportation	75,060	-	-	-	-	-	-	-	-	-	-	-	75,060.00
Medical Supplies	1,500	-	-	-	-	-	-	-	-	-	-	-	1,500.00
Total Professional													

Purchased or Contracted Services	90,841	14,081	14,081	14,081	14,081	14,081	14,081	14,081	14,081	14,081	14,081	17,581	249,230.75
Facilities													
Rent, mortgage, or other facility cost	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000.00
Furniture & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Gas/electric	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000.00
Water/ Sewer	833	833	833	833	833	833	833	833	833	833	833	833	10,000.00
Grounds Keeping	667	667	667	667	667	667	667	667	667	667	667	667	8,000.00
Maintenance Services	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000.00
Total Facilities	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	148,000.00
Total Expenditures	198,483	100,810	100,810	100,810	100,810	100,810	100,810	100,810	100,810	100,810	100,810	100,810	\$ 1,251,904
Net Income	(8,592)	(10,920)	(10,920)	(10,920)	(10,920)	(10,920)	(10,920)	(10,920)	68,795	(10,920)	(10,920)	(10,920)	\$ 44,568
Beginning Cash Balance	65,957	-	-	-	-	-	-	-	-	-	-	-	65,956.88
ENDING CASH BALANCE	57,365	(10,920)	68,795	(10,920)	(10,920)	(10,920)	\$ 72,451.13						

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 850,000	\$ 1,700,000	\$ 2,550,000	\$ 3,400,000	\$ 3,400,000
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Special Ed Grant		\$ 70,215	\$ 142,695	\$ 212,910	\$ 283,125	\$ 283,125
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 9,500	\$ 19,000	\$ 28,500	\$ 38,000	\$ 38,000
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 150,000	\$ 100,000	\$ 100,000			
Title I		\$ 88,020	\$ 176,040	\$ 264,060	\$ 352,080	\$ 352,080
Title II		\$ 52,000	\$ 104,000	\$ 208,000	\$ 208,000	\$ 208,000
Federal Lunch Program		\$ 48,678	\$ 97,356	\$ 146,034	\$ 194,712	\$ 194,712
Federal Breakfast Reimbursement		\$ 29,829	\$ 59,658	\$ 89,487	\$ 119,316	\$ 119,316
Other Revenues						
Paid Lunch Fees	\$ -	\$ 8,464	\$ 16,928	\$ 25,391	\$ 33,855	\$ 33,855
Total Revenue	\$ 150,000	\$ 1,256,706	\$ 2,415,677	\$ 3,524,382	\$ 4,629,088	\$ 4,629,088
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$	\$	\$	\$	\$	\$

	47,176	681,174	1,248,893	1,790,487	1,814,870	1,858,516
Substitute Teachers		\$ 5,000	\$ 10,000	\$ 15,000	\$ 20,000	\$ 20,000
Teacher Payout- Unused Personal Days		\$ 3,700	\$ 7,400	\$ 11,100	\$ 14,800	\$ 14,800
Professional Development	\$ -	\$ 10,000	\$ 15,000	\$ 20,000	\$ 25,000	\$ 25,000
Total Personnel Expenses	\$ 47,176	\$ 699,874	\$ 1,281,293	\$ 1,836,587	\$ 1,874,670	\$ 1,918,316
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 25,000	\$ 50,000	\$ 75,000	\$ 100,000	\$ 100,000
Library, periodicals, etc	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Technology	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Security		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Assessment materials	\$ -	\$ 6,000	\$ 12,000	\$ 18,000	\$ 24,000	\$ 24,000
Computers	\$ -	\$ 39,800	\$ 29,800	\$ 29,800	\$ 29,800	\$ 27,000
Software	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other classroom supplies	\$ -	\$ 14,000	\$ 28,000	\$ 42,000	\$ 42,000	\$ 42,000
Field trips, other unclassified items	\$ -	\$ 3,900	\$ 7,800	\$ 11,700	\$ 15,600	\$ 15,600
Co-curricular & Athletics	\$ -	\$ 20,000	\$ 40,000	\$ 60,000	\$ 80,000	\$ 80,000
Total Instructional Supplies and Resources	\$ -	\$ 145,800	\$ 206,800	\$ 277,800	\$ 332,700	\$ 329,900
Support Supplies and Resources						
Administrative Computers	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -
Office supplies	\$ -	\$ 2,000	\$ 3,000	\$ 4,500	\$ 6,750	\$ 10,125
Total Support Supplies and Resources	\$ -	\$ 4,000	\$ 3,000	\$ 4,500	\$ 6,750	\$ 10,125

Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ 5,000	\$ 7,500	\$ 10,000	\$ 12,500	\$ 15,000
Total Board Expenses	\$ -	\$ 5,000	\$ 7,500	\$ 10,000	\$ 12,500	\$ 15,000
Professional Purchased or Contracted Services						
Legal Services	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services (compliant with SBOA requirements)	\$ -	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Payroll Services	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Internet Services	\$ -	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800
Telephone/Telecommunication Services	\$ -	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Travel	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Postage	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Special Education Services	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Student Information Services	\$ -	\$ 30,000	\$ 40,000	\$ 50,000	\$ 60,000	\$ 60,000
Food service	\$ -	\$ 86,971	\$ 173,942	\$ 260,912	\$ 347,883	\$ 347,883
Transportation	\$ -	\$ 75,060	\$ 150,060	\$ 225,060	\$ 300,060	\$ 300,060
Medical Supplies	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Total Professional Purchased or Contracted Services	\$ -	\$ 249,231	\$ 421,202	\$ 593,172	\$ 765,143	\$ 765,143
Facilities						
Rent, mortgage, or other facility cost	\$ 14,167	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000

Furniture & Equipment	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -
Gas/electric	\$ 1,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Water/Sewer	\$ 700	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Grounds Keeping	\$ 1,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Maintenance Services	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Total Facilities	\$ 36,867	\$ 148,000	\$ 148,000	\$ 148,000	\$ 148,000	\$ 148,000
Total Expenditures	\$ 84,043	\$ 1,251,904	\$ 2,067,794	\$ 2,870,059	\$ 3,139,763	\$ 3,186,484
Carryover/Deficit	\$ 65,957	\$ 4,802	\$ 347,882	\$ 654,323	\$ 1,489,325	\$ 1,442,604
Cumulative Carryover/(Deficit)	\$ 65,957	\$ 70,758	\$ 418,641	\$ 1,072,963	\$ 2,562,289	\$ 4,004,893