



IMSA INDIANA MATH AND
SCIENCE ACADEMY
CROSSROAD OF SUCCESS



OFFICE of
EDUCATION INNOVATION

Charter School Application

For existing operators seeking to replicate
a Mayor-Sponsored Charter School

Spring 2025

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Telephone: 317.327.3601

Contents

Your submission **must** contain the following items in the order below. Please upload to CAP as a single PDF document, including attachments. Excel spreadsheets will be uploaded as a separate item:

- Charter Application Information sheet
- Technical Requirements Checklist, per criteria for charter school proposals outlined in IC 20-24-3-4
- Narrative responses
- Need Analysis Chart, using the provided template (include within the narrative structure)
- Community Partnerships Chart, using the provided template (include within the narrative structure)
- Attachment 1: Organizational Chart for the school and its network, if applicable; this should show structure in Year 1 and subsequent years, if different.
- Attachment 2: List the members of the school's proposed leadership team and governing board, including their roles with the school, their current job and employer, and full resumes with contact information, two professional references, and assurance of background checks for all individuals listed. Background checks must comply with current Indiana Code.
- Attachment 3: Articles of Incorporation
- Attachment 4: IRS 501c3 application or proof of nonprofit and tax-exempt status
- Attachment 5: Board of Directors by-laws (include current version for replications)
- Attachment 6: Statements of Economic Interest for every board member, using the provided template OR the template provided by the State of Indiana
- Attachment 7: Five-Year Budget, Staffing Plan and First-Year Cash Flow Analysis, using the provided template (Excel spreadsheets)
- Attachment 8: the Replication Workbook using the provided template (Excel spreadsheet), if applicable
- Attachment 9: Education Service Provider and/or Conversion School questionnaires, if applicable
- **Optional** Attachment 10: Letters of support from **relevant** community partners
- Attachment 11: Other relevant documents

Charter Application Information Sheet (Notes)

After the cover or title page, this should be the next page of the prospectus or full application.

Name of Proposed Charter School: Indiana Math and Science Academy Central (IMSA Central)

Name of affiliated charter network, if applicable: Concept Schools

Proposed School Address (if known) or neighborhood: 2447 West 14th Street., Indianapolis, IN 46222

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

Legal Name of Group Applying for the Charter (Name of nonprofit organizer): Indiana Math and Science Academy

Applicant's Designated Representative: Jim Sparks, Board Chair

Address: 5735 Brenda Blvd.,
City: Greenwood
State: IN
Zip code: 46143
Daytime telephone: 317-560-9033
E-mail address: jim.sparks@comcast.net

The proposed school will open in the fall of school year: 2026-27 (First day of student attendance is on/around August 1, 2026).

Proposed Grade Levels & Total Student Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
K	60	60	60	60	60	60	60
1	25	50	50	50	50	50	50
2	25	25	50	50	50	50	50
3	25	25	25	50	50	50	50
4	25	25	25	25	50	50	50
5	25	25	25	25	25	50	50
6	25	25	25	25	25	25	50
7		25	25	25	25	25	25
8			25	25	25	25	25
9				25	25	25	25
10					25	25	25
11						25	25
12							25
Total	210	260	310	360	410	460	510

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

If single-gender, please indicate who will be served by school: N/A

Are you planning to work with a third-party management organization as defined in Indiana Code §20-24-3-2.5 to manage the educational program and operations of the school but not hold the charter directly? Yes

If so, please indicate the name of management organization: Concept Schools

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

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

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

If so, please indicate the name of the authorizer: N/A

Have you submitted any other applications to an authorizer in the previous five (5) years? No

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

Are you a charter school currently operating in Indianapolis that is seeking to transfer authorizers? No

If so, please name the authorizer currently overseeing the school: N/A

Are you looking to replicate an existing charter school? If so, please name the existing school(s) and authorizer(s). Yes, Indiana Math and Science Academy West & Indiana Math and Science Academy North

Are you intending to pursue an Innovation Network Restart Application with Indianapolis Public Schools? No

Are you intending to pursue another type of Innovation Network Partnership with Indianapolis Public Schools? No

Application Technical Requirements Checklist

This sheet, pursuant to IC 20-24-3-4, must be submitted at the same time as the application. Please type the information requested.

Information required by Indiana law	Page Number where included
Identification of organizer	3
Organizer's structure and governance plan	52
Name of proposed school	3
Purpose and mission of school	6
School's governance structure	51
Management structure	53
School's educational and mission goals	6
Curriculum and instruction methods	34
Methods of pupil assessment	38
School calendar	37
Admissions policy and criteria, subject to IC 20-24-5	16
Age or grade range of students to be enrolled	19
Plan for compliance with any applicable desegregation order	23
Personnel plan, including methods for selection, retention and compensation of employees	60
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	64
Description of staff responsibilities	68
Budget and financial plans	69
Description of the physical plant	59
Transportation plan	67
Discipline program, subject to IC 20-24-5.5	43
Date when charter school is expected to begin operations	3
Date when charter school is expected to have students attending the school	3
Any other applications submitted to an authorizer in the previous five years	4
References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations (Mayor's Performance Framework)	57
Statement of economic interest forms that contain the same information specified under IC 3-8-9-8 for each board member of the proposed school	Attachment 2
*For charter school proposals from applicants currently operating one or more charter schools in any state or nation, evidence of past performance and current capacity for growth.	Attachment 11.11
*For proposals concerning an existing charter school overseen by a different authorizer than the authorizer to which the organizer is submitting the proposal, the proposal must include written acknowledgement of the proposal from the current authorizer.	n/a

Application Narrative

School Overview

Mission and Vision

- Explain the mission of your proposed charter school in one or two clear, concise sentences. Your mission statement should articulate what the school intends to do and whom it intends to serve.

Indiana Math and Science Academy transforms communities one mind at a time with real-world engagement and continues to inspire generations through a STEM-focused education that successfully prepares students for tomorrow.

- Explain the vision of your school in one or two clear, concise sentences. The vision should outline how the school will operate and what it will achieve in the long term.

The Indiana Math and Science Academy (IMSA) team takes great pride in its commitment to changing one mind at a time with real-world engagement through a STEM-focused education that successfully prepares students for tomorrow. It is our firm belief that this mission and vision are the driving force that attracts a diverse student body who are highly motivated and committed to a STEM-focused education.

A tangible demonstration of our commitment to being a Math and science academy is our pursuit of becoming a STEM-certified school through the Indiana Department of Education. IMSA West secured its STEM certification and IMSA North is waiting to hear feedback from the IDOE in the Spring of 2025 for the high school application and K-8 application. Additionally, both schools hold a [Cognia STEM Accreditation](#) which is a recognition given to schools based on rigorous research-based standards and evidence-based criteria. This process probes the whole institution, from policies to learning conditions and cultural context, to determine how well the parts work together to meet the needs of every learner. Due to this honor, both IMSA campuses hold a [STEM certification](#) through Cognia which demonstrates our commitment to high-quality STEM education, raising community awareness and expectations, and attracting enrollment with a distinctive edge.

Education Need and Anticipated Student Population

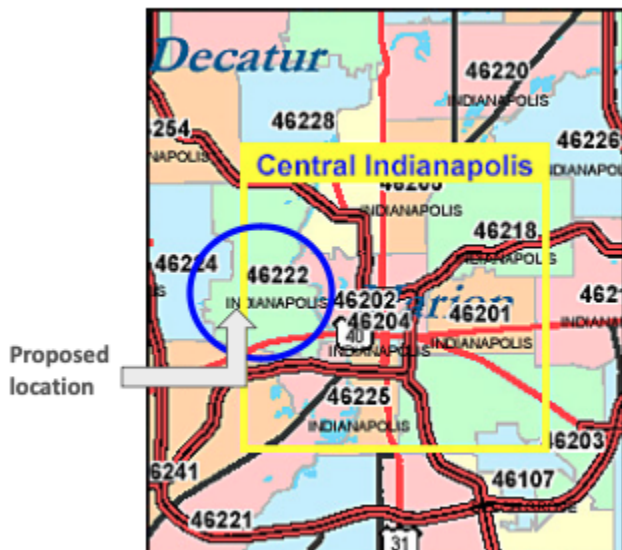
- Where will the school be located and who is the target student population?

The proposed IMSA campus aims to address a critical need for high-quality educational opportunities on the west side of Center Township, Indianapolis, specifically within the 46222 zip code (See Figure 1. below). The Concept Schools team is currently considering a property well-suited to serve students in the Haughville/Near Westside neighborhood in former Indianapolis Public School Building No. 75 located at 2447 W. 14th Street. The Haughville/Near Westside community has over 13,000 households and borders Speedway, Riverside, and Eagledale, and is situated near Marian University—an ideal location for potential partnerships.

The target student population of IMSA will be similar to that of the 46222 neighborhood, where the community is roughly:

- Race: 30% Black, 30% Hispanic/Latino, 32% White, and 5% two or more races
- Gender: 50/50% Female/Male
- Economically disadvantaged: 47%
- Foreign-born Population: 20.6% (67% of that population is from Latin America)

Figure 1: Target Location for IMSA



- Why does the community, neighborhood, and/or target student population you identified in the prior question need the school you are proposing? Please justify the need in detail and include performance and key demographic indicators of surrounding schools in your answer. Data referenced should be as locally relevant as possible. **If replicating, include information about the performance of current schools in your rationale.**

Although there are other charter and innovation options in the 46222 zip code, a few of which include Allegiant Prep, Christel House West, and Indianapolis Metropolitan High School, none of them offer a STEM-centered instructional model which creates a need that IMSA intends to fill. The establishment of this school presents an opportunity to offer a school model that creates a pathway to economic mobility through high-earning careers in STEM post-graduation.

With a population of over 37,000 residents and nearly 13,000 households, the area has a youthful demographic, with a median age of 30.8 years—significantly younger than the state median of 38.3 years—indicating potentially higher birth rates and a growing pipeline of potential students. More than 8,000 children between the ages of 0 and 14 years are currently living in the area, and the 2022 American Community Survey estimated over 620 childbirths in the past year, signaling a steady future enrollment base¹.

The Haughville community faces significant economic challenges. The median household income in the area is \$43,552, far below the state median of nearly \$70,000, and poverty rates are alarmingly high at 24.2%, compared to the state average of 12.3%. This underscores the need for an educational institution that can provide a pathway to higher-paying careers and economic opportunity. With less than 10% of residents holding bachelor's degrees

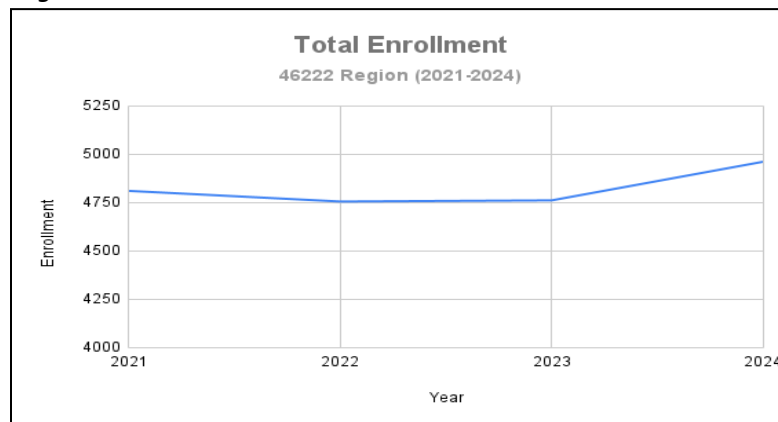
¹ Information derived from the [United States Census Bureau](https://www.census.gov)

and a substantial portion (18.2%) having some college education but no degree, the community seems to struggle with barriers to college matriculation, likely due to financial, academic, and familial challenges.

IMSA's K-8 STEM-focused curriculum would provide students with the foundational knowledge and skills to pursue lucrative, in-demand careers in fields such as software development, nursing, and computer information systems management—industries identified by the U.S. Bureau of Labor Statistics as among the fastest growing and highest paying². By offering a rigorous STEM education, IMSA aims to break the cycle of poverty and prepare students for success in an increasingly competitive and technology-driven economy.

Based on systemic enrollment data provided by The Mind Trust, charter and innovation schools continue to see increases in enrollment while Indianapolis Public School enrollment has declined since 2021. Charter School enrollment in the 46222 zip code has increased since 2021, even with multiple options in the area suggesting a steady desire for tuition-free school options. Additionally, charter schools in the 46222 zip code, specifically Allegiant Prep and Christel House West, have seen a steady increase in enrollment over the past three years—a clear signal of their sustainability.

***Figure 2: Charter School enrollment in 46222 since 2021**



Allegiant Prep opened during the 2018-19 school year as a college preparatory K-5 school and has grown its enrollment slowly over time. Since the school does not offer a middle or high school option for its current students, IMSA could play a pivotal role in supporting those students in transitioning to a neighborhood-based middle school after successfully completing fifth grade. Christel House schools serve as one of the longest standing charter schools in the state and operates Christel House West in a developing area within a two-mile radius of the proposed school. While Christel House West could be viewed as close by, it is on the southwest side of Haughville and likely pulls students from multiple streets and neighborhoods south of downtown. Additionally, while Christel House has a substantial student population of nearly 500 students, the school continues to struggle with student proficiency in both Mathematics and English Language Arts based on the most recent ILEARN performance data. Notably, the percentage of students scoring proficient on state assessments declined for all but one student subgroup. Based on the academic outcomes achieved at IMSA West, we believe replicating the IMSA West model in the Haughville neighborhood could offer a high-quality option for parents and families concerned about student proficiency on state exams.

² Employment Projections 2023-2033 from the [U.S. Bureau of Labor Statistics](https://www.bls.gov/news.release/archives/empproj20230301.pdf)

Although two of the charter schools in the Haughville neighborhood mentioned above have seen success with enrollment, there has been a recent charter school closure due to low enrollment. Vanguard Collegiate opened in 2018 as a middle school but closed in October of 2023. According to the National Alliance for Public Charter Schools, nearly 70% of charter schools that close do so because of:

- academic performance;
- low enrollment; or
- financial issues.

During community engagement discussions with leaders from the Haughville neighborhood, it was discovered that one of the most pressing issues faced by Vanguard Collegiate's closure was the financial health of the school. The school's lease was unsustainable given the low enrollment and was likely one of the leading indicators of their ultimate financial demise.

We understand that launching a new school in Indianapolis can be challenging, particularly when it comes to meeting enrollment targets in the first year. However, IMSA Central is uniquely positioned to succeed where others have faced difficulties.

First, IMSA North and IMSA West have established a strong reputation within the community, with proven success in student achievement and community engagement. This foundation will serve as a significant advantage for IMSA Central. For example, IMSA West's enrollment data shows positive trends in recent years:

- 2023-2024: IMSA West maintained a solid enrollment throughout the year (546 students).
- 2022-2023: IMSA West maintained a solid enrollment throughout the year (543 students).

This consistent enrollment growth reflects the strength of our school culture and academic offerings, which IMSA Central will build upon. Our track record of strong student performance and community involvement will help us attract families who value high-quality education and STEM-focused learning.

Additionally, IMSA Central will benefit from a targeted outreach strategy that includes ongoing community engagement, strong partnerships with local organizations, and a focused marketing campaign. These efforts will ensure that we connect with families who are seeking a rigorous and supportive educational environment. By building relationships and showcasing our track record, we are creating a sense of trust and excitement in the neighborhood.

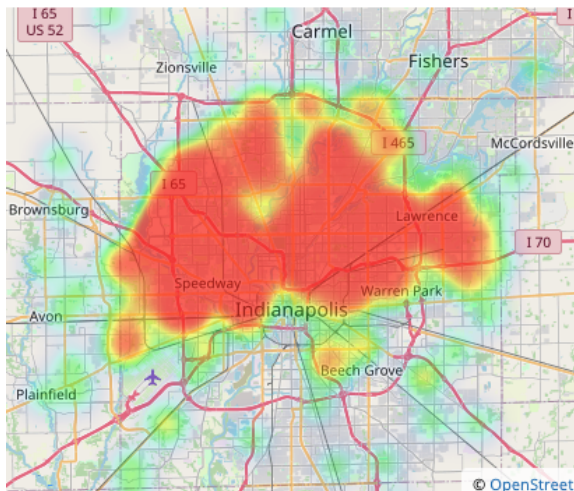
IMSA is confident in its ability to not only be financially viable but also achieve exceptional academic outcomes, as demonstrated by the success of our IMSA West campus. With a proven track record of strong enrollment during both opening phases and sustained growth throughout the duration of our charter term, we are well-positioned to ensure a sustainable school launch. Additionally, we are committed to sound financial stewardship through effective board governance, strategic use of Charter School Program (CSP) grant funding, and, if necessary, supplementary financial support from the Concept Schools network. These strengths reflect our leadership's capability to deliver a thriving, stable, and resilient educational environment.

Finally, the Indianapolis education landscape is evolving, and families are increasingly looking for alternatives to traditional public schools. Informally, our partners in education from The Mind Trust and the Office of Education of Innovation recommended the 46222 area as communities in high-need of a transformative charter public school.

Our focus on academic excellence, STEM education, and student-centered approach positions IMSA Central to meet the needs of families looking for a school that prepares students for post-secondary success.

In summary, IMSA Central is not starting from scratch but replicating the solid foundation laid by IMSA North and IMSA West. With a tailored outreach plan, a clear focus on delivering high-quality education, and a proven track record, we are confident that IMSA Central will meet its enrollment targets in year one and beyond. IMSA Central will join a network of two IMSA campuses (North and West). As noted below in Figure 3, students living in the proposed region do not currently attend an IMSA campuses.

Figure 3: IMSA North & IMSA West Enrollment Heatmap (August 2024)



- Complete the Need Analysis Chart below for all schools (traditional and charter) within a 3-mile radius of your proposed location. Only use schools that include your proposed grade levels. The chart below serves as a template – you may need to add more rows depending on your proposed location. If you do not know your specific location, complete the chart for all proposed neighborhoods.

Figure 4: Needs Analysis Chart

School Name	<u>2023-24 Enrollment</u>	<u>Race/Ethnicity Subgroups (%)</u>	<u>FRL populatio n (%)</u>	<u>SPED & ELL (%)</u>	<u>2022-23 ILEARN/SAT Combined Proficiency Rate (%)</u>
Indiana Math and Science Academy West	546	Asian - 0 Black - 70 Latino - 27 Multiple - 1 White - 2	100	S = 11 E = 41	ILEARN: 44
George Washington HS	624	Asian - 0 Black - 52 Latino - 31 Multiple - 4 White - 13	100	S = 17 E = 40	SAT: 2

Allegiant Preparatory Academy	154	Asian - 1 Black - 99 Latino - 6 Multiple - 3 White - 1	100	S = 11 E = 9	ILEARN: 16
Edison School Of The Arts	604	Asian - N/A Black - N/A Latino - N/A Multiple - N/A White - N/A	100	S = 14 E = 19	ILEARN: 24
Global Preparatory Academy	700	Asian - 1 Black - 40 Latino - 59 Multiple - 4 White - 8	100	S = 11 E = 50	ILEARN: 13
Vision Academy Riverside	396	Asian - 0 Black - 86 Latino - 12 Multiple - 5 White - 3	100	S = 21 E = 9	ILEARN: 12
William Penn School 49	452	Asian - 0 Black - 15 Latino - 50 Multiple - 7 White - 27	100	S = 21 E = 38	ILEARN: 12
Ernie Pyle School 90	296	Asian - 1 Black - 37 Latino - 52 Multiple - 3 White - 8	100	S = 17 E = 40	ILEARN: 15
The PATH School at School 67	612	Asian - 0 Black - 30 Latino - 57 Multiple - 5 White - 9	100	S = 9 E = 49	ILEARN: 9
Daniel Webster School 46	435	Asian - 0 Black - 18 Latino - 42 Multiple - 7 White - 32	100	S = 22 E = 0	ILEARN: 15
Matchbook Learning at Wendell Phillips 63	642	Asian - 0 Black - 37 Latino - 58 Multiple - 3 White - 3	100	S = 11 E = 49	ILEARN: 11
Liberty Grove Schools @ Elder W. Diggs School 42	203	Asian - 0 Black - 96 Latino - 18 Multiple - 8 White - 2	100	S = 17 E = 6	ILEARN: 2

• N/A = No information on IDOE website.

The data presented in the chart highlights a clear need for a STEM-focused, college-preparatory school in the area. Despite high free and reduced lunch (FRL) rates across all schools, proficiency rates on ILEARN and SAT assessments remain low, demonstrating a gap in high-quality academic preparation. Additionally, the region serves a diverse student population, with many schools having high Black and Latino enrollment and significant numbers of English Language Learners (ELLs) and students with special needs (SPED).

Given these factors, there is a strong demand for a rigorous STEM education model that not only enhances student achievement in Math and Science but also prepares students for post-secondary success and careers in high-growth industries. IMSA's proven track record in STEM-focused instruction, college readiness, and academic excellence positions it as a much-needed option for families in this community.

- Describe non-academic challenges the school is likely to encounter.

The school is likely to encounter several non-academic challenges, including:

1. **Student Behavioral Issues:** Addressing disruptive behaviors, bullying, and mental health concerns among students can be challenging.
2. **Parental Engagement:** Ensuring consistent and meaningful involvement from parents in their children's education can be difficult, especially in communities where parents may be working multiple jobs or have other commitments.
3. **Cultural and Language Barriers:** Managing a diverse student body with different cultural backgrounds and languages can create communication barriers and require additional support services.
4. **Technological Integration:** Ensuring that both students and staff have access to and are proficient in using modern technology for educational purposes.
5. **Community Relations:** Building and maintaining positive relationships with the local community and stakeholders can be challenging but is essential for school support and success.
6. **Transportation and Attendance:** Ensuring reliable transportation for students and addressing issues related to absenteeism and tardiness.
7. **Social Media and Cyberbullying:** Managing the impact of social media on students, including issues related to cyberbullying, online privacy, and appropriate use of technology.

While these challenges are common in school environments, IMSA Central has a comprehensive plan to proactively address each of these areas, ensuring a safe, inclusive, and supportive learning environment that fosters student success.

- Describe the evidence that demonstrates how the school model will be successful in furthering student learning for the targeted student population. Describe what the school would do more effectively than the schools that are now serving that population.

Our proposed school model is designed to address the unique needs of our targeted student population and is grounded in evidence-based practices that have demonstrated success in enhancing student learning. Here are key elements that illustrate the effectiveness of our school model, supported by our past successes:

Personalized Learning

Our school model emphasizes personalized learning, which tailors education to meet each student's individual needs. Research shows that personalized learning can lead to significant improvements in student engagement, achievement, and satisfaction. By leveraging adaptive learning technologies, individualized learning plans, and flexible pacing, we ensure that each student progresses according to their unique learning style and pace.

Data-Driven Instruction

We implement a data-driven instructional model through structured PLCs, real-time formative assessments, and checkpoint evaluations to track student progress. This system enables targeted interventions, differentiated instruction, and small-group support to address learning gaps effectively. By continuously adjusting teaching strategies based on student performance, we enhance academic growth, test scores, and engagement, aligning with research-backed best practices.

Focus on Social-Emotional Learning (SEL)

Our educational model integrates social-emotional learning (SEL) and restorative practices to foster emotional intelligence, accountability, and community building. Led by Idil Hassan, Ed.S., SEL is embedded in daily instruction using CASEL-approved curricula and culturally responsive teaching. Restorative practices reinforce positive behavior management, while data-driven tools, like the Panorama survey, help refine our approach. This holistic framework supports academic success, well-being, and post-secondary readiness, ensuring students thrive both in and out the classroom.

Culturally Responsive Teaching

IMSA embeds culturally responsive teaching into daily instruction, ensuring students see their identities and experiences reflected in the curriculum. Educators engage in self-reflection on implicit biases and integrate diverse literature, historical perspectives, and multilingual resources across subjects. Strategic novel selection in ELA and the inclusion of underrepresented figures in STEM cultivate a more inclusive learning experience.

To build teacher capacity, IMSA provides professional development led by Dr. Regina Armour, equipping educators with practical equity-based strategies. Teachers collaborate in learning communities, refining instructional approaches through coaching and culturally responsive frameworks. By prioritizing inclusivity and representation, IMSA ensures students gain academic success, confidence, and critical-thinking skills for lifelong achievement.

Strong Community Partnerships

IMSA's commitment to student success extends beyond the classroom through strong community partnerships that provide students with enriching educational experiences, mental health services, career development opportunities, and essential support programs. These collaborations enhance learning, well-being, and real-world skill development which reinforce the connection between the school, families, and the broader community.

IMSA North and IMSA West have established long-standing partnerships with local businesses, healthcare providers, universities, and nonprofit organizations, which will be expanded to support IMSA Central. Shalom Health provides nurse practitioner services for IMSA North, while Community Health Network and Hope Haven offer behavioral health specialists to support students' emotional well-being. Hahn Psychological Services facilitates student testing for IEP evaluations, ensuring students receive the necessary accommodations and support.

To strengthen STEM education and career readiness, Eli Lilly collaborates with IMSA through grant partnerships, while The Mind Trust works to enhance education, promote racial equity, and engage the community in transformative school initiatives. Butler University's tutoring program offers university students the opportunity to provide one-on-one academic support, reinforcing IMSA's commitment to improving student learning outcomes.

IMSA students benefit from academic and enrichment programs funded by the 21st Century Grant, which supports after-school initiatives. 21st Century Scholars, another valued partner at IMSA, provides merit-based scholarships for graduating seniors who maintain program compliance from 8th grade through high school graduation. Christamore House offers STEM labs, preschool programs, and youth development opportunities, further enriching IMSA's educational ecosystem.

In addition to academic and mental health services, IMSA partners with Indy Parks' Free Meal Program to ensure students in after-school programs receive nutritious meals. We also benefit from Diversity Church, which donates backpacks filled with school supplies to support students at no cost. Miller Transportation provides school bus services, ensuring reliable student transportation, while Ceres Food Service manages IMSA's nutritional meal programs.

To ensure the effectiveness of grant-funded initiatives, Limelight evaluates the impact of IMSA's 21st Century after-school programs, while Gallahue offers mental and behavioral healthcare services to support students' social-emotional needs. Additionally, the Marion County Public Health Department delivers its "The Truth About Drugs" curriculum, providing ATOD (Alcohol, Tobacco, and Other Drugs) prevention education to students.

IMSA has actively engaged with the Haughville community and local stakeholders to build strong relationships and ensure its new campus aligns with community needs. Through meetings with Christamore House, Hawthorne Community Center, faith leaders, and STEM professionals, IMSA gathered valuable insights about educational aspirations, demographic shifts, and local priorities. Community members expressed strong support for STEM education and school choice, highlighting the need for a high-quality, STEM-focused school in the area. Faith leaders, local business leaders, and educational partners provided letters of support, emphasizing IMSA's proven impact over the years. IMSA also connected with childcare providers and neighborhood organizations to better understand family needs and ensure alignment with community expectations. These ongoing engagement efforts demonstrate IMSA's commitment to collaborative partnerships, inclusive decision-making, and long-term investment in the neighborhood, ensuring the school is a valued and integral part of the community.

Professional Development for Educators

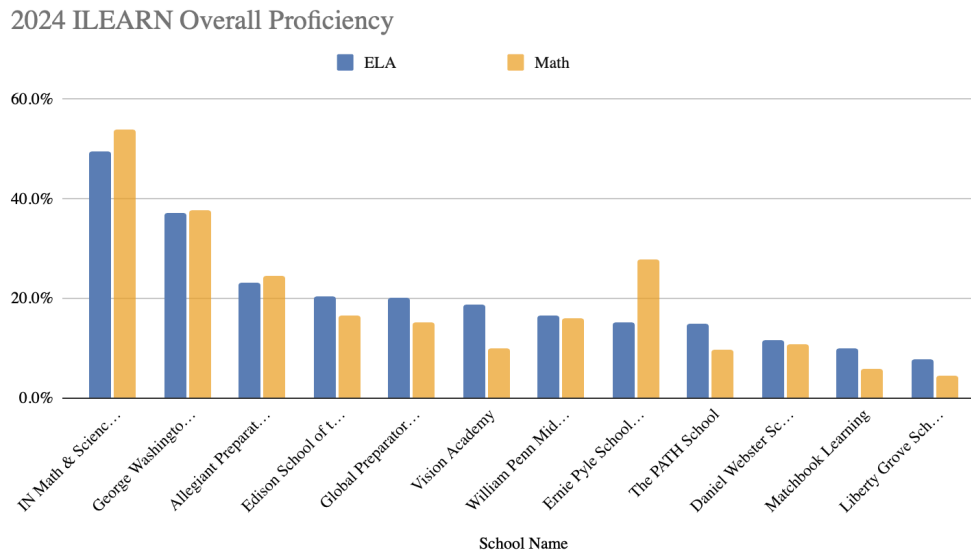
IMSA embeds ongoing, targeted professional development into its instructional culture, ensuring educators have the skills to meet students' evolving needs. Professional learning is a continuous process that directly impacts instruction and student achievement. Teachers engage in weekly PLCs to refine data-driven instruction, curriculum development, and student-centered strategies. Instructional coaching through Diana Sweeney Model, Literacy Cadre, and Science of Reading workshops enhances literacy and STEM instruction. Restorative practices training, led by Mashuan Henricks LLC, fosters a positive school culture. New teachers receive structured onboarding, while experienced educators participate in leadership development through Superintendent Leadership Seminars and Concept Schools' Leadership Summit.

By prioritizing differentiated instruction, classroom management, and culturally responsive teaching, IMSA ensures that professional development enhances student engagement and success while supporting teacher retention and job satisfaction.

Proven Successes

Indiana Math and Science Academy West outperforms comparison schools in English Language Arts and Mathematics. Data from the 2024 ILEARN assessment signal IMSA campuses to be high-quality options, especially in relation to Indianapolis Public Schools and other charter or innovation schools neighboring IMSA campuses.

Figure 5: 2024 ILEARN data comparing Indiana Math and Science Academy West to neighboring schools



IMSA West consistently outperforms Indianapolis Public Schools (IPS) across all grade levels from 3rd to 8th in both Math and English Language Arts. IMSA West students also outperform the state average for Mathematics and English Language Arts for nearly all tested grade levels. As part of the Concept Schools network, IMSA West benefits from a proven track record of success in serving racially diverse and low-income students. Concept Schools, which educates 85% of students of color—many of whom come from households facing economic challenges, has demonstrated exceptional capacity to meet the needs of students similar to those in the 46222 area.

Figure 6: 2024 ILEARN data from IMSA West in comparison to Indianapolis Public Schools by grade level

ILEARN 2024							
	Grade Levels & Percentage of Students Proficient						
English Language Arts	3	4	5	6	7	8	Overall
Indianapolis Public Schools	19.10%	20.70%	18.70%	21.10%	22.10%	23.40%	20.70%
IMSA West	60.00%	40.30%	61.10%	49.00%	42.60%	43.10%	49.40%
Statewide Average	38.6%	41.8%	40.3%	41.1%	41.8%	42.6%	41.0%
Math							
Indianapolis Public Schools	27.20%	24.60%	18.20%	15.20%	14.80%	12.80%	19.30%
IMSA West	70.80%	33.90%	67.30%	67.30%	35.20%	48.30%	53.80%

Statewide Average	52.4%	48.0%	40.8%	38.1%	33.9%	31.4%	40.7%
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IMSA West's student demographics closely mirror those of the surrounding community, with nearly 70% of students identifying as African American and just under 30% identifying as Hispanic or Latino. The school serves a diverse population, including 11.1% students in Special Education and 32% English Learners, reflecting the broader diversity of the neighborhood. This alignment positions IMSA West as uniquely qualified to serve the needs of students in the 46222 area, where a similar demographic exists.

Data on the performance of charter schools in Indianapolis shows that these schools, including IMSA West, have outpaced IPS and Marion County township districts in student achievement, making significant strides across all subgroups. IMSA West, in particular, has demonstrated remarkable success with Black students, achieving Math proficiency rates that exceed those of every Indiana district except one.

This track record of academic excellence, combined with IMSA West's deep understanding of the local student population, positions the school as a strong model for improving educational outcomes in the 46222 community and beyond.

The Indiana Math and Science Academy (IMSA) Difference

IMSA West stands out not only for its academic excellence but also for its exceptional commitment to student attendance. We have one of the lowest chronic absenteeism rates in Marion County—well below the state average of 17.8%. Students choose to attend IMSA West because they are engaged with the academic rigor and the STEM curriculum that has earned the school recognition as a certified STEM school by the Indiana Department of Education. This designation aligns with state priorities and underscores IMSA West's commitment to preparing students for future success.

Beyond the classroom, IMSA North, IMSA West, and the Concept Schools network offers a wide array of out-of-school learning opportunities that enrich students' educational experiences. Through partnerships with organizations such as Project Lead The Way, Robotics Club, and the Concept Young Scholars Program (CYSP), students have access to a broad spectrum of activities designed to expand their thinking and broaden their exposure. These programs include athletics, overnight trips, local educational excursions, cultural enrichment experiences, college visits, community service projects, and even international travel opportunities through Educational Adventures with CYSP.

The impact of these programs is profound. 94.6% of CYSP participants report that the program has contributed to both their academic and personal growth, while 93.4% attribute their improved academic achievement to their involvement. Furthermore, parents overwhelmingly recognize the value of these programs, with 93.4% agreeing that attending Concept Schools, and participating in programs like CYSP, has significantly contributed to their child's college readiness and future career prospects.

At IMSA West, our mission is to ensure that more students on the west side of Indianapolis are not only prepared for college, but are also equipped to pursue high-earning, life-changing careers in STEM. Through rigorous academics, enriching extracurricular programs, and strong community partnerships, we are committed to breaking the cycle of poverty and empowering our students to succeed in a rapidly evolving world.

Additionally, our experience in educational leadership has demonstrated success in various initiatives, including:

1. **IMSA Campuses in Indianapolis:** Our successful implementation of IMSA schools in the Indianapolis area has significantly enhanced student engagement and academic performance, particularly among underrepresented groups. These schools have exceeded local averages in key academic metrics and garnered positive feedback from both students and parents. Specifically, the 2024 ILEARN results show that our Black students at IMSA West have outperformed every Indiana school district, except one, in Math and ELA proficiency rates.
2. **Science and Engineering Achievements:** IMSA West students have consistently excelled in science and engineering competitions, such as the CONSEF Science and Engineering Fair, where they brought home numerous gold, silver, and bronze medals. Our participation and success in these events demonstrate our commitment to fostering a robust STEM education program.
3. **Robotics Championships:** Our VEX IQ Robotics teams have won multiple awards, including the Teamwork State Champion Award and the Robot Skills Champion Award, showcasing our emphasis on innovative and hands-on learning experiences.
4. **State and National Recognition:** IMSA West has received various accolades, including the Indiana Gold Star School Counseling Award and recognition from the Indiana Department of Education for substantial improvements in standardized test scores.
5. **IMSA North STEM Certification Designation:** The IDOE has recently released the 2023-24 STEM Certification results. Only four high schools achieved full STEM Certification this year, while three were recognized as "Developing in STEM Certification." IMSA North High School has been designated as one of the schools "Developing in STEM Certification." This recognition reflects our commitment to STEM education and the substantial progress we have made in enhancing our STEM programs.
6. **IMSA West STEM Certification:** On May 9, 2022, the Indiana Department of Education announced that IMSA West is one of the 15 schools newly certified as leaders in STEM education, bringing Indiana's total number of STEM Certified Schools to over 100 statewide. This recognition underscores our commitment to integrating STEM disciplines across the curriculum and engaging families and community partners to build knowledge and skills that will serve students throughout their lives.
7. **STEM Cadre:** IMSA North and IMSA West participated in the Indiana STEM Cadre, a statewide initiative by the Indiana Department of Education (IDOE) to enhance STEM learning. Through this program, IMSA received STEM instructional coaching, professional development, and curriculum resources, strengthening inquiry-based teaching methods like the 5E model, the Engineering Design Process, and Argument-Driven Inquiry. Teachers engaged in co-planning, co-teaching, and data-driven goal setting, gaining confidence to implement hands-on, student-centered STEM lessons. This led to increased student collaboration, problem solving, and real-world application of STEM concepts. By expanding STEM programming and instructional quality, IMSA North and IMSA West have solidified their roles as leading STEM-focused schools in Indiana, preparing students with essential 21st-century skills.

Evidence of Success

The following evidence demonstrates the success of our school model in furthering student learning:

1. **Increased Test Scores:** Our data-driven instruction has led to significant improvements in standardized test scores. For example, our IMSA schools have consistently outperformed local averages, with students showing marked progress in Math and Reading proficiency.
2. **Higher Graduation Rates:** Network schools implementing our model have seen higher graduation rates compared to traditional public schools. This is a direct result of our personalized learning plans and focus on student engagement and support.

At IMSA, we are committed to our students' success from the very start of their high school journey. By working closely with them from their freshman year, we provide the guidance and resources needed to stay on track and earn the 52 credits required for graduation. Through personalized, one-on-one collaboration, we empower each student to reach their full potential and achieve their academic and personal goals.

3. **Positive Behavioral Outcomes:** IMSA's Social-Emotional Learning (SEL) and Restorative practices practices have improved student behavior, reduced disciplinary incidents, and enhanced school climate. Schools using these frameworks report higher engagement, fewer suspensions, and stronger relationships. By integrating Conscious Discipline and Restorative practices Circles, IMSA has created a safe, connected school culture. The Lower Suspensions, Higher Success initiative promotes proactive behavior management, reducing punitive actions while increasing student accountability.

Mashuan Henricks LLC provides Restorative practices training, ensuring discipline is a learning opportunity. Peace Rooms replace traditional suspensions, supporting self-reflection and conflict resolution.

Using data-driven strategies like Panorama SEL surveys and MTSS interventions, IMSA ensures students receive personalized behavioral and emotional support. This holistic approach fosters an inclusive, academically enriching environment where students thrive.

4. **Parental and Community Involvement:** Our schools have achieved higher levels of parental and community involvement, as evidenced by increased attendance at school events.

At IMSA North, the Knight's Parent Association (KPA) is led by a parent, who is the mother of an 8th grade student. KPA meetings are held monthly and are well-attended. IMSA West parents have had a PTO in the past and are in talks to relaunch. Parents at both schools are encouraged to get involved with their student's learning by volunteering, attending events and parent teacher conferences. Students' families are involved with CYSP, sports, fundraisers, science fairs, and Concept Schools events in Chicago.

Enrollment and Demand

- How many students will be enrolled each year in each grade level? Enrollment targets must be defined by grade level for all seven years of the charter term, as well as total enrollment per year. **You may copy the projected enrollment table from the Charter Application Information Sheet in this section.**

Figure 7: Projected IMSA Enrollment (School Year 1 is 2026-2027)

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
K	60	60	60	60	60	60	60
1	25	50	50	50	50	50	50
2	25	25	50	50	50	50	50
3	25	25	25	50	50	50	50
4	25	25	25	25	50	50	50
5	25	25	25	25	25	50	50

6	25	25	25	25	25	25	50
7		25	25	25	25	25	25
8			25	25	25	25	25
9				25	25	25	25
10					25	25	25
11						25	25
12							25
Total	210	260	310	360	410	460	510

- Explain **in detail** your rationale for selecting this particular school size and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment in year one and beyond. This should include neighboring school enrollment, trends from similar schools that have opened in recent years, average district and/or charter enrollment, census track data with the number of school age children in the proposed neighborhood, and other relevant and supporting data.

Our decision to open IMSA Central with a strategic plan in place to eventually offer middle and high school programming, is grounded in community demand, enrollment trends, and the need for a continuous, high-quality STEM education within a single school network. This model ensures stability for students and families, cultivates long-term academic growth, and addresses a critical gap in high-performing, STEM-focused schools in the area.

IMSA North and IMSA West have consistently reached enrollment capacity, demonstrating a strong demand for STEM education in Indianapolis. Current high retention rates indicate that families value IMSA's instructional model and are seeking more high-quality options. Based on current IMSA enrollment data, the addition of IMSA Central will accommodate families who were previously unable to secure seats at our existing campuses. The demand for charter schools in Indianapolis continues to grow, and data from Enroll Indy, the city's unified enrollment system, shows that STEM-focused schools and high-performing charter networks receive significantly more applications than available seats. Additionally, local district schools in the target area have lower proficiency rates in Math and Science, reinforcing the need for a rigorous, STEM-focused alternative like IMSA Central.

As the demand for high-quality public school options increases, IMSA Central is well-positioned to serve this expanding student population. While Indianapolis has a variety of public, charter, and private schools, there is a significant gap in accessible, high-performing STEM-focused high schools, particularly in underserved areas. IMSA Central's K-12 model directly aligns with Indiana's priorities on graduation pathways, ensuring that students remain in a continuous learning environment that prepares them for college and STEM-related careers. By offering a seamless transition from elementary to middle and high school, IMSA Central will provide a structured, supportive, and academically rigorous pathway that traditional public school options cannot match.

IMSA's track record of academic excellence, strong community engagement, and financial stability ensures that IMSA Central will sustain enrollment not only in year one but throughout its expansion into a full K-12 school. With a strong recruitment plan, community outreach, and partnership-driven student engagement strategies, IMSA Central will establish itself as a high-demand school choice in Indianapolis.

By leveraging existing demand, demographic trends, and a well-established instructional model, IMSA Central is uniquely positioned to provide families with a long-term, high-quality STEM education while addressing critical gaps in the local school landscape.

Local Enrollment Trends and School Demand

The proposed location in the Haughville neighborhood presents both an opportunity and a need for a high-performing charter school. While Indianapolis has seen a mixed record of new school enrollments in recent years, the challenges faced by some recently opened schools provide important lessons for our strategic approach. For example, Girls in STEM launched with only 60 students—far below its target of 125—largely due to community pushback related to its proximity to MSD Pike Township. Purdue Polytechnic High School is another example of a proposed school launch that received community pushback. Conversely, schools that have successfully met or exceeded enrollment goals, such as Decatur High Ability School, Excel Center Southeast, and Paramount Schools of Excellence South Bend, have leveraged a new compelling instructional approach (high ability), a targeted age population (Excel Center Southeast), strong community integration and a well-established brand identity (Paramount Schools of Excellence South Bend).

Applying Lessons from Successful School Launches

IMSA Central intends to adopt the successful strategies of Paramount Schools of Excellence by deeply embedding itself within the Haughville community prior to launch. We recognize that strong community engagement and demonstrated value-add are essential for a successful enrollment outcome. To ensure that families are familiar with IMSA Central well before doors open, we have identified several key initiatives, including:

- **Hosting Community Events & STEM Workshops:** Providing free STEM workshops, family nights, and open house events to introduce families to our educational model.
- **Partnerships with Local Organizations:** Collaborating with community centers, faith-based organizations, and local businesses to establish trust and awareness.
- **Preschool & Early Childhood Outreach:** Engaging families with young children to build an early pipeline of interested students.
- **Parent and Stakeholder Meetings:** Hosting information sessions and Q&A forums to gather community input and address potential concerns.

Census and Enrollment Data Support Growth Prospects

Based on census tract data, there are nearly 8,000 students in the 46222 zip code making up almost 21% of the population ([Census Reporter](#)). This demonstrates a sustained need for additional quality school options and grants an opportunity for IMSA Central to capture families seeking a rigorous, STEM-focused alternative.

By leveraging community engagement strategies, aligning with local educational needs, and building on successful models, we are confident that IMSA Central will achieve its enrollment targets in year one and continue to grow into a full K-12 school that serves as a cornerstone of STEM education in the region.

The planning year for the project school in Metro Indianapolis is SY2025-26, and it will open in Fall 2026. Recent data shows persistent gaps in academic performance for Indianapolis Public Schools and neighboring districts. According to the [Indiana Graduates Prepared to Succeed portal](#), Indianapolis Public Schools received only a moderate rating with room for improvement in student achievement and support services.

While Wayne Township and Pike Township scored slightly higher in state ratings, their scores still indicate room for improvement, especially for lower-income students.

Establishing a Concept Schools charter school would help provide an attractive choice for families. Concept Schools manages two high-performing charter schools in Indianapolis (IMSA North and IMSA West).. Replicating the success of these schools could give students personalized learning experiences, STEM-focused curricula, and

support services tailored to both academic and social-emotional needs. These features showed high interest in a [recent survey](#) conducted by The Mind Trust of Indianapolis Public Schools parents (**See Attachment 11.1**).

The proposed Concept school for the Metro Indianapolis area aims to provide a rigorous, student-centered STEM program focused on fostering academic excellence, closing achievement gaps, emphasizing community engagement, and meeting the holistic needs of students and families. By replicating the approach of IMSA, and all other Concept network schools, the project school would address critical educational needs in the region.

Concept Schools is a non-profit charter management organization based in Schaumburg, IL. For 25 years, Concept has provided comprehensive educational, operational, and financial services to charter public schools. During this 2024-25 school year, Concept manages 35 campuses in seven Midwestern states, serving 14,500 Kindergarten through 12th grade students. Roughly 88% of Concept's students identify as students of color and come from low-income households.

A list of each Concept network campus, including its state-issued ID number and evidence of student success (**See Attachment 11.11**).

- Describe the recruitment process and explain how the school and its program will be publicized and marketed throughout the community. This should include both in-person and digital efforts and be specifically related to the community in which the school intends to locate.

To best engage parents and inform the community about the enrollment process at IMSA, Concept will adopt aspects of its current model for opening new charter schools and student recruitment.

Student admission process will include five stages: holding information distribution and open houses, reviewing enrollment packets, conducting a lottery (as needed), conducting home visits (when possible), and arranging enrollment meetings.

Information Distribution and Open Houses

Information about IMSA and the enrollment process will be disseminated throughout the city via a variety of methods. This includes direct outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth agencies/advocacy institutions. At open houses, prospective students and their parents/guardians will hear a comprehensive presentation about our school. There will be an opportunity to discuss the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement.

Interested parents who are unable to attend one of the IMSA open house meetings will be provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting scheduled with appropriate school staff for interested parties to verbally review all materials and receive answers to outstanding questions. Prospective students and parents/guardians will be encouraged to visit the school both during and after school hours.

IMSA will vigorously disseminate announcements to the public through print and digital marketing efforts including:

- Posting and distributing flyers in neighborhoods surrounding the school
- Ads / Placements
- Brochures
- Email blasts and social media campaigns
- Posters

- Visiting public and private elementary schools, after-school programs, youth and community centers, and business and civic organizations in the school community
- Utilizing local news and media resources (print and otherwise)
- Posting information on the school website
- Disseminating materials door-to-door
- Presence at community events (churches, temples, mosques, and synagogues)
- Direct bulk-mailings focused on families with students in target grades

IMSA will use all the methods described above to help ensure that students of all races, languages, disabilities, and abilities learn about the opportunities offered to children by our charter school. IMSA will not discriminate against any students or employees based on their intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful. All IMSA literature regarding student enrollment will include a statement expressing this fact.

Home Visits

Concept Schools values the relationships it forms with its parents. One of the best ways to establish and maintain positive relationships with parents is to meet with them on their schedule in their homes. IMSA will conduct home visits to personalize the intentions of the school and to listen to the needs of parents. IMSA intends to not only serve its students, but also provide opportunities and social support that meet community and student needs.

Most Concept-managed schools expect each staff member to conduct at least eight home visits throughout the school year. While it has yet to be determined, IMSA will set a similar expectation for its staff for the upcoming school year and beyond.

Enrollment Meetings

After admission into the school, students and parents will be encouraged to meet with the Principal or Assistant Principal. The purpose of this meeting is to provide upfront communication with the student and their parents to explain the IMSA educational program and possible opportunities such as: after-school offerings, expectations, promotion policy, advanced study groups, local and international trips, tutoring and all other programs. In the meetings, families will be asked to sign the Student and Parent Commitment Letters, which clearly explain all the details of the school's academic and non-academic policies.

- Explain exactly what the school's enrollment process will be, including an acknowledgement that participation in [Enroll Indy](#) is required upon approval of a charter. Schools must acknowledge that they, per OEI's policy, have a responsibility to "backfill," or continue to enroll students where capacity allows after the conduction of a Count Day. The section should demonstrate a strong understanding of Enroll Indy's processes and requirements.

Commitment to Enroll Indy and Equity in Access

IMSA fully supports Enroll Indy's mission to provide equitable access to quality school options. By participating in Enroll Indy's OneMatch system, IMSA eliminates the need for families to navigate multiple application processes, making it easier for them to find the best educational fit for their children. Our partnership with Enroll Indy aligns with our commitment to providing every student in Indianapolis with the opportunity to attend a high-quality school that meets their needs. The IMSA team annually reviews and signs the Enroll Indy Policy Manual Acknowledgement document.

Enrollment Process

IMSA's enrollment process is managed through Enroll Indy, ensuring that all families in Indianapolis have equitable access to our school. IMSA acknowledges its commitment to participating in Enroll Indy and adhering to its policies, including the obligation to backfill available seats throughout the school year.

Enrollment Rounds and Blackout Period

Enroll Indy conducts two primary enrollment rounds each year. During the Blackout period, which typically spans May through early June, IMSA collects basic information from interested families via a simplified form that is date- and time-stamped. This allows us to maintain an organized queue, ensuring families are considered in the order their interest was expressed once the Blackout period ends.

Post-Round Enrollment and Backfilling

After each enrollment round, IMSA's enrollment team promptly contacts families to confirm their continued interest in attending our school. This step is crucial, as several months may have passed since the initial application. Upon confirmation, students are entered into both Enroll Indy and PowerSchool, IMSA's Student Information System (SIS), to finalize their enrollment.

IMSA is committed to backfilling seats as they become available due to attrition or other factors, ensuring that as many students as possible can join our school throughout the academic year. This process is managed in close coordination with Enroll Indy, allowing us to accurately track seat availability and provide timely updates to families.

Seamless Enrollment and Support

To ensure a seamless enrollment experience, all forms are electronic and can be completed online through Enroll Indy or PowerSchool. For families needing assistance, IMSA provides access to school computers and enrollment staff who are available to guide them through the process. This support ensures that all families, regardless of their technological access or expertise, can successfully enroll their children at IMSA.

- Pursuant to IC 20-24-3-4 (b), please acknowledge that you will comply with any applicable desegregation orders. Currently, there are none in effect for Marion County, so a concise acknowledgement of this requirement will suffice for this area.

IMSA acknowledges the requirement to comply with any applicable desegregation orders as stipulated under IC 20-24-3-4 (b). While there are currently no desegregation orders in effect for Marion County, IMSA is fully committed to adhering to any such orders that may be enacted in the future. Our school is dedicated to maintaining a diverse and inclusive environment, ensuring that all students have equitable access to high-quality education, in full compliance with legal requirements.

IMSA supports Enroll Indy's mission to ensure equitable access to quality education. Through participation in Enroll Indy's OneMatch system, we simplify the application process, helping families find the best educational fit for their children. Our partnership reflects our commitment to providing all students in Indianapolis with access to a high-quality school that meets their needs.

- Include admissions policy and criteria, subject to IC 20-24-5.

Indiana Math and Science Academies Admissions Policy

IMSA Admissions Policy

The Indiana Math and Science Academy (IMSA) is dedicated to creating an inclusive and supportive educational environment that meets the diverse needs of all students. Our admissions policy complies with all applicable state and federal regulations, ensuring that IMSA is open to all students on a space-available basis, without discrimination based on race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, or ancestry.

Enrollment Information

IMSA accepts enrollment applications through Enroll Indy, providing equitable access to our school for all families in Indianapolis. If you are a current IMSA student, there is no need to use Enroll Indy for re-enrollment; we will contact you when re-enrollment begins. However, siblings who are not currently attending IMSA should be enrolled through Enroll Indy.

Enroll Indy conducts two rounds of application lotteries:

- Round 1: Opens in early November and closes in late January (with results released in late February)
- Round 2: Opens in late January and closes in mid-April (with results released in mid-May)

Once the results are released, the school will contact families to confirm the next steps.

Ongoing Enrollment

IMSA continuously accepts enrollment applications for the current school year. IMSA is committed to using Enroll Indy for all student enrollments. IMSA's enrollment process is managed through Enroll Indy, ensuring that all families in Indianapolis have equitable access to our school. Enroll Indy has two lottery rounds, the first beginning in November and the second ending in May. When the second round ends, the Late Enrollment Portal opens. There is a brief "blackout period" between the end of the second round and the beginning of the late enrollment period to allow for data migration within Enroll Indy's system. During this time, IMSA creates a queue of students interested in enrolling using a spreadsheet. Once the blackout period is over, IMSA logs the entries into Enroll Indy in a first-come-first-served method.

Parents must always enroll through Enroll Indy. First, families create an Enroll Indy account before they select their preferred schools in order of first choice, second choice, third choice, and so on. Families who complete their Enroll Indy application earlier in the enrollment cycle tend to have higher likelihood of matching with their preferred school(s) because, as time goes on, more and more seats are filled by students who have applied earlier.

Once a match occurs, families receive a message from Enroll Indy indicating they have matched with IMSA. We then reach out to the family to explain the next steps and answer any questions they may have. We then send registration paperwork to the family to complete via PowerSchool. Once the paperwork is completed and processed, we will create a schedule for the student. Families will then receive a call from the school confirming the start date.

Documents Required

Once enrolled, the following documents will need to be provided:

- Copy of student's immunization record
- Copy of student's birth certificate
- Copy of student's last report card or transcripts

Re-Enrollment Process

Once enrolled, students remain at IMSA without needing to reapply through Enroll Indy. However, families must complete re-enrollment forms each year to confirm their intention to continue at IMSA for the next school year. The re-enrollment deadline will be communicated to parents/guardians well in advance, using various methods such as letters, newsletters, phone calls, student meetings, and announcements. This proactive communication ensures that all families are aware of the deadlines and can secure their child's spot at IMSA.

Community Engagement and Partnerships

- Describe the relationships you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school.

Pre-Launch Community Engagement Initiatives

Before launching the new campus, IMSA staff recognized the importance of engaging with the local community to understand their aspirations for educational opportunities in the 46222 neighborhood. To build strong, meaningful partnerships and gather valuable feedback, the IMSA team proactively reached out to a range of community leaders and organizations and to Haughville residents. On January 31, 2025, the IMSA team visited the Christamore House, a longstanding neighborhood center. They met with the executive director to gain valuable insights into the community's needs and expectations.

Several Haughville residents have offered letters of support (***See attachment 10***). Overarching themes from these letters of support include: 1) Haughville residents value having choices for their children's education; 2) residents view STEM careers as an emerging sector of the US economy and want their children to be prepared for employment opportunities; and 3) residents feel that Haughville currently lacks a high-quality, STEM-focused school. While this sample of Haughville residents is not exhaustive, it does serve as an indicator that there is a need for a STEM-focused school in the area and that high levels of community support exist.

From discussions with LaToya Pitts, Executive Director of the Christamore House, we learned that the neighborhood has become more racially and economically diverse over the years. While conversations often focus on lower-income residents, the area's proximity to downtown has attracted more higher-income families. Ms. Pitts sees this diversity as an advantage for IMSA Central, given the school's diverse student population at its West 38th Street campus.

During a visit to the Christamore House, the Regional Director of External Affairs, Chris Bultman, learned about its history as a settlement house, now a designated historical site within the neighborhood. The center currently serves preschool-aged children and is planning to open another classroom due to high demand. Ms. Pitts expressed confidence in our ability to achieve strong enrollment, emphasizing the importance of deep community engagement and responsiveness to local feedback.

The Christamore House currently serves as a volunteer site for other high school students to gain community service hours, including Cristo Rey High School students and Cathedral High School students. She welcomed IMSA Central students as volunteers and mentioned already having systems in place to provide community service opportunities and would be happy to extend that partnership to IMSA Central.

"I believe in educational choice, for sure. There is no one-size fits all approach to education."

- LaToya Pitts, Executive Director of the Christamore House

On January 24, 2025, IMSA staff connected with the Hawthorne Community Center, touring the center and learning about their work and community support offerings. While Hawthorne’s leadership prefers to remain neutral in conversations regarding school choice, we gathered critical information about the community. In this community engagement conversation, we learned the following conclusions and are taking all feedback into consideration as we think about launching a new campus in the neighborhood:

- Haughville community members like to be deeply involved in new developments in the community and want their voices heard
- The Haughville Strong Community Association could serve as a potential avenue for learning about the hopes and needs of the neighborhood

On January 27, 2025, Mr. Bultman met with the Executive Director at International Marketplace Coalition & Global Village Welcome Center, Mary Clark, who wrote a letter of support for IMSA Central. During the visit, Ms. Clark offered her analysis of the changes in demographics, business, and the educational landscape on the westside of Indianapolis since the 1970s. IMSA West, the first IMSA campus in Indianapolis, opened in 2007, just two years after the International Marketplace Coalition, which is less than a mile away. Ms. Clark shared that she was very skeptical of charter schools at the time but says, “Over the years I have seen IMSA prove themselves by providing high-quality education, supporting their students and families, and impacting our community in positive ways.” She mentioned that one of IMSA’s strengths is the “diverse student population, representing countless nationalities, races, languages, and religions.” Finally, she stated that she would like to discuss developing youth programming for IMSA students and having them volunteer at the Global Village Welcome Center. She also invited IMSA families into the center for events and enrichment opportunities.

Faith leaders in the community were also consulted during IMSA’s community outreach efforts. On January 16, 2025, Mr. Bultman met with Bishop Peter Fenton (Pastor) and Elder Janet Howard of First Samuel Church (W)Holistic Ministries, which is a next door neighbor to the IMSA Central facility on West 14th Street in Haughville. During the meeting, the pastor and elder were presented with parent, staff, and student testimonials and looked at academic data comparing IMSA West test scores to surrounding schools. Following the presentation, Bishop Peter wrote a letter of support for IMSA Central saying, “I am confident that the addition of a third school will be a tremendous asset to our neighborhood.” He also noted that their Youth Ministry, Food and Clothes Ministry, Dance Ministry, and other community engagement ministries could be areas of future collaboration between First Samuel and IMSA Central.

IMSA also sought the feedback of STEM leaders in the Haughville area including Dr. Kevin Berkopes, who is the CEO and co-founder of the MathTrack Institute. MathTrack seeks to “solve the math teacher shortage by 2030” by helping to fast-track the teaching licensure process for non-traditional students. This meeting took place on February 3, 2025.

Dr. Berkopes is a Haughville native, having grown up in the neighborhood after his family immigrated there from Slovenia. In his letter of support for IMSA Central, Dr. Berkopes states, “For several years, MathTrack Institute and my other businesses have been aware of the great work of IMSA, and I have witnessed firsthand the transformative impact of their STEM-focused curriculum and dedicated staff.” During the visit, Dr. Berkopes was also impressed with IMSA’s diversity and IREAD and ILEARN scores. Dr. Berkopes also mentioned that he served on the board of the now-defunct Vanguard Schools, which was located in the former IPS School 75 building, and offered some feedback on the facility.

Our team visited Centro De Avivamiento Casa De Dios Y Luz para las Naciones, current landlord of former IPS School 75 building on November 26, 2024. Since our initial meeting in November, we have been encouraged by the support from church leadership who recognize the value of IMSA's STEM-focused, high-quality education.

In February 13, 2025, leadership members and board representatives from Centro De Avivamiento Casa De Dios Y Luz para las Naciones toured IMSA West, witnessing students excel in a diverse, dynamic, and academically rigorous environment. The visit offered them valuable insight into IMSA's positive impact, further strengthening their commitment to supporting our expansion efforts.

As pre-launch engagement continues, the IMSA team plans to connect with nearby child care centers, including Charity Cares and other childcare providers, to learn about their work and to gather information pertaining to their capacity. By doing this, we will better understand the hopes and desires of families in the area and ensure the school's offerings align with local needs. These conversations were instrumental in ensuring that the new campus would not only be a positive addition to the neighborhood, but also a supportive and collaborative partner in achieving the community's goals, rather than an external entity seeking to take from the area. Through these efforts, IMSA aimed to demonstrate its commitment to investing in the neighborhood and creating a school that reflects and supports the community's values.

Prior to submitting the charter application, five community engagement sessions were conducted and the following information was derived and will be taken into consideration prior to opening the school.

- Community organizations consistently provided positive feedback regarding the STEM school model
- Community members want to be deeply involved in the prelaunch of the school and don't want to feel blindsided
- While various community members have different opinions regarding school choice, one common theme is the need for quality schools in the neighborhood
- The diversity IMSA brings through our staff and student population is a welcomed addition to the community

Indiana Math and Science Academy will keep the community informed through newsletters, principal emails, social media, and events like open houses and assemblies. Teachers will regularly communicate with families through email, phone calls, home visits, and parent-teacher conferences in the Fall and Spring.

- Describe the role to date of any parents and community members involved in developing the proposed school. Describe how you will engage parents and community members from the time that the school is approved through opening.

As of February 2025, parents and community members have engaged with the IMSA Central application process through discussions at our school board meetings, in conversations with school leadership at events such as parent teacher conferences, and by regional staff visiting community members in the Haughville area.

The IMSA North Knight's Parent Association (KPA) has expressed interest in helping mentor parents of future IMSA Central students in the formation of IMSA Central's forthcoming parent association. Mr. Bultman will invite IMSA North's KPA to host a parent night at IMSA Central to bolster family interest in forming a parent association, to share best practices developed from IMSA North, and to collaborate on school system-wide initiatives that would benefit from scaling. Community leaders and local business owners will be invited to attend parent association meetings to offer feedback and opportunities for collaboration, engagement, and fundraising.

Once IMSA Central is approved, Mr. Bultman will collaborate with IMSA Central's principal, registrar, and front office staff to engage with our new students' families. Registrars and front office staff are the first point of contact for families and help them navigate enrollment, registration, and by fielding a myriad of logistical questions. Mr. Bultman already has frequent meetings with existing building principals and registrars, so IMSA Central staff will plug in directly to existing infrastructure that helps with onboarding and educating new students and families.

From the time of approval to the first day of school, IMSA Central will be abuzz with opportunities for families to connect with building-level teachers and leadership, and regional and Concept Schools leaders. The timeframe will feature community listening sessions, open houses, family fun nights, and other engaging events that provide opportunities for meaningful exchanges between IMSA Central staff and leadership and the Haughville community. IMSA Central's goal will be to listen to families' questions, concerns, and feedback for the school and to educate the Haughville neighborhood about IMSA's mission and vision, programmatic offerings, and commitment to transparency, diversity, academic excellence, and supporting the whole student.

Parent and family involvement and feedback is critical to all IMSA campuses in their pursuit of providing high-quality, college preparatory education that is culturally relevant and meets the needs of local communities. Thus, parents and community members will be encouraged to attend school board meetings and present questions and concerns to the board. Parents will be informed that, just as with IMSA North and IMSA West, all board meeting minutes are posted on school websites.

In the months leading up to opening the school and continuing into its first academic year, community members will be invited to collaborate with IMSA Central to offer programs, enrichment opportunities, service learning, and other student-facing and family-facing offerings. IMSA Central will also promote and encourage students and families to visit, patronize, and support local businesses, organizations, and services that align with the mission of IMSA Central. IMSA Central will collaborate with local businesses to offer fundraising opportunities for IMSA Central sports, clubs, and extracurricular offerings.

To date, Concept Schools, Indiana Math and Science Academy administrators, and the school board for IMSA's existing campuses have contributed to developing the proposed school. In the coming months, Indiana Math and Science Academy plans to:

- Continue building relationships with local community leaders
- Conduct significant listening sessions with families to learn about their hopes and desires for their child's education and to involve them in the school's development
- Attend neighborhood meetings to meet families and encourage their participation
- Host informational meetings open to the public
- Engage with families at local festivals and events
- Launch social media campaigns to enhance community awareness and involvement

Since the IMSA team is still in the beginning stages of replication activities, interactions with parents/guardians and families have been limited. However, the next phases of our work initiates significant focus on parents and families. We will engage with potential parents and families through the following:

- Canvassing with Neighborhood Education Advocates
- Reviewing Facebook ads for parent opinions, specifically in or near the 46222 zip code
- Surveying existing IMSA North and West families living in the 46222 neighborhood
- Inviting parents to focus sessions to hear their perspectives
- Asking current families at each campus to spread the word about the new school and inviting them to a listening session
- Utilizing radio, billboards, yard signs, and other promotional materials to promote the school.

- Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Complete the Community Partnerships template below.

IMSA North and IMSA West maintain several positive community partnerships— all of which will be expanded to include IMSA Central.

Mental Health Partners:

- **Shalom Health:** Provides nurse practitioner services for IMSA North
- **Community Health Network:** Offers behavioral health specialists for IMSA North
- **Hope Haven:** Supplies behavioral health specialists for IMSA West
- **Hahn Psychological Services:** Student testing for IEP evaluations
- **Marion County Public Health Department:** Delivers “The Truth about Drugs” curriculum for ATOD prevention
- **Gallahue:** Provides mental and behavioral healthcare services

STEM Partners:

- **Eli Lilly:** Grant and STEM partnerships
- **Christamore House Family and Community Center:** Child and Youth educational services, life skills training
- **PLTW:** Curriculum partner (Biomedical Engineering Pathway, Gateway Automation and Robotics, Launch K-5)
- **Marian University:** STEM partnership and teacher residency pipeline program
- **Indiana Association of School Principals:** Science Bowl 4-6, Math Bowl 4-6
- **Etica Group:** Engineering firm
- **Dorma Kaba:** After-school rocketry programming and coaching
- **Ivy Tech:** Dual Credit and STEM courses
- **Five Star:** IDOE STEM Cadre Teacher Development and Coaching
- **Science Education Foundation of Indiana:** State science fair competition
- **Central Indiana Regional Science and Engineering Fair:** Regional science fair competition

Student Support Partners:

- **21st Century:** Funds after-school programs at existing campuses
- **21st Century Scholars:** Provides merit-based scholarships to graduating seniors(the program starts in 8th grade; students must maintain compliance through graduation)
- **Indy Parks Free Meal Program:** Supplies meals for after-school programs
- **Mind Trust:** Works to enhance education in Indianapolis by supporting schools, fostering community involvement, and promoting racial equity
- **Diversity Church:** Donates backpacks filled with school supplies to students at no cost
- **Miller Transportation:** Offers bus transportation for IMSA schools
- **Ceres Food Service:** Manages food services for IMSA schools
- **Limelight:** Evaluates 21st Century grant-funded after-school programs
- **Butler University Tutoring Program:** University students provide tutoring as part of their community service hours
- Describe the steps you have already taken to develop partnerships and build relationships, including people and organizations with whom you have already met, and your plans to further develop additional partnerships and relationships. Be as specific as possible.

Indiana Math and Science Academy has already taken steps to develop partnerships and build relationships with organizations and individuals who will help support the replication initiative.

Indiana Math and Science Academy School board member Jazmin Sanders works at the Mind Trust as their Manager of School Support & ISLL. Ms. Sanders and her team have extensively collaborated with IMSA in the rollout of the new school initiative. Senior Vice President of Leadership and Equity Dr. Patrick Jones is also a strong partner and supporter of IMSA and this project school. Both advocates shared their insight regarding their perspectives on what's needed in a school in order to achieve more equitable outcomes for students.

Indiana Math and Science Academy also has plans (which are outlined below) to further develop additional partnerships and relationships in the months leading up to the opening of the new school.

- IMSA will attend local neighborhood meetings to meet families and invite them to participate in school events and activities
- Our school will set up informational meetings and invite the public to attend.
- IMSA administrators will attend local festivals and events to connect with families and local community organizations.
- IMSA will use social media to connect with the local community.
- Radio, billboards, yard signs, and other promotional materials will be used to promote the school.
- Please ensure you highlight areas where partnerships align with the proposed geographic location of the school.

Figure 8: Community Partnerships Chart

Name of Organization	Representative from Organization	Address, phone number and email address	Specific products or services to be provided to the school	Will this partnership include a formal agreement ? (i.e. contract, MOU)	Is a letter of support included in the application?
The Mind Trust	Luke Lennon	1630 N. Meridian St., Indianapolis, IN 46202 317.935.9990 llennon@themindtrust.org	New School Opening Support	Yes	No
Shalom Health	Andy Nino	3400 Lafayette Rd. Suite 200 Indianapolis, IN 46222 (317) 291-7422 annaannee@shalomhealthcenter.org	School-Based Health Clinic	Yes	No
Community Health Network/Gallahue	Various	1500 North Ritter Ave. Indianapolis, IN 46219 800-777-7775 hairston@imsaindy.org	Therapy Services	Yes	No
Hope Haven	Ms. Jewel Carlisle	5610 Crawfordsville Rd. Suite 200 Indianapolis, IN 46224 ph: 317.241.HOPE (4673)	Therapy Services	Yes	No

		admin@hopehavenpsyc h.org			
Hahn Psychological Services	Dr. Elizabeth Hahn	2011 N. Meridian St., Indianapolis, IN, 46202 317-941-2200 ehahn@hahnpsych.co m	IEP Testing Services	Yes	No
Marion County Public Health Department	Dr. Virginia Caine, MD, Director and Chief Medical Officer	3838 N. Rural St., Indianapolis, IN, 46205 (317) 221-2301 HealthDept@MarionHe alth.org	Substanc e Use Outreach Program	Yes	No
21st Century After School Program	Katie Lehman	100 N. Senate Ave 9th floor, Indianapolis, IN 46204 (317) 464-4400 klehman@doe.in.gov	Funding and Oversight of After School Program	Yes	No
21st Century Scholars	Bukola Fasipe	101 W. Ohio Strt. Suite 300 Indianapolis, IN 46204 317-617-0362 ofasipe@che.in.gov	College Assistant for Graduates	Yes	No
Indy Parks Free Meal Program	Amy Ratliff	200 E. Washington St. Ste. 2301, Indianapolis, IN 46204 317-327-7275 klehman@doe.in.gov	Meals for After School Program	Yes	No
Diversity Church	Andrew Woodrich	2415 E. 72nd St., Indianapolis, IN 46240 317-954-8574 pawodrich@diversitych urch.net	Backpacks for Kids/Food Basket/ etc.	No	No
Miller Transportation	Jennifer Murphy	1103 S Tibbs Ave., Indianapolis, IN 46241 317-244-8599 jmurphy@millertranspo rtation.com	Student Bus Transportation	Yes	No
Ceres Food Service	Jason Carrier	10400 Higgins Rd., Rosemont, IL, United States, Illinois (773) 385-6010 j.carrier@taher.com	FSMC for IMSA Schools	Yes	No
Limelight Analytics	Danielle Sovinski	1315 E. 10th St., Ste. 320 Bloomington, IN 47405 (812) 856-0509 danielle@limelightanal ytics.com	21st Century After-School Program Evaluations	Yes	No
Butler University Tutoring Program	Hanako Gavia	4600 Sunset Ave., Indianapolis, IN 46208	Student Tutors	Yes	No

		800-368-6852 hgavia@butler.edu			
Indianapolis Head Start Program	Tawni Brown	3637 N. Meridian St., Indianapolis, IN 46208 800-296-8026 tbrown@fds.org	Transition to Kindergarten	Yes	No
First Samuel Church (W)holistic Ministries	Bishop Peter Fenton; Pastor and Janet Howard	1402 N. BELLEVIEW PLACE, INDIANAPOLIS, IN 46222 317-635-1942 howardjanet15@yahoo.com	Food and clothes for families in need.	No	Yes
Christamore House	La'Toya Pitts	502 N. Tremont St., Indianapolis, IN 46222 (317) 635-7211 latoya.pitts@christamorehouse.org	Pick up students from IMSA West daily. House of Teens and Before and After Care programs	No	Yes
PLTW	Britt Fennessy, the Director of School Success	5939 Castle Creek Pkwy Dr N, Indianapolis, IN 46250 (317) 669-0200 bfennessy@pltw.org	STEM Curriculum	Yes	No
Marian University	Dr. Karen Wright	3200 Cold Spring Rd., Indianapolis, IN (317) 762-6229 krwright2@marian.edu	STEM partnership. Teacher residency pipeline program	Yes	No
Indiana Association of School Principals	Various	11025 E. 25th St., Indianapolis, IN 46229 (317) 891-9900 jslinker@iasp.org	Science Bowl Math Bowl	No	No
Etica Group	Megan Scott	8720 Castle Creek Pkwy E. Dr #400, Indianapolis, IN 46250 (317) 407-8834 mscott@eticagroup.com	Engineering firm	No	No
DormaKaba	Ryan Woebkenberg	6161 E. 75th St., Indianapolis, IN 46250 (844) 773-2669 rdwoebke@hotmail.com	Rocketry Consultant	No	No
Ivy Tech	Heather L. Morrison (Director, K-14 Initiatives)	50 W. Fall Creek Pkwy N Dr, Indianapolis, IN 46208 765-966-2656 info@ivytech.edu	Dual Credit Courses for 9-12	Yes	No
Five Star	Stephanie Waring	3310 E. 10th St. Suite 4, #358 Jeffersonville, IN 47130	STEM Cadre Literacy Cadre	No	No

		(812) 246-5257 swaring@@fivestartech.com			
Science Education Foundation of Indiana	Glen M. Cook, Jr., Executive Director	864 E. Cambridge Dr., Terre Haute, IN 47802 (812) 201-6931 gcook@sefi.org	Hoosier Science and Engineering Fair International Science and Engineering Fair (ISEF)	No	No
Central Indiana Regional Science and Engineering Fair	Tanja Greene, Director of Community Outreach, Assistant Professor of Biomedical Engineering	3200 Cold Spring Rd., Indianapolis, IN 46222 (812) 228-5019 tgreene@marian.edu	CIRSEF, State Science Fair	No	No
University of Notre Dame	Various	107 Carole Sandner Hall, Notre Dame, IN 46556 574-631-3165 stemeduc@nd.edu	Advanced Placement Teacher Investment Program (AP-TIP)	Yes	No

Replication and Capacity for Growth

- Complete the Replication Workbook **(See Attachment 8.)**
- If the school you are proposing to replicate is not a mayor-sponsored charter school, provide links to where OEI may find accountability reports from prior years or include these reports at the end of your prospectus PDF submission. **(See Attachment 11.11.)**
- What are current short- and long-term plans for replication and growth?

Both short- and long- term plans for replication and growth are based upon student success, community engagement, and operational excellence.

In this application, the IMSA team requests a K-12 charter, replicating the successful model and approaches from IMSA North and IMSA West. The school will open in Fall 2026 and serve students in grades K-6. Each school year, IMSA will add up to two sections in each grade level allowing students to age up naturally until the school reaches capacity in its seventh year of operation.

IMSA expects all students to meet or exceed academic standards in Math, Language Arts, Social Studies, and Science. IMSA is expected to develop and maintain positive relationships with community organizations and leaders. IMSA is expected to meet or exceed all operational charter and state statutes.

- What resources does your group have to replicate the school for which you are currently applying? What additional resources do you foresee needing to reach your long-term replication goals?

IMSA, in partnership with Concept Schools, will take a four-pronged approach towards sourcing start-up funding.

1. In July 2024, Concept Schools applied for federal funding in the form of a charter school program grant for charter management organizations from the US Department of Education for the amount of up to \$2M over five years. Grant applications selected for funding will be notified Spring 2025. In the event this grant is not awarded, the IMSA team plans to apply for the Charter School Program (CSP) Quality Counts Grant in Summer 2025, a federally funded initiative designed to support the opening, expansion, and replication of high-quality charter schools. IMSA secured a \$250,00 grant from The Mind Trust to help fund the school's community engagement and enrollment strategies during this pre-operational year. These efforts will be locally led by a recently hired regional director of external affairs.
 2. Concept Schools will guide IMSA in its local philanthropic efforts, seek local grant dollars, and raise start-up capital from community leaders and organizations.
 3. As part of its model, Concept will also provide start-up funding in the form of zero-interest loans, pending local school board approval.
- Explain, in detail, what makes the current school successful and explain the processes that have been put in place that will recreate the success in replicated schools. Strong responses should include an overview of school systems and processes, including how the school will intentionally share best practices among the campuses.

At the heart of the success of both current IMSA campuses are their shared clear and compelling mission. With a focus on STEM education and post-graduation success, IMSA pushes every student to meet their full potential. Behind the school's success is a team of exceptional leaders. The principal and administrators are not just figureheads but active participants in the school's journey. They are visionary, approachable, and data-driven.

The curriculum at IMSA is both rigorous, flexible, and recommended by Concept Schools' academic department. It aligns with the new Indiana state standards and may be adapted to meet the unique needs of our students. Teachers deploy differentiated instruction, using a variety of methods to cater to diverse learning styles. Data isn't just numbers at this school— it's a tool for improvement.

The school collects and analyzes data on student performance, attendance, and behavior. To replicate the school's success in other campuses, a system for sharing best practices is crucial. Professional Learning Communities (PLCs) are established, allowing educators from different schools to collaborate and exchange ideas. Standardized processes are documented, providing a blueprint for effective teaching and administrative procedures.

- Have any charters previously been revoked by any other authorizer? If so, please explain.
No
- Have any charters been rejected for renewal? If so, please explain.
No
- Do any of the schools have any issues related to legal compliance? If so, please explain.
No
- Do any of the schools have any issues (legal or otherwise) related to accessibility? For example, with open enrollment processes or individuals with special needs.
No

Educational Program Design

A school's innovative approach, mission, or target audience might require it to provide unique services or take advantage of more unusual methods to serve its students and communities. This could be in the area of curriculum, instruction, assessment, student work or responsibilities, extra-curricular programs, use of technology, and more. Although new strategies can be considered innovative simply because they are novel, it is important to remember that education is high stakes. If there is research, data, or evidence to promote a relatively new or highly debated model or method, it is essential applicants provide it.

Curriculum and Instruction

*Do not provide a copy of the Indiana state standards or requirements for a Core 40 Diploma in place of curriculum details. Where needed, please [link](#) to curriculum samples, lesson plans, or other curricular materials; **do not include them as attachments to this application.***

IMSA's leaders realize that many of our nation's public schools located in poverty areas are in crisis. To undertake this challenge and close achievement gaps, the school will personalize education by supporting the development of meaningful, sustained relationships among teachers, students, and parents; set clear, coherent goals and expectations that are well communicated to students and parents; and provide opportunities for students to complete real-life, meaningful projects that students can relate to amongst other personalized activities.

The educational model at IMSA is built around a dynamic and flexible approach that draws from a variety of research-based instructional strategies. Teachers will be regularly trained by Concept Academic Directors and will incorporate a blend of methods designed to meet the diverse needs of our students. These research-based methods include direct instruction, differentiated instruction to tailor learning to individual needs, and project-based learning (PBL) to engage students in real-world challenges that promote critical thinking and problem solving.

In addition, project-based learning will allow students to apply their knowledge in meaningful ways, while collaborative learning will build teamwork and communication skills. Instruction will be data-driven, using student performance data to guide decisions and improve outcomes. Technology will be used in transformational ways to personalize learning and enhance the educational experience.

This approach ensures that students have an engaging learning environment where they can explore their interests, develop advanced skills, and think critically across subjects like Mathematics, Science, and beyond. These strategies, grounded in evidence and best practices, are proven to support student growth and are particularly effective in fostering deep understanding and achievement. By focusing on both reading fluency and decoding skills, we aim to build strong literacy foundations that help students read complex materials with ease. The combination of these methods is designed to create a learning experience that prepares students to thrive academically and as problem-solvers in the real world.

IMSA will ultimately grow each school year to add grade levels and about 50 students to its enrollment until it graduates its first class in 2031. Kindergarten class sizes will be capped at 20 students, and other grades will be capped at 25. Concept Schools believes that small class sizes led by certified teachers allow for the development of meaningful relationships between students and staff. This translates to a small school feel, where staff and administrators truly become a part of the community. IMSA believes that strong relationships with students and families will lead to academic and social success.

Core academic classes are scheduled throughout the day, providing students with focused learning time in subjects like Math, Science, sSocial Studies, and Language Arts. Dedicated periods are set aside for personalized support and intervention. During these times, students can receive targeted help and participate in small group sessions to

address specific learning needs. The length of periods have not been decided but will range from 40-90 minute blocks.

Click [here](#) for a sample student schedule.

IMSA believes that extending the school day and year provides students the most adequate amount of time to support learning.

Click [here](#) for the current IMSA North and IMSA West Academic Calendar.

We implement a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies to meet the needs of the students. All parts of our curriculum are fully aligned with Indiana state learning standards or common core standards. Additionally, it is important to note that we crosswalk all the common core standards to Indiana state standards embedded within the curriculums so that we are aligned.

Click [here](#) for a sample standards correlation guide

Click [here](#) for a sample curriculum map.

These curricula include (but are not limited to) Wit & Wisdom, Geodes, Foundations, Zearn, Project Lead The Way, Houghton Mifflin Harcourt (HMH), Reveal, CommonLit, and [Amplify](#). These nationally recognized companies are widely used and known for their rigor. Curriculum maps and unit plans are developed by Concept's curriculum directors with support from the regional director of teaching and learning and classroom teachers committees which are grounded from the original curriculum pacing guides and are tailored to our specific needs. This provides the framework for detailed weekly and daily lesson plans that the teachers complete with their grade-level partners.

IMSA utilizes curriculum such as Wit and Wisdom which align with Indiana's Science of Reading initiative by emphasizing key components of reading instruction grounded in cognitive science. The curriculum supports phonemic awareness and phonics, which are essential for early reading development (though it's more focused on comprehension). It follows a structured, sequential approach to literacy, ensuring students build foundational reading skills while also developing vocabulary through explicit instruction.

Wit & Wisdom promotes exposure to complex texts, which helps students develop both fluency and comprehension skills. This aligns with the Science of Reading's emphasis on language comprehension and the importance of building knowledge across different subjects. The program also integrates high-quality, explicit teaching practices, modeling reading strategies, and gradually releasing responsibility to students, which matches the Science of Reading's approach to structured, evidence-based literacy instruction.

While [Wit & Wisdom](#) meets expectations as measured by EdReports and focuses on knowledge-building through rich texts, it complements the Science of Reading by addressing the foundational aspects of Reading, such as phonics and vocabulary, and can be paired with additional programs to fully align with the initiative's goals. Not only does Wit and Wisdom align with the Science of Reading, but it has also been vetted by EdReports, scoring high across all categories.

Click [here](#) for a sample list of curricular resources used by IMSA and most Concept network schools.

It's important to note that all curricula are recommended by our Concept Academic Directors and their curriculum stakeholder committees, which is then approved by the School Board. The selection process is completed by early spring each year, ensuring that the curriculum is chosen in advance for the upcoming academic year. These committees meet monthly throughout the year to evaluate key factors such as alignment with learning standards, relevance to student needs and interests, content comprehensiveness, pedagogical approach, teacher support,

adaptability to various learning styles, assessment strategies, and the overall quality and research foundation of the curriculum. Additionally, some schools pilot the curriculum before full implementation. This collaborative process ensures that the curriculum is tailored to the specific needs of the student population, contextualized appropriately, and designed to achieve the desired learning outcomes.

IMSA school leadership will work closely with teachers to internalize the curriculum by providing ongoing professional development, collaborative support, and continuous feedback. The curriculum is selected by our Concept academic directors and their curriculum stakeholder committees by early spring each year. This will ensure alignment with learning standards and the specific needs of our students. To support teachers in internalizing the curriculum, school leaders will facilitate regular training sessions, workshops, and collaborative planning time where teachers can review and discuss the curriculum's content, pedagogical approach, and assessment strategies. Additionally, the curriculum companies provide their own professional development opportunities, which will further equip teachers with strategies for effective implementation.

In grade levels or specific content areas, teachers will have the opportunity to pilot the curriculum before full implementation, allowing them to provide feedback and refine their instructional practices. To monitor progress, school leadership will conduct regular check-ins, classroom observations, and review lesson plans and student performance data. Teachers will also participate in ongoing professional learning communities to reflect on their practices and share insights. Leadership will track the impact of curriculum implementation on student outcomes, making adjustments and providing additional support as needed to ensure that the curriculum is internalized effectively and achieves the desired learning outcomes.

To support students learning English as a new language, our curriculum is adapted with bilingual resources and targeted language support, including ELL (English Language Learner) classes and push-in support from language specialists within the classroom. These strategies, aligned to the Science of Reading, help ensure students simultaneously develop both language and academic skills. For students with special needs, we customize learning through individualized education plans (IEPs) that align with their unique strengths and challenges. Instruction is modified to meet each student's needs, often incorporating adaptive technology and tailored assignments. To further support these students, we offer specialized tutoring, small group instruction, and access to specialists like speech therapists and special education teachers.

For students who are above or below grade level, our curriculum includes differentiated instruction to meet diverse learning needs. This may involve advanced enrichment opportunities for students who need more challenging material, or scaffolded support for those who need additional practice to catch up. In addition, our school provides after-school programs, mentoring, and personalized academic support to ensure all students—regardless of language proficiency, special needs, or grade-level placement—have the resources and support they need to succeed.

Performance Management

- Describe how student baselines and progress will be determined, measured and reported. As a starting point, charter schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools. In addition to state summative assessments, please also include the names of formative and interim assessments you are planning to use, why you chose them, and the projected testing schedule.

To measure student growth and proficiency, IMSA administers ClearSight interim assessments three times per year in English Language Arts (ELA) and Mathematics. ClearSight is a state-aligned, digital assessment platform designed to provide adaptive and fixed-form assessments that reflect grade-level standards. Each assessment consists of 35-45 questions and includes items that have been previously administered on state summative assessments, ensuring rigor and alignment with Indiana Academic Standards. These assessments are scheduled in

September/October, December/January, and March/April which allows for instructional adjustments between test administrations.

In addition to ClearSight, IMSA participates in the IDOE ILEARN Checkpoints pilot program, adding secondary interim data points that provides additional insight into student mastery of essential standards. This dual-interim approach allows teachers to triangulate student data, compare assessment trends, and implement targeted instructional interventions.

At the formative level, IMSA integrates weekly ClearSight Checkpoint Assessments, which are custom-designed by our regional instructional coaches. These assessments target essential grade-level standards, offering teachers real-time feedback on student mastery and guiding immediate instructional decisions. Teachers analyze these results in weekly Professional Learning Community (PLC) meetings, where they collaboratively adjust lesson plans, identify students needing additional support, and implement evidence-based interventions.

- Explain how teachers and school leaders will analyze student data and use it to drive instruction. Please include how data will be collected, how it will be communicated to teachers, and how frequently staff will meet to discuss results.

Data collection occurs at multiple levels, including formative assessments (quizzes, classwork, and weekly ClearSight Checkpoints), interim checkpoint assessments (ClearSight and ILEARN Checkpoints), and summative assessments (end-of-term and state-mandated exams). Teachers receive real-time student performance data through interactive dashboards and detailed reports, allowing them to track trends, identify learning gaps, and adjust instruction accordingly.

At the weekly Professional Learning Community (PLC) meetings, teachers analyze formative and interim data, discussing individual student progress, instructional effectiveness, and necessary interventions. Every decision is rooted in data which is why these meetings are structured around student work samples, performance metrics, and instructional best practices.

Frequent data reviews, led by school leaders and regional instructional coaches, focus on broader academic trends, intervention effectiveness, and instructional refinements. During these sessions, administrators and teachers collaboratively develop action plans, assess the impact of instructional strategies, and implement necessary adjustments to curriculum pacing and differentiation techniques.

- Describe the school's policies and standards for promoting students to the next grade or grouping level and what factors would cause a student to be retained. Include how these decisions will be communicated to parents or caregivers.

IMSA follows a comprehensive, data-driven approach to student promotion to ensure our students demonstrate academic proficiency, social-emotional readiness, and overall growth before advancing to the next grade level. Promotion decisions are based on multiple measures, including performance in core subjects (Math and ELA), formative and summative assessments, classroom participation, attendance, and teacher evaluations.

Retention is considered only as a last resort, reserved for students who consistently underperform academically, fail to show progress despite targeted interventions, or are not socially and emotionally prepared for the next grade level. Before retention is recommended, IMSA implements proactive support systems (Multi-Tiered Systems of Support) such as personalized intervention plans, small-group tutoring, mentoring, and SEL (Social-Emotional Learning) support. Additionally, students are recommended to attend summer school at Indy Summer Learning Labs (ISLL) to bridge learning gaps before advancing to the next grade level.

To guarantee full transparency and parental involvement, IMSA maintains consistent communication with families throughout the academic year. Parents receive regular progress reports, invitations to parent-teacher conferences, and early warning notifications if their child is at risk of retention. If retention is being considered, a formal multi-stakeholder meeting—including parents, teachers, school administrators, and intervention specialists—is scheduled to discuss the student’s challenges, support options, and possible pathways forward. A written notification follows the meeting, ensuring clarity on the final decision and outlining next steps to support the student’s success.

- For high school students, explain how the school will meet the requirements of the state’s graduation pathways. Describe what pathways will be available for students, the timeline for choosing a pathway, and the supports involved in the process.

IMSA ensures that students graduate prepared for college, careers, and beyond by providing multiple graduation pathway options aligned with Indiana state requirements. Students can earn a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors, allowing them to pursue a pathway tailored to their interests and career aspirations. 85% of IMSA North students in the 12th grade completed all required coursework during the 2023-2024 school year and established themselves as being graduation-ready. This number has continued to improve since 2021.

Students begin exploring their graduation pathways during their freshman year through structured career exploration programs, interest assessments, and guidance counseling. They also have the opportunity to take foundational pathway courses in select subjects. Their four-year plan is reviewed and updated each year, ensuring their course selections align with any evolving goals. In their sophomore year, students engage in deeper pathway discussions, supported by career assessments, workforce data, and insights from the Indiana Department of Workforce Development (DWD). If they have not made their pathway selection yet, they do so by the end of the year and choose a graduation pathway that aligns with their post-secondary aspirations—whether that be college enrollment, industry certifications, or direct entry into the workforce.

IMSA provides robust support systems to ensure student success in their chosen pathways. This includes personalized counseling, career readiness workshops, career fairs, mentorship programs, and partnerships with industry leaders. Advisors assist students in meeting pathway requirements, tracking progress, and connecting them to external opportunities such as internships, certifications, and dual-credit courses. Students are also encouraged to consider labor market trends, particularly INDemand jobs, to make informed decisions about career choices.

IMSA is committed to STEM career preparation through its partnership with Project Lead the Way (PLTW) and Ivy Tech (Dual Credit), offering Biomedical Science pathway courses and other STEM-related electives. Through PLTW, students can also pursue an Engineering pathway, positioning them to earn industry-recognized certifications before graduation. Additionally, IMSA high school students have access to courses in software development and business management pathways. To support student success, IMSA fully funds exam preparation and certification testing costs, providing graduates the opportunity to earn valuable credentials that give them a competitive edge in the workforce.

By integrating career exploration, industry partnerships, and rigorous academic pathways, IMSA ensures that students graduate with the skills, knowledge, and credentials needed for long-term success in both higher education and the workforce.

- For high school students, explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

IMSA employs a comprehensive, multi-tiered support system to ensure students stay on track toward graduation and successfully complete their chosen pathways. By utilizing early warning systems, personalized interventions,

and [evidence-based strategies](#), IMSA proactively identifies and supports students who are at risk of academic failure, disengagement, or dropping out.

IMSA's early warning system tracks key risk indicators like attendance, grades, and behavior, triggering targeted interventions such as academic counseling, tutoring, and mentoring. Counselors, teachers, and leaders collaborate weekly to review student progress and create customized support plans.

Credit recovery programs, including Indiana Online, help students regain credits while staying on track for graduation. The director of college and career readiness develops individualized plans to keep students engaged.

To remove non-academic barriers, IMSA partners with community organizations and mental health professionals, offering SEL programs and mentorship. Small student cohorts with faculty mentors provide ongoing support and accountability.

IMSA's efforts have increased the graduation rate to 85% in 2023 and improved SAT performance since 2022, reinforcing its focus on college and career readiness.

Special Student Populations

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

- Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

We support students with Individualized Education Programs (IEPs) and Section 504 plans by offering tailored instruction and accommodations. Specialized staff, including special education teachers and resource specialists which make up 21% of our teaching staff, work closely with these students to implement personalized strategies and support their unique learning needs which make up 10% of our entire student population. ELL students receive dedicated language support through licensed teachers and bilingual resources. Our curriculum includes language enrichment activities to help these students gain proficiency and successfully integrate into mainstream classes. For students at risk of academic failure or dropping out, we implement targeted interventions such as tutoring, mentoring, and credit recovery programs. Early warning systems help identify these students so that timely support can be provided. Students have access to extended learning time during intervention blocks and students in need of accelerated learning have opportunities to take accelerated coursework. High school students will have access to dual enrollment opportunities as the school grows to serve grades 9-12.

IMSA implements a comprehensive Multi-Tiered System of Supports (MTSS) to ensure that every student receives a rigorous grade-level education, while also benefiting from the targeted support they need to succeed.

All students engage in Tier 1 instruction within the general education classroom, which is delivered through high-quality, research-based materials designed to meet diverse learning needs. This foundational instruction is designed to create a strong academic base for every student.

For students who require additional support, Tier 2 interventions are introduced. These students are identified through careful analysis of both formative and summative assessment data. In response, they receive targeted, small-group instruction that focuses on reinforcing essential learning concepts, helping to address gaps and accelerate their academic progress.

For students who require the most intensive support, Tier 3 interventions are implemented. These students receive personalized, one-on-one instruction tailored to their individual needs, along with specialized learning resources that provide intensive remediation and enrichment as necessary.

Through this tiered approach, IMSA ensures that each student has access to the appropriate level of support to thrive academically and socially.

The following framework outlines IMSA's tiered support system:

Academic Tiered Support

IMSA Schools implement a thorough Multi-Tiered System of Supports (MTSS) to ensure all students have access to a high-quality curriculum and SEL supports beginning at Tier 1. When students struggle academically or behaviorally, teachers implement three targeted interventions over at least 10 instructional days while notifying parents. If goals are unmet, teachers complete an Informal Request for Assistance and collaborate with the grade-level team to adjust interventions for another 10 days. Continued challenges lead to a Formal Request for Assistance, prompting a meeting with the RTI Committee within 24-72 hours. The committee and teacher develop a structured intervention plan, monitored for at least 20 instructional days. If difficulties persist, the RTI Committee completes the Intervention Decision Guide and forwards it to the Director of Special Education, with parents informed of the final decision. IMSA's full MTSS process is available (*See attachment 11.13*)

- Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - Methods for identifying students with special education needs (and avoiding misidentification);
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
 - Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP); d. Plans for promoting graduation for students with special education needs (high school only); and e. Plans to have qualified staffing adequate for the anticipated special needs population.

IMSA uses a multi-step, data-driven process to identify students with potential special education needs while minimizing the risk of misidentification. Initially, all students receive high-quality, rigorous instruction, and when a student begins to struggle, teachers implement targeted interventions based on specific goals. These interventions are monitored over a minimum of 10 instructional days, and adjustments are made as necessary. If progress is insufficient, teachers collaborate with the grade-level team to refine the plan, and further interventions are implemented before considering a special education referral.

If the student continues to struggle after multiple rounds of intervention, the Response to Intervention (RTI) Committee becomes involved to evaluate the effectiveness of previous efforts and create a more tailored plan. The committee then monitors the plan for 20 instructional days. If no significant progress is made, the committee completes an Intervention Decision Guide and refers the case to the Director of Special Education for a formal

evaluation. Throughout this process, parents are informed and involved, ensuring that the decision to refer for special education services is well-supported and based on thorough, evidence-based interventions.

For students with mild disabilities (referring to conditions that cause some challenges but do not significantly limit a person's ability to function in everyday life), we use inclusive classroom settings where they receive differentiated instruction tailored to their individual needs. Strategies include personalized learning plans, targeted small group instruction, and classroom accommodations like extended time on assignments. Students with moderate disabilities (typically involve challenges that may require more consistent support or accommodations) receive more specialized support through resource rooms and pull-out programs. These students benefit from individualized instruction with a special education teacher and support from classroom aides.

Programs focus on skill-building and academic support tailored to their specific needs. For students with severe disabilities (involving significant challenges that often require intensive support and accommodations for daily functioning), we provide a more intensive level of support in specialized settings while ensuring maximum integration with their peers. This includes access to specialized programs and therapy services, such as occupational, physical, and speech therapy. Our leadership team and director of special education collect qualitative and quantitative data on students to appropriately classify or reclassify students on an ongoing basis.

- Describe the language diversity present in the anticipated student population. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - Methods for identifying ELL students (and avoiding misidentification);
 - Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
 - Means for providing qualified staffing for ELL students.

The new school anticipates enrolling a significant number of multilingual learners. This is driven by increasing immigration trends, the availability of community resources like the [Global Village Welcome Center](#) on the westside, and more affordable housing in the 46222 neighborhood. Our student population is expected to mirror that of our IMSA West campus, where students speak a wide array of languages, including English, Spanish, Portuguese, Swahili, French, and Creole. A 2024 [Chalkbeat](#) article highlights the rapid growth of English language learners within Indianapolis Public Schools, a trend we expect to see reflected in our network and the launch of our replication school.

Specialized ELL teachers work with students in small groups or one-on-one settings, tailoring instruction to individual proficiency levels. Our [English 3D](#) curriculum is research-backed and was developed to meet the needs of multilingual learners. The curriculum integrates language development strategies, and teachers use visual aids, simplified language, and culturally relevant content to make learning accessible for all learners. ELL students are encouraged to participate in mainstream classes with appropriate support. We use co-teaching models where ELL and general education teachers collaborate to support ELLs in their regular classrooms.

IMSA monitors and evaluates the progress of English language learners through ongoing assessments, including formative evaluations and language proficiency tests. Progress is tracked using tools such as WIDA and state language assessments, with individualized support provided based on student needs. ELLs are excluded from services when they consistently demonstrate proficiency in language skills and meet grade-level academic expectations, as determined by both assessments and teacher input. Additionally, ELLs are included in standardized testing with appropriate accommodations to ensure accurate measurement of their academic abilities, and their results are closely analyzed to guide further instructional planning.

- Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

We use universal screener assessments and data analysis to identify students who are performing below grade level early in the school year. This includes reviewing test scores, classroom performance, and attendance records to pinpoint students in need of additional support. Students identified as needing extra help receive tailored interventions, including small group instruction and differentiated lessons designed to address their specific learning gaps. We regularly monitor student progress through formative assessments, progress reports, and one-on-one conference check-ins. This continuous feedback loop allows us to adjust interventions and provide additional support as needed. Teachers and support staff review data frequently to ensure that students are making measurable improvements and to refine instructional strategies.

IMSA identifies and supports students performing below grade level through a multi-tiered approach, utilizing a range of curricular resources such as IXL, Aleks, Lexia, Writable, EdPuzzle, and Khan Academy. Students showing academic struggles receive targeted interventions, with these programs providing personalized, adaptive learning pathways to reinforce key concepts in subjects like Math and Reading. Teachers monitor progress through data from these platforms and adjust instruction as needed. For students requiring more intensive support, additional small-group or one-on-one interventions are provided, with regular assessments ensuring that progress is tracked. If needed, the RTI Committee reviews the student's progress and ensures the appropriate level of support is in place, with parents kept informed throughout the process.

- Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

At IMSA, we identify intellectually gifted students through a combination of standardized testing (such as CogAT), teacher recommendations, and comprehensive academic performance data. Once identified, these students are offered advanced coursework and enrichment opportunities that align with their abilities and interests. We provide access to advanced placement and Career and Technical Education (CTE) classes, as well as specialized projects and opportunities for independent research, to ensure they are consistently challenged and engaged. We continuously monitor their progress, using data-driven assessments to adjust their learning experiences as needed, ensuring that they remain intellectually stimulated and on track for continued success.

School Culture and Discipline

School Culture

The proposed school's culture is profoundly shaped by the successful framework established at both Indiana Math and Science Academy campuses., which have been beacons of academic excellence and community transformation since 2007. Managed by Concept Schools, IMSA North and West are committed to delivering a rigorous, STEM-focused education that prepares students for the challenges of a global workforce. This commitment extends beyond academics as both schools have a deeply embedded culture of respect, responsibility, resilience, and protection of student rights throughout their community.

Our school will continue this tradition by fostering a culture where students are encouraged to become bold inquirers, problem solvers, and ethical leaders. This culture is rooted in the principles of restorative practices, which emphasizes the importance of shifting from punitive disciplinary measures to relationship-based strategies that

promote empathy, connection, and community-building. This approach ensures that our school is not just a place of learning, but also a nurturing environment where every student feels valued and supported.

The principles of [restorative practices](#) implemented at each IMSA campus include:

- Restoration: the primary aim is to address and repair harm
- Voluntarism: participation is voluntary and based on informed choice
- Neutrality: fair and unbiased towards participants
- Safety: processes and practices aimed to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused
- Accessibility: non-discriminatory and available to all those affected by conflict and harm
- Respect: dignity for all participants and those affected by the harm caused

IMSA Restorative practices Core Beliefs include the following:

1. Inherent Worth: Every individual deserves respect and dignity.
2. Community Bonding: A strong, connected community is essential.
3. Responsibility and Learning: Discipline encourages personal responsibility and growth.
4. Repair and Restore: Our focus is on repairing harm and restoring relationships.

IMSA school teams have received comprehensive foundational training in restorative practices, with a focus on restorative conversations, circles, and conferencing to ensure effective and consistent implementation across the network. This foundational training is supplemented by ongoing professional development, which includes periodic all-staff training sessions. In addition, school leadership teams offer targeted coaching and feedback to help staff integrate restorative practices into their daily interactions with students. To further support this effort, IMSA has partnered with Mashaun Hendricks LLC to provide monthly professional development sessions and ongoing support meetings, ensuring that restorative practices are continuously refined and successfully embedded into the school culture.

Leadership team members at IMSA are committed to modeling restorative language and mindsets, fostering a school environment centered around active listening, empathy, and accountability. The restorative practices framework includes regular classroom circles to build relationships and strengthen school culture, frequent check-ins to address conflicts and celebrate student successes, and restorative conferences for handling serious infractions or behavioral incidents. To ensure a clear and graduated approach to discipline, IMSA's plan outlines a continuum of restorative steps that move beyond the peace circle. This continuum includes strategies such as restorative dialogues, tailored interventions, and follow-up meetings to address behaviors, provide support, and promote accountability. The leadership team will provide guidance and training to staff on implementing these steps, ensuring that restorative practices are consistently applied and focused on repairing harm and fostering growth.

At existing schools where restorative practices have been implemented, both successes and challenges have provided valuable insights that will inform the approach at IMSA. One of the most successful aspects of restorative practices has been the improvement in school climate and relationships. Schools that have incorporated restorative circles and practices report stronger, more positive relationships between students and staff. These activities promote empathy, communication, and mutual respect, leading to a decrease in conflicts and an increase in student engagement and ownership of their actions. Regular use of restorative circles has also facilitated better conflict resolution skills, reducing the need for traditional punitive discipline and allowing students to address issues before they escalate. Moreover, restorative conferences, when used to address serious behavioral incidents,

have been effective in repairing harm and helping students take accountability for their actions while also providing support for those affected.

However, there have also been challenges in implementing restorative practices at other schools. One major hurdle has been ensuring consistency and buy-in from all staff members. Teachers and administrators sometimes struggle with fully embracing restorative practices, especially when they have been accustomed to more traditional, punitive discipline methods. Additionally, in some schools, the lack of structured training and ongoing professional development led to uneven implementation, with some staff feeling unsure about how to manage more complex behavioral issues within a restorative framework.

At IMSA, we will draw on these lessons to ensure a smoother and more effective implementation of restorative practices. First, we will ensure that all staff members, from leadership to teachers, receive comprehensive training and ongoing professional development, including targeted coaching, to build a strong foundation for restorative practices. This training will be continuous, with regular check-ins and support from school leaders, such as Idil Hassan (Director of School Culture and SEL) and Mashuan Ali Hendricks (Restorative Justice Expert), to maintain consistency across the school. We will also embed restorative practices into the daily rhythm of the school, with structured time for circles, check-ins, and conferences built into the schedule, so that these practices do not conflict with academic demands. By prioritizing restorative practices as a core part of the school culture, we will help staff and students consistently apply them, creating an environment where everyone feels responsible for fostering a positive and inclusive atmosphere. Our preliminary findings indicate that there has been a reduction in out of school suspensions as well as increased academic seat time.

From the first day of school, IMSA will foster a culture of inclusion, respect, and academic excellence through structured orientations, ongoing community-building activities, and clear communication of our expectations. These efforts will engage all students, including those with special needs, multilingual learners, and those receiving special education services. We will ensure that every student feels welcomed, supported, and positioned for success in our academically rigorous environment.

For students entering mid-year, the process begins with a one-on-one meeting with the assistant principal (AP) for their grade level, where the student's transcript is reviewed, school policies are discussed, and a personalized schedule is created. If the student has a history of disciplinary issues, they and their family will meet with the assistant principal of school culture to discuss behavior expectations. Additionally, the student's records will be thoroughly reviewed to identify any support needs, such as Special Education or English Language Learner services. Special Education screening assessments, ClearSight assessments, and WIDA language proficiency tests will be administered to determine the necessary level of support, and the student will be assigned to the appropriate teacher of record. These measures ensure that every student, including those who enter mid-year, receives the tailored support needed to succeed academically and socially.

At IMSA, cultural competency is central to our mission of transforming communities and providing an inclusive environment for our students and staff. We are dedicated to understanding and respecting the diverse racial, ethnic, linguistic, cultural, socioeconomic, and exceptional learning backgrounds of our students. To ensure this, we engage all members of the school community—teachers, administrators, staff, parents, and students—in ongoing, targeted training focused on cultural awareness, implicit bias, and inclusive teaching practices. These training sessions are grounded in the restorative practices framework, promoting empathy and respect across all interactions.

We make a deliberate effort to identify and address the specific needs of all student groups, including racial and ethnic minorities, multilingual learners, students with disabilities, and those from various socioeconomic

backgrounds. Through continuous data collection and regular feedback, we ensure that these diverse needs are reflected in our curriculum, support services, and school culture. By equipping staff and engaging families in this ongoing dialogue, IMSA creates an environment where all students feel understood, valued, and supported, ensuring they thrive both academically and personally.

Our discipline plan is deeply influenced by the principles of restorative practices, which are integral to our school's culture. The "Year 01 Leadership Track" program provides comprehensive training on how to effectively implement restorative practices within the school setting. This includes the use of peace circles and intentional relationship-building techniques that move beyond traditional punitive approaches. The discipline plan is designed to be graduated, with consequences that are educational and focused on repairing harm rather than merely punishing behavior. Preliminary findings suggest fewer out-of-school suspensions while implementing restorative practices across IMSA schools.

This plan will be clearly communicated to students and families through the student handbook, regular communications, and meetings. Parents will be promptly involved when disciplinary issues arise, ensuring a collaborative approach to resolving conflicts. For severe infractions, suspension, and expulsion will be considered, but only in strict adherence to IC 20-24-5.5, with a focus on ensuring that the rights of all students, including those with disabilities, are protected, as outlined in the paragraphs that follow.

Here is a [link](#) that includes consequences for offenses and how they will be carried out (pages 31-40).

At Indiana Math and Science Academy (IMSA), the rights of students with disabilities will be carefully considered in all disciplinary actions and proceedings, in compliance with both federal and state laws. Here's how IMSA will ensure adherence to these regulations:

1. Compliance with Federal and State Laws

IMSA will fully comply with federal laws such as the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as IC 20-24-5.5 of the Indiana Code. This includes:

- **Adhering to Legal Requirements:** Ensuring that all disciplinary actions are aligned with the legal protections afforded to students with disabilities.
- **Manifestation Determination:** Conducting a manifestation determination review to assess whether the behavior leading to discipline is a result of the student's disability. This review must occur before any disciplinary action that changes the student's placement, such as suspension or expulsion, is implemented.

2. Procedures for Due Process

IMSA will follow established procedures to ensure due process when a student with a disability is facing suspension or expulsion:

- **Notification and Documentation:** Parents or guardians will be notified of the disciplinary actions and the reasons for them, including the opportunity to review the evidence and participate in meetings.
- **Manifestation Determination Review:** Before proceeding with suspension or expulsion, IMSA will conduct a manifestation determination review to determine if the behavior is directly related to the student's disability.
- **Disciplinary Hearing:** Students and their parents will have the right to a hearing where they can present their case and respond to evidence.

3. Appeal Process

IMSA will provide a clear appeal process for students facing expulsion:

- **Appeal Submission:** Parents or guardians can appeal the expulsion decision. The appeal must be submitted in writing within a specified timeframe.
- **Review of Appeal:** An impartial review panel or administrator will review the appeal, considering all relevant information and the student's educational needs.
- **Decision and Notification:** The decision on the appeal will be communicated to the parents or guardians in writing, outlining the reasons for the decision and any further steps that can be taken.

4. Services for Expelled Students

For students expelled or out of school for more than 10 days, IMSA will ensure the continuation of educational services:

- **Alternative Education Services:** IMSA will collaborate with local education agencies to provide alternative educational placements or services that meet the student's needs during their expulsion period.
- **Continued Special Education Services:** The school will ensure that special education services are continued according to the student's Individualized Education Program (IEP) or Section 504 Plan, even while the student is in an alternative setting.

IMSA is committed to ensuring that all students, including those with disabilities, are treated fairly and have access to necessary educational services, even in the face of disciplinary actions.

Additionally, our school has a comprehensive system in place to ensure due process and the right to appeal for students facing expulsion. The discipline plan includes provisions for continued educational services for students who are suspended or expelled for more than 10 days, ensuring that every student remains connected to their education.

By building on the strong foundation established at IMSA, our proposed school is committed to creating a safe, supportive, and inclusive environment that not only promotes high levels of student achievement but also prepares students to become leaders in a diverse and competitive global society. Our mission is to transform communities one mind at a time, and our vision is to inspire generations through distinguished instruction and real-world engagement.

Supplemental Programming and Support for Learning

This section is completed as part of the Full Application only.

- Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded, including programs like summer school.

Co-curricular programs are an integral part of the IMSA experience, which emphasizes student engagement, leadership, and academic enrichment beyond the classroom. IMSA students will participate in the following activities: CYSP, before after school clubs, special interest groups, annual school-wide events, field trips, and sports. These programs will be offered before and after school, creating opportunities for students to explore their interests, develop new skills, and build a sense of community.

IMSA will host school-wide assemblies and educational field trips, which will be collaboratively selected by teachers and administrators to align with grade-level content and school goals. These events will enhance academic

learning, cultural awareness, and career exploration. Costs for these experiences will be covered by the school's general fund to ensure accessibility for all students.

To support working families, IMSA will partner with Indianapolis-based organizations to provide after-school care and enrichment programs. While IMSA will offer safe and adequate school space, the costs of after-care services will be covered by families or external program providers. Over time, IMSA will seek grant funding and sponsorships to reduce financial burdens on families.

IMSA offers the 21st Century After-School Tutoring Program, designed to provide students with extra academic support beyond regular school hours as one example of this enrichment opportunity. This program focuses on strengthening skills in subjects like Math, Reading, and Science through personalized tutoring and engaging enrichment activities. By extending learning time, it ensures that students, particularly those who may need additional help, have access to the resources and guidance they need to thrive academically.

The Indiana Math and Science Academy offers the Indiana Summer Learning Lab, an educational initiative designed to help students maintain and enhance their academic skills over the summer. The program provides a variety of online resources and interactive learning opportunities, focusing on subjects like Math, Reading, and Science. Its goal is to prevent learning loss, particularly for students who may have limited access to traditional summer enrichment programs, ensuring they continue to make academic progress in a fun and supportive environment.

Starting in 3rd grade, all students will participate in the IMSA Science Fair, working individually or in small teams to develop research-based projects. This annual science fair will be a major school event, featuring professional scientists as judges and mentors. Students will also have the opportunity to visit science labs at local universities, research institutions, and manufacturing industries to gain exposure to STEM careers. The top projects will be presented at the annual Concept Schools Science & Engineering Fair (CONSEF), held in Chicago, IL each spring.

IMSA will also offer advanced academic clubs and enrichment programs, including:

- Robotics Club (FIRST Robotics & VEX Robotics)
- Codeathon (Coding and programming competitions)
- Spoken Word & Fine Arts Competitions
- Math Club (Competitive math programs)
- STEM Expo (Hands-on science and engineering challenges)

Concept Schools has a long-standing partnership with FIRST Robotics, VEX Robotics, and other national STEM programs, ensuring that IMSA students have access to high-quality competitive and enrichment opportunities.

IMSA will offer co-curricular and extracurricular programs, including athletics, based on student, staff, and community interest. Sports teams and additional activities will be established based on demand and feasibility, ensuring that IMSA provides a well-rounded student experience.

IMSA is committed to expanding student opportunities while minimizing costs for families. The school will leverage grant funding, strategic partnerships, and general fund allocations to support the initial setup and ongoing operation of these programs. Whenever possible, IMSA will ensure that participation remains free or low-cost, removing financial barriers to student involvement.

- Describe the programs or strategies to address student mental, emotional, and social development and health.

Indiana Math and Science Academy is deeply committed to the holistic development of our students, recognizing that mental, emotional, and social well-being are just as critical as academic achievement. Our comprehensive

approach ensures that students have access to support systems, restorative practices, and social-emotional learning resources to help them thrive inside and outside the classroom.

IMSA has launched a network-wide initiative titled "Lower Suspensions, Higher Success," emphasizing student engagement over punitive discipline. Rooted in restorative practices principles, this initiative ensures that discipline is approached as a learning opportunity rather than punishment.

To support this shift, our Indiana School Culture and Climate teams undergo ongoing training in restorative practices and receive continuous coaching. As part of this effort, we have redesigned our student handbooks, shifting away from punitive approaches toward positive, solution-oriented discipline. We have also adopted restorative practices, which focus on creating a safe, connected, and problem-solving school environment. These strategies are closely monitored and implemented under the leadership of the Director of SEL and School Culture, who meets weekly with the Indiana teams to ensure a data-driven, responsive approach to student development.

IMSA has strengthened its Multi-Tiered System of Supports to provide direct, individualized assistance for students who face significant academic, behavioral, or attendance challenges. Through our restorative practices framework, high-risk students receive tailored interventions and ongoing support, helping them overcome obstacles and achieve success.

IMSA has implemented a Collaborative for Academic and Social-Emotional Learning (CASEL)-approved and Panorama-supported SEL curriculum, ensuring that students develop critical life skills such as emotional regulation, conflict resolution, and self-awareness. Each IMSA campus has dedicated SEL teachers who guide students through structured SEL lessons.

Additionally, IMSA has transformed In-School Suspension rooms into Peace Rooms, where students engage in restorative practice circles under the guidance of trained staff. These Peace Rooms reinforce positive conflict resolution strategies, encourage student reflection, and create a stronger sense of community and empathy among peers to increase classroom seat time.

To further enhance our restorative practices model, IMSA has hired an external restorative practices coach. This person collaborates with the assistant principals of school culture to ensure this model is consistently used. This partnership strengthens our ability to meet students' mental, emotional, and social needs.

Through these comprehensive strategies, IMSA fosters a nurturing, supportive, and student-centered environment where every child is given the tools and support needed to succeed. By prioritizing restorative discipline, targeted interventions, and SEL integration, IMSA ensures that students not only excel academically but also grow as emotionally intelligent, socially responsible individuals.

Through these comprehensive strategies, IMSA has cultivated a supportive learning environment where every student is given the tools they need to mature as both budding intellectuals and socially responsible individuals.

- If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Many of the extracurricular programs and activities available to all students are noted previously in this application. Additional athletic, social, and academic programming may be offered based upon student and community interest and pending the approval of school leaders.

- Describe how you will engage parents in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Indiana Math and Science Academy is committed to building strong family-school partnerships by prioritizing communication, involvement, and collaboration with parents. This will ensure that families are actively engaged in their child's education and, as a result, will strengthen academic support and enhance the overall school experience.

IMSA will maintain open lines of communication through newsletters, emails, social media, and the school's website, providing families with regular updates on school events, academic programs, and student achievements. The school will also host regular parent meetings and workshops, offering families insight into the curriculum and equipping them with strategies to support their child's learning at home. These sessions will also serve as a platform for parents to ask questions and provide feedback.

To encourage active parental participation, IMSA will establish a parent advisory council, allowing families to play a role in decision-making and school initiatives. A variety of volunteer opportunities will be available, including assisting in classrooms, helping at school events, chaperoning field trips, and supporting extracurricular programs such as the Concept Young Scholars Program. Additionally, IMSA will organize family engagement events, including family nights, educational fairs, and open houses, to create a sense of community and strengthen school-family connections.

Parents will be encouraged to engage in regularly scheduled parent-teacher conferences in the fall and spring, allowing them to collaborate with teachers on student progress and academic goals. The school will also offer workshops on academic success such as FAFSA completion, school policies, and educational technology, empowering families to become active partners in their child's education.

IMSA values active parental participation and will encourage families to attend school functions, volunteer, and support classroom activities. The school will also seek partnerships with local businesses and organizations to enhance educational opportunities and provide additional resources for students and families.

With clear communication, creating meaningful engagement opportunities, and actively involving families, IMSA will cultivate a strong school community that supports student success and lifelong learning.

- Describe how parental satisfaction will be gauged and the process for gathering parental satisfaction results.

Indiana Math and Science Academy is committed to building strong relationships with families and ensuring their voices are heard. Parental satisfaction will be gauged through a combination of surveys, focus groups, direct communication, and engagement tracking, with oversight from IMSA's Regional Director of External Affairs.

Regular surveys, including the [University of Chicago's 5 Essentials](#), Concept Schools Satisfaction Survey, and the Panorama Family Survey, will be conducted to gather feedback on academic quality, teacher performance, communication, school environment, and overall satisfaction. These surveys will include both quantitative rating scales and qualitative open-ended questions, allowing parents to share their experiences and suggestions. To encourage honest feedback, surveys will often be anonymous.

In addition to surveys, small focus groups will be organized to facilitate deeper discussions on specific topics, such as new school policies or areas of concern. These stakeholder groups will include parents from different backgrounds and grade levels to ensure diverse perspectives are considered. Parent-teacher conferences will also serve as an informal opportunity for families to share feedback about their child's progress and the overall school experience.

IMSA will further engage parents through advisory roles, including parent committees and advisory councils, where parent representatives gather input from other families and share insights with school leadership. Parents will also be encouraged to communicate directly with teachers or administrators to express concerns or provide

compliments. Specific times will be set aside for school leaders to meet with parents, ensuring accessibility and open dialogue.

Parental engagement levels will be tracked annually to help guide school improvement efforts. The frequency of parent participation in school activities, events, and meetings will serve as an indirect measure of satisfaction, as higher engagement often correlates with a positive school experience. Additionally, the willingness of parents to volunteer for school events and initiatives will be considered a reflection of their overall satisfaction with IMSA.

IMSA leaders will analyze all collected data to identify trends, strengths, and areas for improvement. Based on this feedback, the school will develop action plans to address concerns and share these plans with its parents/guardians. By implementing these strategies, IMSA will continuously strengthen its family-school partnerships and create an environment where parents feel valued, heard, and engaged in their child's education.

Leadership and Governance

Educational Program Capacity

- Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed school leadership or management, and any essential partners who will play an important ongoing role in the school's development and operation.

The Concept Schools and IMSA Leadership Team consists of experienced professionals dedicated to ensuring the successful implementation, governance, and operation of the new school. The team includes:

Dr. Chris Murphy, Chief Strategic Growth and Communications Officer, Concept Schools

Mustafa Arslan, Regional Superintendent, IMSA

Dr. Zachary Paley, Regional Director of Teaching and Learning, IMSA

Joy Brown, Regional Reporting Manager, IMSA

Halil Dulgeroglu, Treasurer, IMSA

Chris Bultman, Regional Director of External Affairs, IMSA

Leadership Team Qualifications

The leadership team collectively brings extensive expertise in school leadership, administration, curriculum and instruction, data-driven performance management, and parent and community engagement. Each member uniquely contributes to the development and sustainability of the school.

School Leadership, Administration, and Governance

Mustafa Arslan provides oversight and strategic direction for IMSA schools. His leadership ensures alignment with the Concept Schools' Academic Excellence Framework, guiding school principals and administrators to improve student outcomes and operational effectiveness.

Dr. Chris Murphy leverages his expertise in charter school governance and strategic growth to oversee planning, community engagement, and leadership development across the network. His role ensures smooth implementation of best practices and regulatory compliance.

Joy Brown's proficiency in school operations, compliance, and reporting helps maintain seamless financial and administrative management.

The board of directors plays an essential governance role, ensuring financial accountability and mission alignment while empowering school leaders to make instructional and operational decisions.

Curriculum, Instruction, and Assessment

Dr. Zachary Paley ensures academic programs are aligned with state standards and the latest research-based instructional strategies. He leads teacher coaching, professional learning communities, and performance-based evaluations to bolster instructional quality. He also facilitates training on culturally responsive teaching, MTSS, social-emotional learning, and restorative practices to enhance student engagement.

IMSA's academic approach includes data-driven instruction with formative and summative assessments such as ClearSight interim and checkpoint assessments, ILEARN checkpoints, and weekly standard-based formative assessments. The regional instructional coaches in Math and ELA work closely with teachers to analyze student performance data and implement targeted interventions.

Performance Management

IMSA implements a multi-tiered performance management system to track student achievement, instructional effectiveness, and operational success.

- Teachers meet weekly in PLCs to analyze student data and adjust instruction.
- IMSA conducts frequent data reviews with school leaders and instructional coaches to help refine strategies and address learning gaps.
- The superintendent and regional instructional team conduct ongoing academic audits to ensure continuous improvement.
- The treasurer provides regular financial performance reviews, ensuring sustainability while prioritizing student needs.

This structure ensures accountability at all levels, establishing a data-informed culture that leads to consistent student growth.

Parent and Community Engagement

Chris Bultman leads IMSA's community engagement, enrollment strategies, and parent outreach initiatives.

IMSA has long-standing collaborations with Shalom Health, Community Health Network, Hope Haven, Eli Lilly, 21st Century Scholars, Indy Parks Free Meal Program, The Mind Trust, and Marian University. These partnerships have been established to support teacher pipeline, leadership development, community engagement, out-of-school time support, wraparound services, mental health support, and career pathways for students.

The school will continue to build on these partnerships while implementing parent advisory councils, family workshops, and mentoring programs to keep families engaged in student success.

- Describe the group's ties to and/or knowledge of the target community.

IMSA's leadership team has 60 years of collective experience in the urban education landscape. Many team members have worked in the region for years, with direct involvement in school leadership, student support services, and community development initiatives.

After spending his childhood in rural southern Indiana, Mr. Bultman moved to the near westside of Indianapolis. During this time, he volunteered at the Flanner House teaching GED classes and literacy skills to adult learners in the Haughville and Riverside neighborhoods.

This direct connection to the target population reinforces that IMSA's academic model, student supports, and extracurricular programming are aligned with the needs and aspirations of families in the area. While Dr. Murphy and Mr. Dulgeroglu are based at Concept Schools' central office in Schaumburg, IL, both consistently meet with school leaders and board members and are regularly engaged in local affairs.

- Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

IMSA has established key partnerships with organizations that provide essential resources and expertise to support the planning and launch of the new school. **The Mind Trust** – a leading education nonprofit committed to improving public education in Indianapolis, provides financial support, strategic planning assistance, and community engagement resources to ensure a successful school launch. Their support includes funding for early planning, outreach, and capacity-building efforts.

[New Plan Learning \(NPL\)](#) is a Midwest-based non-profit organization with over 20 years of experience in charter school development, having completed 50+ projects and \$150 million dollars worth of transactions across IN, IA, IL, MI, MN, MO, and OH. NPL has developed over 1 million square feet of educational space and specializes in facilities site search, acquisition, management, and construction.

IMSA has also partnered with the non-profit [Charter School Finance & Development \(CSFD\)](#), which offers tailored financing solutions that save schools money, allowing them to invest more in their students. The combined team of former school leaders, operators, and construction experts is uniquely positioned to understand and address the specific needs of charter schools.

As the charter management organization, **Concept Schools** brings decades of experience in academic excellence, operational management, and financial oversight. It provides comprehensive support in curriculum development, teacher training, student assessment, and compliance, setting up IMSA for long-term success.

These partnerships offer crucial resources, expertise, and strategic guidance, allowing IMSA to build a strong foundation for its new school and ensure high-quality educational opportunities for its students.

- Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

A candidate has yet to be identified.

- If no candidate has been identified, provide a summary of the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

IMSA is committed to selecting a highly experienced and mission-driven principal to lead the new school. Our primary recruitment strategy is to promote from within the IMSA local network to best utilize the continuity in IMSA's instructional model, culture, and leadership approach. If an ideal candidate is not identified internally, IMSA will expand the search externally through charter school networks, professional organizations, and local education agencies.

Recruitment efforts are currently underway and the new principal will assume the role as soon as the charter is secured, allowing for an early transition period to participate in foundational planning, community engagement, and team-building efforts before the school officially opens. The selected leader will receive ongoing transition support and orientation from both IMSA's regional team and Concept Schools' central office. This will guarantee a seamless integration into the leadership structure.

Principal Qualifications & Responsibilities

A complete [position description](#) has been created for the school leader. The ideal candidate will hold a Master's degree in Education (Ed.S. or Ed.D. preferred) and an Indiana Administrative Certification. The candidate will have five or more years of teaching experience and relevant administrative experience is preferred. Finally, the candidate will demonstrate expertise in instructional leadership, data-driven decision-making, and culturally responsive pedagogy. The school leader will be responsible for building and sustaining a high-performing instructional team.

Recruitment Timeline & Selection Process

The initial search will focus on identifying internal IMSA candidates, reinforcing leadership continuity and alignment with IMSA's mission, instructional model, and student-centered approach. If an internal candidate is not selected, the search will expand externally to attract high-caliber candidates through charter school networks, professional organizations, and local education agencies.

The new principal will immediately begin working with IMSA's regional leadership team, including Regional Superintendent Mustafa Arslan, Regional Director of Teaching and Learning Dr. Zach Paley, and Regional Director of External Affairs Chris Bultman to finalize academic programming, engage families, and oversee the school's operational launch.

The Concept Schools central office will provide transition orientation and new leader support. The principal will have access to mentoring and ongoing operational support through [The Mind Trust's School Launch Fellowship](#), making certain the new principal is well-prepared to effectively lead the school from day one.

By prioritizing internal talent development and establishing strong regional and central support, IMSA will secure a school leader who is deeply aligned with its mission and equipped to drive long-term student success.

- Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as Attachment 13, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

In addition to the principal, the school's leadership team will include:

- Assistant Principal (AP) for Academics: Oversees curriculum implementation, teacher coaching, and data-driven instruction
- Assistant Principal for School Culture: Leads student discipline, SEL initiatives, and family engagement

These roles are critical to maintaining instructional excellence, student well-being, and operational efficiency. Recruitment for these positions will be conducted alongside the principal search, prioritizing candidates with experience in urban education, culturally responsive teaching, and community engagement.

- Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Following the assignment of a location for the new school, Dr. Paley, and Mr. Bultman will jointly work to lead the development efforts until a principal is hired. Their combined expertise in academic programming, operational planning, and community engagement guarantees that all aspects of the school's launch are strategically managed.

Dr. Paley will oversee the development of the school's instructional framework so it is aligned with state standards and Concept Schools' academic excellence framework. He will lead curriculum planning, staff recruitment, and professional development initiatives to establish a strong academic foundation prior to the school's opening.

Mr. Bultman will manage external relations, student recruitment, and stakeholder engagement to strengthen community partnerships and local support for the new school. His expertise in communications, enrollment strategies, and government relations will be crucial in securing resources and building awareness among prospective families.

Together, Dr. Paley and Mr. Bultman will coordinate efforts across academic, operational, and community engagement domains to ensure a smooth and well-prepared school launch. Their existing regional leadership roles will allow them to integrate these responsibilities into their current work, maintaining alignment with IMSA's strategic growth objectives while ensuring efficient use of resources.

The IMSA Leadership Team is exceptionally qualified to launch and sustain a high-performing charter school in Indianapolis. With extensive expertise in academic excellence, operational management, and community engagement, this team is well-prepared to deliver a transformative educational experience for students and families.

Through strategic hiring, strong partnerships, and a clear leadership succession plan, IMSA is positioned for long-term success, ensuring that the new school will be a high-quality option for families in Indianapolis for years to come.

Board Governance

At the prospectus point, your board should be mostly finalized and there should be no glaring gaps in critical skill sets (law, finance, academics). Information on board members will not be considered complete unless resumes and statements of economic interest are provided for each member.

- List all current and identified board members and their intended roles.

Figure 9: IMSA Governing Board Members

Nikola	Coleman	Member	coleman_nikola_l@lilly.com
Charise	Frazier	Member	cfrazier@hallrender.com
Toby	Miller	Treasurer	toby.miller63@gmail.com

Daniel	Pierson	Vice Chair	daniel.pierson@lilly.com
Alonzo	Ross	Member	aor478@icloud.com
Jim	Sparks	Chair	jim.sparks@comcast.net
Jazmin	Sanders	Head of Academic Excellence Committee	jsanders@themindtrust.org

See Attachment 2 for more information.

The proposed school's board governance structure has been meticulously designed to ensure that it is both comprehensive and effective, with a focus on critical skill sets such as law, finance, and academics. The board is nearly complete, with a well-rounded group of professionals who bring diverse expertise and a deep commitment to the school's mission. This approach is further supported by the IMSA board bylaws and the Education Management Agreement (EMA) between IMSA and Concept Schools, which clearly outline the board's responsibility for overseeing the school's operations while ensuring full compliance with all legal and regulatory requirements. A sample management agreement between Concept Schools and the IMSA Governing Board is attached as ***(See Attachment 11.4.)***

Each board member has been carefully vetted, and full documentation, including resumes and statements of economic interest, will be provided to comply with all application requirements. The current board members include individuals with impressive backgrounds and extensive experience. Jim Sparks, serving as the Chair, brings a wealth of experience from his career as a Director of Geoinformatics, where his expertise in strategic planning and project management will guide the board's strategic initiatives. Daniel Pierson, the Vice Chair, offers a strong background in IT and program management, making him well-equipped to contribute significantly to the board's oversight functions. Toby Miller, the Treasurer, is the Vice President and COO of Waters Miller Group LLC, and his extensive experience in finance and operations management ensures robust financial oversight for the school. Other board members, like Nikola Coleman, Director of Learning and Development at Eli Lilly & Company, and Charise Frazier, an attorney specializing in healthcare law, bring essential skills in team management, diversity and inclusion, regulatory compliance, and governance.

The board's organizational structure is designed to clearly delineate the roles and responsibilities between the board itself, the school leaders, and the educational service provider (Concept Schools). The EMA between both IMSA schools and Concept Schools verifies that the board retains oversight of the school's strategic direction, while Concept Schools manages daily operations under the board's guidance. This structure allows the board to focus on approving the curriculum framework, overseeing personnel decisions in collaboration with Concept Schools, and ensuring that budget allocation aligns with the school's goals. The board also establishes procurement policies, with day-to-day purchasing operations managed by Concept Schools, confirming the compliance with the budget and strategic objectives.

The board members collectively have a proven track record of serving the target student population. For instance, Jim Sparks' leadership in developing statewide geospatial data systems showcases his ability to manage large-scale projects with significant impact, while Nikola Coleman's background in diversity and inclusion is crucial for creating an equitable learning environment for all students. Alonzo Ross has successfully implemented programs that improved educational outcomes for marginalized populations, aligning perfectly with the school's mission to serve underserved students. Additionally, IMSA's success, particularly in advancing academic outcomes for Black students, is a testament to the board's commitment to data-driven strategies and targeted interventions. The 2024 ILEARN results, where IMSA West surpassed the Math proficiency rates of nearly every Indiana district for Black students, highlight the board's effectiveness in narrowing proficiency gaps along racial and socioeconomic lines.

Recruitment of new board members is an ongoing process, supported significantly by the Mayor's Office of Education Innovation (OEI) through their annual Mayor-Sponsored Charter School Board Recruitment Event. This event provides an invaluable opportunity to engage with professionals across Indianapolis who are interested in board service. The recruitment process is strategically designed, with pre-matching measures to connect with candidates whose skills and interests align with the board's specific needs. The event also emphasizes diversity and inclusion so that the board reflects the student population it serves. Through these recruitment efforts, the board continually evolves, adding new members as needed to align with the school's growth and emerging priorities.

To further enhance the board's governance and operational effectiveness, a Governance Committee has been established to oversee board recruitment, nominations, orientation, training, and evaluation in alignment with the board's bylaws and policies. This committee plays a critical role in analyzing the skills and expertise needed on the board, developing recruitment strategies, and ensuring continuous board education. It also assesses the board's effectiveness, facilitates board retreats and strategic planning, and monitors compliance with legal and authorizer requirements. The Governance Committee meets monthly and provides ongoing recommendations to strengthen board operations, leadership alignment, and overall governance effectiveness. Through these efforts, the board remains agile and well-equipped to support the school's mission and long-term success.

The board meets monthly on the third Saturday of each month, except for July and December, allowing for consistent oversight and strategic decision-making. To further support its governance responsibilities, the board has established four active committees: the Academic Excellence Committee, Finance Committee, Governance Committee, and the recently established Development Committee. These committees provide focused leadership in key areas, allowing the board to conduct in-depth reviews, make data-driven decisions, and enhance overall governance effectiveness. Each committee plays a vital role in ensuring that the school maintains high academic standards, financial stability, strong governance practices, and long-term development initiatives.

The governing board will adopt and implement the same robust set of policies that have been successfully used by both IMSA schools. These policies, which cover essential areas such as student attendance, academic acceleration, student conduct, board operations, financial management, and personnel policies, will ensure that the new school benefits from a well-established framework that supports strong governance, operational integrity, and a focus on academic excellence. The board's policy development process will be collaborative, involving input from all relevant stakeholders and regular reviews to keep the policies aligned with the school's mission and legal requirements.

The board will conduct annual evaluations of the school leader using key performance indicators aligned with the school's strategic goals. Additionally, the board will perform self-evaluations through internally developed surveys to ensure continuous improvement. To thoroughly assess leadership, management, and school operations, the board utilizes a comprehensive in-house evaluation system. This system provides detailed reports on the board's effectiveness, the superintendent's performance, and the services offered by Concept Schools, enabling the board to make informed decisions that support the school's mission and goals. The board will also conduct annual audits of academic, financial, and governance operations in accordance with the Mayor's Performance Framework.

Additionally, strict conflict of interest policies will be maintained to ensure transparency and integrity in all board operations. The bylaws provide specific provisions for managing conflicts of interest, and the board will adopt a policy requiring members to disclose any potential conflicts and recuse themselves from related decisions. These steps, including third-party audits and reviews, will help mitigate any perceived conflicts and uphold the board's commitment to impartiality.

In June 2024, the IMSA governing board passed a resolution, approving replication and the submission of this charter school application to OEI. The resolution included a clause to continue with Concept Schools as its management partner (***See Attachment 11.3.***)

In summary, the proposed board governance structure is designed to ensure the highest standards of leadership, accountability, and effectiveness, positioning the school for long-term success and excellence in serving its students.

Compliance and Governing Documents

*Please include copies of the following organizational documents, **uploaded with your application as part of a single merged PDF document**:*

- School Organizational chart. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/ teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

See Attachment 1.

- Articles of incorporation, including board bylaws

See Attachments 3 and 5, respectively.

- Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for said status. A Form 1023 is acceptable for this section.

See Attachment 4.

- For each school leader/administrator and governing board member, a signed statement of economic interest form (attached) in compliance with IC 20-24-3-4 (c).

See Attachment 6.

- For each school leader/administrator and governing board member, a current resume detailing qualifications and experiences. Resumes should include, at a minimum, education, employment, and professional and community activities, and two references who are not related to the individual. Resumes do not need to include personal addresses or contact information.

See Attachment 2.

- Board members and School Leaders of Mayor-sponsored charter schools must also have background checks in order to maintain compliance with the terms of the charter agreement. New board members and administrators must have background checks conducted at least fourteen days prior to approval or hire. Please upload a background check policy that is in compliance with IC 20-26-2-1.5.

Background checks of IMSA board members and school leaders are on file with OEI.

- If the board is contracting with an educational service provider, please complete and submit the **Educational Service Provider questionnaire**.

See Attachment 9.

Operations Plan and Capacity

Facility

OEI understands schools pursuing an Innovation Restart partnership may not have all the required details for this section. In that case, please be as detailed as possible about proposed location and facility needs. Applications that do not address facility plans or needs will be considered incomplete.

- Pursuant to IC 20-24-3-4 (b), please describe the school's intended physical plant, including location, address (if known), whether the facility is new or part of an existing building, square footage, acreage, and other features, such as layout, number of classrooms, etc. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.
- Provide a detailed breakdown of any anticipated construction or renovation costs (these should be discussed in the text and reflected in your budget).
- Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment (***See Attachment 11.6***)
- If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Include name of bank or lender, rate, term, and status (loan approved, in negotiations, assumed).

IMSA is actively securing a high-quality, sustainable facility for its new charter school, leveraging the expertise of Charter School Finance and Development Inc. (CSFD) and New Plan Learning. The school is scheduled to open in Fall 2026, with the former School 75 at 2447 W. 14th St. has been identified as the preferred facility.

Facility Acquisition and Renovation Plan

IMSA and CSFD have been in ongoing discussions with the current owners and have secured a support letter confirming their willingness to collaborate. The initial plan involves NPL purchasing the building, renovating it to meet IMSA's educational requirements, and leasing it to the school board.

This approach:

- Minimizes financial risk to IMSA.
- Ensures a high-quality facility with customized renovations aligned with IMSA's academic and operational goals.
- Establishes a long-term lease agreement with flexibility for future expansion.

Intended Physical Plant

The 87,000-square-foot facility at 2447 W. 14th St. will be designed to support IMSA's rigorous STEM-focused K-12 educational model, featuring:

- Classrooms designed for hands-on learning.
- Dedicated STEM labs and innovation spaces.
- Administrative and student support offices.

- Flexible learning environments for core instruction and extracurricular activities.

The building will initially serve K-6 students, with capacity for high school expansion as enrollment grows. IMSA Central will open using the first floor of the building at approximately 40,000 square feet.

Facility Compliance and Safety

IMSA is committed to ensuring the facility meets all state, local, and authorizer health and safety requirements, including:

- Compliance with zoning and city planning review procedures.
- Adherence to building codes, ADA accessibility standards, and emergency preparedness protocols.
- Implementation of best practices in school security and environmental sustainability.

Construction and Renovation Plans

With NPL leading the purchase and renovation process, IMSA will ensure that all modifications:

- Support 21st-century learning environments with modernized classrooms, STEM labs, and student-centered spaces.
- Address necessary facility upgrades for energy efficiency, safety, and accessibility.
- Align with IMSA's financial sustainability goals, with renovations planned in cost-effective phases.

Process for Identifying and Securing a Facility

IMSA, CSFD, and NPL are following a structured process to secure the school's facility:

1. Site Identification & Feasibility Analysis – Completed; School 75 has been identified as the preferred site.
2. Facility Purchase & Agreement – Once the charter is secured, NPL will initiate negotiations to acquire the property.
3. Planning & Design Phase – IMSA's leadership team will collaborate with NPL's project management team to develop renovation plans that align with educational and operational needs.
4. Renovation & Compliance – NPL will oversee all renovations, ensuring regulatory compliance and safety inspections.
5. Lease Agreement Finalization – Upon completion, **NPL will lease the facility to the school board**, ensuring long-term stability.

Ownership or Lease Arrangement

Following NPL's purchase and renovation, IMSA will enter into a long-term lease agreement with NPL or collaborate with the school board to establish a financially sustainable facility plan.

- The lease will support IMSA's long-term operational growth while maintaining financial sustainability.
- Strategic financial planning will ensure affordability, avoiding undue strain on IMSA's budget.
- IMSA's governing board will oversee all agreements, verifying compliance and transparency.

Through this strategic facility development plan, IMSA is committed to securing a safe, accessible, and fully equipped school building that will support its mission and student success upon opening in Fall 2026 and beyond.

Staffing, Hiring, and Evaluation

- Provide a comprehensive staffing plan (**See Attachment 7**)
- Please describe your staffing model, outlining the number of teachers and staff that will be hired (including special education and English Language Learner staff). Explain methods for selection, retention, and compensation of employees.

The proposed grade levels and enrollment of the school will increase each year of its charter agreement, adding 50 students per grade level each school year. IMSA would ultimately serve at least 510 students across grades K-12 beginning in Fall 2031.

In year one, the school will serve 210 students in Kindergarten through sixth grade. In Year 2, sixth grade students will roll up to seventh grade, adding two sections and 50 students to the total enrollment. In Year 3, seventh grade (+50 students) will be added, and so on.

Each year a grade level is added, the school will gradually expand its teaching, administrative, office, and student services staff throughout the charter term to effectively support student needs.

IMSA will conduct a thorough and comprehensive recruitment process. We will spend a considerable amount of time on administrator and teacher recruitment and hire teachers that will further the mission and vision of IMSA. Open positions will be posted on the school website, through national teacher recruitment sites, such as Applitrack and ZipRecruiter, and Indeed. A comprehensive recruitment process may include online screening tests, written answers to a list of questions, formal in-person interview, reference check, and demo teachings. An employee referral policy will also help us recruit teachers of high quality.

IMSA will offer a competitive and performance-based compensation system. IMSA teachers will have opportunities to receive extra compensation based on high performance, significant improvement in the student achievement, test scores, and undertaking additional responsibilities and duties.

Teacher training and retention is essential to maintaining school culture and the overall effectiveness of the school.

The staffing plan is included in **Attachment 7**.

- What are your plans for staff professional development? How often will PD occur and who is responsible for coordinating and creating it? What partners might you work with?

Factors that positively affect teacher retention that IMSA will emphasize include:

- Professional development plan: in addition to any job-embedded professional development provided by Concept Schools, the IMSA professional development program will include a tuition reimbursement policy to help our teachers pursue higher education opportunities
- New teachers' orientation: IMSA believes that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. Our mentoring program will provide beginning teachers with support and assistance to help navigate the difficult early years of teaching as they perfect their teaching skills.
- Continuous administrative support and feedback: school administrators provide frequent feedback about teachers' performances through classroom observations, attending school events and activities, and meeting with teachers when necessary. With consistent feedback, teachers will develop themselves and improve their practices every day, which will increase their likelihood of staying at IMSA.
- Create a physically and emotionally safe and secure working environment: IMSA strategically focuses on creating a working environment that staff trusts each other and administrators, is collegial and collaborative, and where people feel emotionally and physically secure. Installation of security cameras,

effective and constant student monitoring, training for emergency situations, administrative support, and assistance with conducting difficult conversations with parents, having security personnel, when necessary, implementation of school discipline policies consistently are measures that IMSA will take to create an environment that teachers will look forward to coming to.

IMSA prioritizes professional development to retain teachers and maintain a strong school culture. Concept Schools has a 70-90% staff retention rate, and IMSA's structured approach ensures educators are equipped with the skills needed for student success.

IMSA's Summer Institute provides five days of intensive training before school starts, immersing teachers in the mission, vision, and instructional model. Team-building activities strengthen collaboration, while workshops enhance curriculum differentiation and technology integration. Seven professional development (PD) days are spread throughout the year, featuring expert-led training and team-based improvement initiatives.

The leadership team—administrators, grade chairs, and department heads—monitors instructional quality through weekly, biweekly, and monthly reviews. The principal and assistant principal oversee team meetings, ensuring goal alignment. Teams analyze student data to tailor PD plans, deciding whether to invite speakers or attend external conferences.

Professional development is embedded into daily practice, with IMSA leaders and Concept Schools' academic directors collaborating to build instructional capacity. The regional director of teaching and learning coordinates training efforts, ensuring alignment with educational goals. IMSA's academic approach includes data-driven instruction with formative and summative assessments such as ClearSight interim and checkpoint assessments, ILEARN checkpoints, and weekly standard-based formative assessments. The regional instructional coaches in Math and ELA work closely with teachers to analyze student performance data and implement targeted interventions. Concept Schools' Director of Professional Development, Dr. Xavier Owens, provides strategic guidance and best-practice frameworks.

Professional development effectiveness is assessed biannually through student achievement data, teacher collaboration, and discipline trends. The leadership team, in partnership with the regional director, ensures professional learning remains adaptive and results-driven. Teachers engage in peer learning through school visits and targeted training on key instructional strategies.

- How are teachers and administrators going to be evaluated?

In the spring of 2019, the Concept Teacher Evaluation Committee (CTEC) was charged with developing a new evaluation plan for Concept Schools. By the summer of 2020, the CTEC researched various models and chose the Framework for Teaching Evaluation Instrument 2013 Edition by Charlotte Danielson. In Fall 2020, the CTEC organized an "Introduction to Danielson Framework" workshop for school administrators and hosted Charlotte Danielson as a keynote speaker at Concept's Leadership Summit. The CTEC worked with superintendents and helped create the Distance Learning Framework adopted from the Danielson Group.

Lesson plans reflect standards, current practices, and adopted curriculum to "change the trajectory of students' lives." To that end, providing students with a solid educational foundation is critical. To ensure all Concept Schools students achieve high levels of success requires our system having strong Tier 1 instructional practices in place. The Concept Schools Teacher Evaluation process balances our focus on our mission and expectations with teacher creativity and initiative to guide effective instructional practices. At the heart of the teacher evaluation system, the process is to support continuous teacher growth and professional development. It is considered a "Coach You," not a "Caught You" experience. This is to be accomplished through monitoring, observation, meaningful feedback, reflection, professional dialogue, and using data to drive professional growth and development.

The CTEC produced a teacher evaluation handbook to outline Concept Schools' network teacher evaluation process. This handbook serves as a reference tool to help teachers and administrators understand Concept Schools' procedures for observing, documenting, and evaluating classroom instruction and overall teacher performance. This handbook should serve as a guide for understanding the teacher evaluation process components and the Framework for Teaching Rubric as we transition to using this model.

Based on the CTEC's philosophy, evaluation of a teacher shall be conducted for the primary purpose of improving instruction, and "feedback" should be constructive and accompanied by suggestions for improvement.

To meet this end, the Concept Teacher Evaluation process will:

- Provide a framework for a professional practice that develops a shared understanding of the complexities of teaching, which supports a collaborative culture within our educational community leading to student achievement.
- Provide a common language among teachers and observers.
- Incorporate the use of self-assessment and self-reflection throughout the evaluation process.
- Structure professional conversation around best practices in teaching and learning.
- Support the school's mission, vision, overarching understandings, learning principles, and teaching practices
- Promote professional growth through a formative examination of practice.
- Structure training programs, such as the school's Induction and Mentoring Programs, to the Danielson Framework to support the development of teachers.

The performance evaluation plan is fully outlined in **Attachment 11.7**. The evaluation framework utilized at IMSA focuses in four domains:

- Planning and preparation
- Learning environments
- Learning experiences
- Principled teaching

The school leader succession plan, as outlined in the management agreement, ensures collaboration, professional development, and leadership continuity to maintain high-performance standards. The hiring of the principal is a collaborative process between the board and Concept Schools so there is alignment in leadership selection and transition. During leadership transitions, operational support and strategic consultation are provided to minimize disruptions. While the school board retains oversight of leadership decisions, principal hire requires mutual agreement with Concept Schools. (**See Attachment 11.4**)

It is the duty of the principal to provide general oversight including hiring and evaluating staff, oversee finances, promote the IMSA mission, implement IMSA policies, develop community partnerships, and evaluate assistant principals and other school designees.

- Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

The school's approach to managing unsatisfactory performance and turnover is comprehensive, emphasizing early intervention, targeted support, and strategic planning. By establishing a culture of continuous improvement and preparedness, the school ensures that any performance issues or staff changes are handled effectively, minimizing disruption and maintaining high standards of education and leadership.

Handling Unsatisfactory Leadership or Teacher Performance

1. **Performance Evaluation System**
 - **Regular Evaluations:** The school uses a rigorous and structured performance evaluation system for both leadership and teaching staff. This system includes regular observations, feedback sessions, and performance reviews that are aligned with the school's academic and operational goals.
 - **Data-Driven Insights:** Performance evaluations are data-driven, utilizing student achievement data, classroom observations, and other relevant metrics to assess effectiveness. This allows the school to identify performance issues early and address them proactively.
2. **Targeted Support and Professional Development**
 - **Individualized Improvement Plans:** When performance issues are identified, the school implements individualized improvement plans tailored to address specific areas of concern. These plans include clear goals, timelines, and support mechanisms, such as coaching, mentoring, and targeted professional development.
 - **Ongoing Monitoring:** The progress of staff members on improvement plans is closely monitored, with regular check-ins and adjustments as needed. This makes sure the staff receives the necessary support to improve its performance and meet the school's expectations.
3. **Accountability and Consequences**
 - **Clear Expectations:** The school sets clear expectations for performance and communicates the consequences of failing to meet these standards. If a staff member does not show sufficient improvement after receiving targeted support, the school takes appropriate action, which may include reassignment or termination.
 - **Transparent Processes:** All actions related to unsatisfactory performance are conducted transparently and in accordance with school policies and relevant employment laws, ensuring fairness and consistency.

Handling Leadership/Teacher Changes and Turnover

1. **Succession Planning and Talent Development**
 - **Leadership Pipeline:** The school has a succession planning process in place to prepare for leadership transitions. This includes identifying and developing potential leaders from within the organization, providing them with leadership training and mentorship to ensure a smooth transition when vacancies occur.
 - **Teacher Leadership Opportunities:** Teachers who demonstrate leadership potential are given opportunities to take on additional responsibilities, such as department head roles or instructional coaching. This not only prepares them for future leadership positions but also helps to retain top talent by offering career growth opportunities.
2. **Strategic Recruitment and Onboarding**
 - **Proactive Recruitment:** The school maintains a proactive approach to recruitment, building a pipeline of qualified candidates for both leadership and teaching positions. This ensures that vacancies can be filled quickly with high-quality candidates.
 - **Comprehensive Onboarding:** New leaders and teachers undergo a comprehensive onboarding process that familiarizes them with the school's culture, expectations, and systems. This helps new staff members integrate quickly and effectively, reducing the impact of turnover on students and the school community.
3. **Minimizing Disruption**
 - **Continuity of Instruction:** In the event of teacher turnover, the school takes steps to minimize disruption to students by ensuring a smooth handover of responsibilities. This may include providing interim support from instructional coaches or senior teachers until a permanent replacement is found.
 - **Community Communication:** The school communicates openly with students, parents, and staff during leadership or teacher changes, providing reassurance and maintaining trust in the school's commitment to stability and excellence.

- Describe the arrangement for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits.

At IMSA, we are committed to ensuring that our teachers and staff have access to comprehensive benefits that support their well-being and financial security. Upon hiring, all employees receive thorough training on the range of benefits available to them. Our benefits package includes:

- **Health Insurance:** Comprehensive medical coverage to ensure the well-being of our staff
- **Dental and Vision Insurance:** Plans that cover essential dental and vision care
- **Life Insurance:** Company-paid life insurance is provided to all employees, with the option to purchase additional coverage if desired
- **Disability Insurance:** Long-term disability coverage is provided by the company, with the option for employees to purchase short-term disability insurance
- **Voluntary Insurance:** Employees can opt for additional voluntary insurance policies, such as critical illness or accident insurance, to further protect themselves and their families

In addition to these benefits, all employees are enrolled in one of two retirement programs through the State of Indiana, based on their position: the Teachers' Retirement Fund (TRF) or the Public Employees' Retirement Fund (PERF). These retirement plans provide a secure foundation for our employees' financial future.

To ensure that all staff members are well-informed and can make the best choices for their needs, we conduct annual enrollment meetings during the open enrollment period. New hires who join outside of this period receive detailed information about their benefits during the onboarding process and are eligible for benefits starting on the first of the month following their date of hire.

We collaborate closely with Concept Schools to offer these benefits, guaranteeing that our staff has access to the best possible options for their health, security, and retirement.

- Describe your staff background check process, ensuring accordance with current Indiana code.

Criminal Background Checks

To establish the safety of students and staff, the board requires background checks for all prospective employees, including substitutes, part-time staff, and volunteers with student supervision. Applicants must complete all necessary forms and cooperate with the school's criminal records check process.

The principal will conduct state and federal background checks and inform applicants of these requirements. All records are confidential and only disclosed with board authorization or as required by law.

If hiring occurs before receiving background check results, employment is conditional. If the check reveals disqualifying offenses, the applicant will be dismissed.

Per Indiana Code 20-26-5-11, individuals convicted of crimes such as murder, battery, kidnapping, sex offenses, neglect, or substance abuse violations (within specific timeframes) cannot be hired or volunteer in the school. Current employees found guilty of such offenses face immediate termination.

- **REPLICATION ONLY:** Please provide rationale and evidence that shows your current school/network has the human capacity capital to replicate successfully. What staffing structures need to change? Will there be changes at any existing schools?

Concept Schools is well-equipped to replicate the IMSA model in Indianapolis, leveraging a strong regional support system that ensures seamless expansion while maintaining high academic standards. With experienced leadership, strategic staffing, and targeted professional development, IMSA schools have consistently achieved high teacher retention (70-90%) and strong instructional quality. The regional director of teaching and learning plays a key role in aligning instructional priorities and supporting teacher development across IMSA campuses. Our local recruitment efforts, partnerships with Indianapolis universities, and leadership pipeline through the Concept Schools Aspiring Leaders program ensures a steady flow of highly qualified educators. By expanding regional oversight and strengthening mentorship programs, we will support new IMSA schools while maintaining continued success at existing campuses. With a proven track record of growth and community impact, Concept Schools is fully prepared to expand the IMSA model in Indianapolis, providing high-quality educational opportunities to more students.

Rationale and Evidence of Human Capacity Capital

1. Systemic Support Structure

- **Central Office Expertise:** Concept central office provides a well-established and robust support structure that ensures consistent quality across all schools in Concept's network. This includes centralized services such as curriculum development, data analysis, compliance, finance, and operations management, all of which are critical for the successful replication of schools. The central office's proven systems and processes have supported the effective operation and expansion of its network, demonstrating our capacity to replicate with fidelity.
- **Regional Office Support:** Our regional office plays a crucial role in providing localized support tailored to the specific needs of schools in the area. This includes direct oversight, professional development, and community engagement strategies that align with the broader organizational goals while addressing the unique challenges of the local context. The regional office's proximity allows for timely and responsive support, ensuring that new schools have the guidance and resources they need from day one. The regional office staff include the superintendent, director of teaching and learning, director of external affairs, director of operations, director of STEM and CYS, reporting manager, and two instructional coaches.

2. Proven Track Record of Growth

- **Successful Replication History:** Our network has a history of successful replication, having expanded to multiple locations while maintaining high standards of academic performance and operational efficiency. This track record provides clear evidence that our systems and structures are effective in supporting growth without compromising the quality of education. The systemic approach we take to replication ensures consistency and excellence across all schools in the network.

3. Integrated Professional Development and Support

- **Comprehensive Training Programs:** Concept Schools has developed integrated professional development programs that are implemented across all schools. These programs are designed to equip staff with the skills and knowledge needed to maintain and enhance instructional quality, even as the network expands. This ensures that all staff, both in new and existing schools, receive consistent training and support aligned with the network's educational framework.
- **Ongoing Support and Mentorship:** Our systemic approach includes continuous support and mentorship for school leaders and staff, facilitated by both the central and regional offices. This ongoing support helps to ensure that all schools, regardless of their stage in the replication process, have access to the resources and guidance they need to succeed.

Staffing Structures and Necessary Changes

1. Strategic Expansion of Support Roles

- **Scaling Centralized Services:** As the network grows, we will strategically expand our centralized support services to ensure that all schools receive the necessary operational and instructional support. This may include increasing staff in areas such as finance, compliance, and academic support to manage the additional demands of new schools.
- **Enhanced Regional Oversight:** The regional office will also expand its oversight and support capacity to manage the increased number of schools. This could involve adding new roles specifically focused on supporting new schools during their initial years of operation, ensuring that they integrate smoothly into the network.

2. Minimal Disruption to Existing Schools

- **Maintaining Continuity:** While we anticipate some expansion in staffing structures, we do not expect significant changes at existing schools. Our approach is designed to ensure that the replication process does not disrupt the operations or quality of our current schools. Any changes will be focused on enhancing support structures rather than altering core staffing models.
- **Focused Professional Development:** Existing schools will continue to receive the same level of professional development and support, with additional resources provided as needed to ensure that they can maintain their high standards while contributing to the network's growth.

Ongoing Operations and Capacity

OEI understands schools pursuing an Innovation Restart partnership may not have all the required details for this section. In that case, please be as detailed as possible about proposed location and transportation needs. Applications that do not address transportation plans or needs will be considered incomplete.

- If you plan on providing transportation to students, include a detailed description of the transportation plan. While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student population, please be as specific as possible. At minimum, you must acknowledge, per Indiana charter law, whether you plan to provide it. The transportation plan also must include provisions for students protected under the McKinney Vento Act and an acknowledgement of the school's responsibility to provide these services.

IMSA will provide student transportation services through its existing partnership with Miller Transportation. Based on our operational experience at IMSA West, where approximately 60% of students utilize bus services, the new school will follow a similar neighborhood-based transportation model.

For the first year, IMSA plans to operate one bus with a double-routing system, serving approximately 100 students (roughly 50% of the anticipated first year enrollment). As enrollment grows, we will continuously evaluate transportation needs and expand services accordingly to accommodate additional students.

IMSA is committed to full compliance with the McKinney-Vento Homeless Assistance Act and recognizes its responsibility to support students experiencing homelessness. As required by federal law, IMSA will ensure that all students protected under the McKinney-Vento Act have equal access to education, including door-to-door transportation.

The school acknowledges its obligation to remove barriers to enrollment, attendance, and academic success for students experiencing homelessness. IMSA will work closely with families, students, and the local homeless liaison to identify eligible students and arrange appropriate transportation services in a timely manner. These services will be provided at no cost to the student and will prioritize educational stability.

To maintain operational efficiency and accessibility, IMSA will conduct annual assessments of transportation logistics, routes, and capacity, ensuring that all students have equitable access to school transportation while adapting to the evolving needs of the student population.

- If you do not plan on providing transportation, explain how the school will still be accessible to all of the intended student population.

IMSA will offer transportation services beginning in its first year of operation.

- Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.

The applicant team's individual and collective qualifications for successfully implementing the Operations Plan are strong and diverse, with significant expertise across various areas critical to school operations. In addition to the names and roles outlined in the Leadership and Governance section on page 54 of the application, here's a detailed description of the Indiana Math and Science Academy's Staffing and Collective Capacity. **(See Attachment 11.14)**

Collective Capacity

The collective capacity of the applicant team is exceptionally strong, with each member bringing specialized expertise to the successful implementation of the Operations Plan. Mustafa Arslan's leadership in managing school performance and operations, coupled with Dr. Christopher Murphy's strategic oversight and operational experience, provides a robust foundation. Joy Brown's administrative and human resources expertise, Dr. Zach Paley's instructional leadership and professional development coordination, Chris Bultman's external affairs and communication strategies, and Halil Dulgeroglu's financial management skills round out a comprehensive and effective approach to managing the new charter school in Indianapolis. This team is well-equipped to handle all aspects of staffing, professional development, performance management, general operations, and facilities management, ensuring a successful and sustainable charter school environment.

- Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

New Plan Learning is a Midwest-based non-profit organization with over 20 years of experience in charter school development, having completed 50+ projects and \$150 million dollars worth of transactions across IN, IA, IL, MI, MN, MO, and OH. NPL has developed over 1 million square feet of educational space, specializing in facilities site search, acquisition, management, and construction.

IMSA has also partnered with the non-profit Charter School Finance & Development, which offers tailored financing solutions that save schools money, allowing them to invest more in their students. The combined team of former school leaders, operators, and construction experts is uniquely positioned to understand and address the specific needs of charter schools.

NPL manages the entire development process, from demographic analysis, zoning, budgeting and design to construction, ensuring compliance and efficiency. The NPL project management team proactively addresses

challenges to ensure a smooth and successful project completion, creating transformative learning environments that align with each school's educational goals.

The IMSA Governing Board entered into an agreement with CSFD to locate a facility (***See Attachment 11.6***).

These questions are completed as part of the full application only.

- Provide a clear and detailed timeline for getting the school into operation, from receipt of the charter to the opening of the school. (***See Attachment 11.2***)
- In addition to the timeline, provide a detailed startup plan that includes staffing as well as the resources you will use to support the startup activities. (***See Attachment 7***)

Replication and Capacity for Growth

IMSA, in partnership with Concept Schools, will take a four-pronged approach towards sourcing start-up funding.

1. In July 2024, Concept Schools applied for federal funding in the form of a charter school program grant for charter management organizations from the US Department of Education for the amount of up to \$2M over five years. Grant applications selected for funding will be notified this Spring. In the event this grant is not awarded, the IMSA team plans to apply for the Charter School Program ([CSP](#)) Quality Counts Grant in Summer 2025, a federally funded initiative designed to support the opening, expansion, and replication of high-quality charter schools.
2. IMSA secured a grant from The Mind Trust in the amount of \$250,000 to help fund the school's community engagement and enrollment strategies during this pre-operational year. These efforts will be locally led by a recently hired regional director of external affairs.
3. Concept Schools will guide IMSA in its local philanthropic efforts, seek local grant dollars, and raise start-up capital from community leaders and organizations.
4. As part of its model, Concept will also provide start-up funding in the form of zero-interest loans, pending local school board approval.

Financial Plan and Capacity

Financial Plan

The budget workbook template (*See Attachment 7*)

- Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

IMSA will implement a comprehensive financial management system that ensures strong internal controls, transparency, and compliance with all financial reporting requirements. This system will be modeled after the well-established financial practices of existing IMSA schools and will be overseen by a dedicated finance team, including a treasurer, assistant treasurer, payroll manager, accounts payable clerk, and purchasing manager.

IMSA will adhere to the Internal Control Integrated Framework, developed by the Committee of Sponsoring Organizations (COSO) to ensure financial integrity. These procedures will be reviewed biannually and updated as needed to address any identified weaknesses. Key internal controls include a conflict of interest policy requiring employees, officers, or agents involved in financial transactions to disclose any conflicts and prohibiting them from

accepting gifts or favors from vendors. Financial responsibilities will be distributed across multiple staff members to minimize the risk of fraud and ensure operational efficiency, making sure that no single individual has sole control over cash receipts, disbursements, payroll, or bank reconciliations. A fraud prevention and whistleblower policy will protect employees, board members, contractors, and volunteers who report suspected fraud, ensuring confidentiality and protections against retaliation. Investigations will be conducted thoroughly, and violations will result in disciplinary or legal actions. Data security and record access policies will ensure that all financial and payroll data are secured, with access limited to authorized personnel only. The organization will comply with state, federal, and local regulations for data retention and disclosure, ensuring financial and program records are available to relevant agencies when required.

IMSA's budgeting process is designed to align financial planning with strategic goals and ensure the effective use of resources. The treasurer, superintendent, and principal collaboratively develop the budget, which must be completed by June for the upcoming fiscal year. The principal provides enrollment projections and staffing and resource needs, which inform the financial planning process. The proposed budget is reviewed by the school board finance committee for recommendation for approval to the board. Once approved, it is shared with sponsors and relevant stakeholders. The finance committee meets monthly, and the board receives regular financial reports to track spending and financial health.

IMSA maintains stringent financial controls to ensure efficient, compliant, and ethical spending. All purchases are reviewed and approved by at least two personnel to ensure transparency and accountability. Procurement is conducted through a competitive process, following state and federal guidelines. Payroll processing follows a multi-step review process to ensure accurate compensation and benefits administration. The system is secure and automated, minimizing errors while ensuring compliance with state labor laws. Through robust internal controls, structured budgeting, and transparent financial oversight, IMSA ensures financial sustainability while supporting its educational mission.

- Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

The school's administration, led by the principal and supported by the treasurer and finance team from the Concept Schools central office, will manage the day-to-day financial operations, including budgeting, accounting, purchasing, and ensuring compliance with established financial policies. The administration will be responsible for maintaining financial records, processing payroll, overseeing procurement, and managing financial reporting. They will work closely with Concept Schools to implement financial best practices and align spending with the school's strategic goals.

The governing board will provide high-level oversight and strategic financial stewardship, ensuring that all financial activities align with the school's mission and long-term sustainability. The board will review and approve budgets, monitor financial performance through regular reports from the treasurer, and make key financial decisions, such as approving major expenditures, facility expansions, and grant applications. The finance committee will meet before each board meeting to analyze financial statements, ensuring transparency and fiscal accountability. This division of responsibilities allows the administration to focus on efficient financial operations while the board safeguards the school's financial health and strategic growth. This structure, supported by strong internal controls, ensures checks and balances, promoting responsible financial management and long-term sustainability.

- Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

To ensure efficient and compliant financial operations, the school will contract with Concept Schools for essential business services, including accounting, payroll processing, accounts payable management, and financial reporting. Concept Schools has a strong track record of providing cost-effective and specialized financial services tailored to charter schools, ensuring adherence to state and federal compliance standards. Additionally, an independent

Certified Public Accounting (CPA), The Donovan CPA, firm will be retained to conduct an annual financial audit. This independent review will verify the accuracy of financial records, assess internal controls, and verify full compliance with all regulatory and reporting requirements. The selection of contracted services will be based on expertise in charter school financial management, cost-effectiveness, and a demonstrated commitment to transparency and accountability.

- Provide a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

The school's budget is developed using a conservative approach, ensuring financial sustainability while maintaining high-quality educational services. Revenue projections are based on historical enrollment data, state and federal funding trends, including the **State Charter & Innovation Network School Grant Program** and projected student growth. The budget assumes steady per-pupil funding from state and federal sources, which make up the majority of the school's revenue. While the school actively seeks grants and philanthropic support, these funds are considered supplemental and not essential to core operations, minimizing reliance on variable income streams. Staffing levels are aligned with projected enrollment, ensuring an optimal student-to-teacher ratio while controlling personnel costs, which make up the largest portion of the budget. Budget assumptions also account for operational expenses such as facilities (including building lease expense in the budget), transportation, technology, the authorizer fee (categorized under Professional Services in the budget), and instructional resources, ensuring that all expenditures are aligned with strategic priorities. Additionally, contingency planning is incorporated into financial projections to mitigate potential funding fluctuations, ensuring long-term fiscal stability.

- Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties or crisis circumstances. Are there any expenditures that are essential to the model that cannot be cut under any circumstances? Include your minimum viable enrollment in this explanation.

The school has a comprehensive contingency plan to address potential budget shortfalls, low student enrollment, or unforeseen operational challenges while maintaining financial stability and instructional quality. Financial performance will be closely monitored through regular budget reviews, allowing for early identification of risks and timely adjustments. In the event of a budget shortfall, the school will first reduce or defer non-essential expenditures such as discretionary operational costs, professional development travel, and certain extracurricular activities. Essential expenditures, including core instructional staff, classroom materials, and student support services, will remain protected to ensure continuity in academic programming.

Enrollment projections are carefully managed to align with financial sustainability. The minimum viable enrollment threshold has been identified, and recruitment efforts will be intensified if enrollment trends fall below expectations. The school will leverage multiple enrollment strategies, including targeted outreach, community engagement, and digital marketing, to maintain or increase student numbers. Recently hired regional director of external affairs is tasked with monitoring and maintaining these initiatives and has access to Concept Schools level support and expertise. Additionally, the school and the leadership team will explore alternative funding sources, such as competitive grants, philanthropic partnerships, and strategic cost-sharing agreements with community organizations. If necessary, staffing adjustments will be made strategically, prioritizing high-impact instructional roles while ensuring compliance with student-teacher ratio guidelines.

In crisis situations, such as unforeseen funding reductions or major operational disruptions, the school will work closely with its governing board and Concept Schools to reassess budget allocations, secure short-term financial support if needed, and develop a long-term recovery strategy. The school remains committed to maintaining financial resilience while ensuring that students receive a high-quality education regardless of external financial pressures.

Additionally, as required by Section 3.7 of the Charter School Contract, an escrow account of at least \$30,000 will be established to cover legal fees, operational wind-down costs, and audit expenses in the event of dissolution. The school may fulfill this requirement by either setting aside the full amount in the first year or allocating at least \$10,000 annually over the first three years of its charter term. This provision reflects the school's dedication to prudent financial management and adherence to contractual commitments.

- If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions here (including the source, estimated amount of contribution, and expected date of receipt if known).

Concept Schools and IMSA have secured initial funding to support planning and community engagement efforts through a partnership with The Mind Trust. An agreement between IMSA and The Mind Trust is finalized, providing \$250,000 in year-one funding for early-stage planning, outreach, and community engagement initiatives.

Additionally, Concept Schools has applied for federal funding through the charter school program grant as a charter management organization. The U.S. Department of Education has confirmed that the application review process is nearing completion, with award announcements expected by March 31, 2025. If awarded, Concept Schools could receive up to \$2,000,000 over five years to support the growth and expansion of IMSA Central. In the event this grant is not awarded, the IMSA team plans to apply for the Charter School Program Quality Counts Grant in Summer 2025, a federally funded initiative designed to support the opening, expansion, and replication of high-quality charter schools.

- **REPLICATION ONLY:** Do you anticipate any of your fiscal policies and procedures changing once you replicate? If so, how?

No.

- **REPLICATION ONLY:** Explain plans for supporting additional costs or debt associated with this launch and how network/other school resources may be leveraged. When do you project the proposed school will become sustainable?

Concept Schools and IMSA have secured initial funding to support planning and community engagement efforts through a partnership with The Mind Trust, ensuring a strong foundation for the launch of the proposed school. Additionally, Concept Schools has applied for federal funding through the charter school program grant, which, if awarded, will provide up to \$2,000,000 over five years to support IMSA's expansion. In the event this grant is not awarded, the IMSA team plans to apply for the Charter School Program ([CSP](#)) Quality Counts Grant in Summer 2025, a federally funded initiative designed to support the opening, expansion, and replication of high-quality charter schools.

To address initial operating costs, Concept Schools will provide necessary start-up loans to IMSA at zero-percent interest. These loans, pending board approval, will be structured to be repaid during the initial charter term, ensuring financial stability while minimizing the burden on the new school's budget. The proposed school is projected to reach financial sustainability by year four, as enrollment stabilizes and operational efficiencies are realized. Throughout this period, IMSA will leverage network-wide resources, including shared services in finance, operations, and professional development, to optimize cost efficiency and maintain a strong financial position.

The school's financial sustainability is outlined in the five-year budget plan (*See Attachment 7*)

Financial Management Capacity

- Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - Financial management;
 - Fundraising and development; and

- Accounting and internal controls.

The applicant team has extensive experience and a proven track record in financial management, fundraising, development, and internal controls to ensure the long-term fiscal sustainability of the proposed school. IMSA's strong financial oversight framework is built on rigorous policies, transparent procedures, and strategic financial planning, ensuring compliance with state and federal regulations while maintaining fiscal responsibility.

The IMSA Governing Board, and its treasurer, oversees financial operations, ensuring adherence to procurement policies, budgeting best practices, and financial controls. The treasurer, in collaboration with the Finance Committee, provides oversight of budgeting, expenditure tracking, and financial reporting. The school follows a competitive and transparent procurement process, ensuring all purchasing decisions align with regulatory requirements and best practices.

Additionally, Concept Schools, the school's education management partner, provides financial management services as outlined in the Education Management Agreement . These services include budgeting, financial reporting, compliance management, and audit preparation to ensure accountability, efficiency, and fiscal sustainability.

- Describe the financial policies and procedures the school will maintain in order to comply with the [State Board of Accounts](#).

The school will adhere to the financial policies and procedures already established and reviewed by legal counsel for IMSA Schools, ensuring full compliance with the Indiana State Board of Accounts (SBOA) financial regulations. These policies govern accounting practices, internal controls, financial reporting, and procurement, ensuring sound fiscal management.

- Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations.

IMSA employs comprehensive fiscal controls and financial management policies to ensure accuracy, accountability, and transparency in daily operations. Each financial transaction undergoes a dual review process, requiring approval from at least two individuals before processing to maintain proper documentation and compliance. A strict credit card usage policy limits issuance and requires prior approval and reconciliation for all purchases. Financial oversight is further reinforced through the Finance Committee, which meets before each board meeting, where the treasurer presents detailed financial statements for review. The full board then reviews and approves all financial disbursements from the previous month, ensuring transparent decision-making. Additionally, IMSA undergoes an annual audit, ensuring full compliance with state and federal regulations, reinforcing financial integrity and accountability.

- If the school plans to contract with an outside provider, detail who the provider is and what services will be contracted.

IMSA contracts financial management services through Concept Schools, per its Education Management Agreement (EMA). Concept Schools provides budget development, financial reporting, compliance oversight, and audit preparation, ensuring that the school maintains fiscal health, efficiency, and financial transparency. (*See Attachment 11.4*)

Risk Management

- Provide a description of the risk management philosophy and approach to minimizing liability of the charter school, its governing board members, and employees.

The IMSA Governing Board and Concept Schools act as educational and operational partners to ensure the financial health and stability of IMSA campuses. The board conducts annual threat assessments to identify any potential risks, and collaborates with Concept to develop necessary plans of action. Similarly, should the Office of Education Innovation highlight any areas of potential risk, the board and Concept will again develop necessary plans of action.

Financial and Risk Management policies are in place for IMSA (**See Attachment 11.9**)

- Schools receiving a charter from the Mayor of Indianapolis will be required to indemnify the City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities and, their respective officers, employees and agents.

The IMSA Governing Board already complies with this and will continue to indemnify the City of Indianapolis, the Indianapolis Charter School Board, related parties and their respective officers, employees, and agents. Should a board resolution or additional policy be requested, then the board will comply.

- For schools that plan to serve large populations of students with exceptional needs, has liability for malpractice and due process been assessed and addressed in the budget and risk management plan?

Financial and Risk Management policies are in place for IMSA (**See Attachment 11.9**)

- Risk management plans should also include an understanding of IDOE safety plan requirements. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

See Attachment 11.10.

- In addition, please provide evidence from an insurer of the school's ability to obtain liability insurance coverage.

See Attachment 11.5.

- Provide an estimate from an insurance agent/broker for the insurance coverage (with a minimum A-BEST rating) identified above (or such other coverage amounts as the charter school would be able to obtain)

See Attachment 11.5.

Education Service Provider (ESP) Questionnaire (**See Attachment 9**)

Assurances

This form must be signed by a duly authorized representative of the applicant and submitted with the full proposal. A proposal will be considered incomplete if it is not accompanied by the assurances form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Indiana Math and Science Academy Central to be located at 2447 W. 14th Street, Indianapolis is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs except for a preschool program or latch-key program per IC 20-5.5-8-2.

2. Will enroll any eligible student who submits at timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each timely applicant will be given equal change of admission per IC 20-5.5-5-4.
3. Will provide the number of students enrolled in the charter school, the name of each student, and the school district in which each student resides to the Indiana Department of Education by the data established thereby per IC 20-5.5-7-3.
4. Will submit an annual report to the Indiana Department of Education in the form required thereby per IC 20-5.5-9-1.
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office, IC 20-20-8-3 and relevant sections of IC 20-24.
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school per IC 20-5.5-7-1.
8. Will ensure 90 percent of individuals who teach hold a license to teach in a public school in Indiana per IC 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11 and IC 20-24-6-5.
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under IC 20-7.5 and IC 20-5.5-6-3.
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents, and employees, and any successors and assigns from any and all liability, cause or action, or other injury or damage in any way relating to the charter school or its operation.
13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion, and ancestry per IC 20-5.5-2-2.
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school including Indiana Charter Schools Law as described in all relevant sections of IC 20-24.
18. Will ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
19. Will ensure the school has a background check policy that complies with IC 20-26-2-1.5.
20. Will understand that the Office of Education Innovation (OEI) may revoke the charter if OEI deems that the recipient is not fulfilling the academic, fiscal, and/or governance responsibilities outlined in the charter.

Jim Sparks

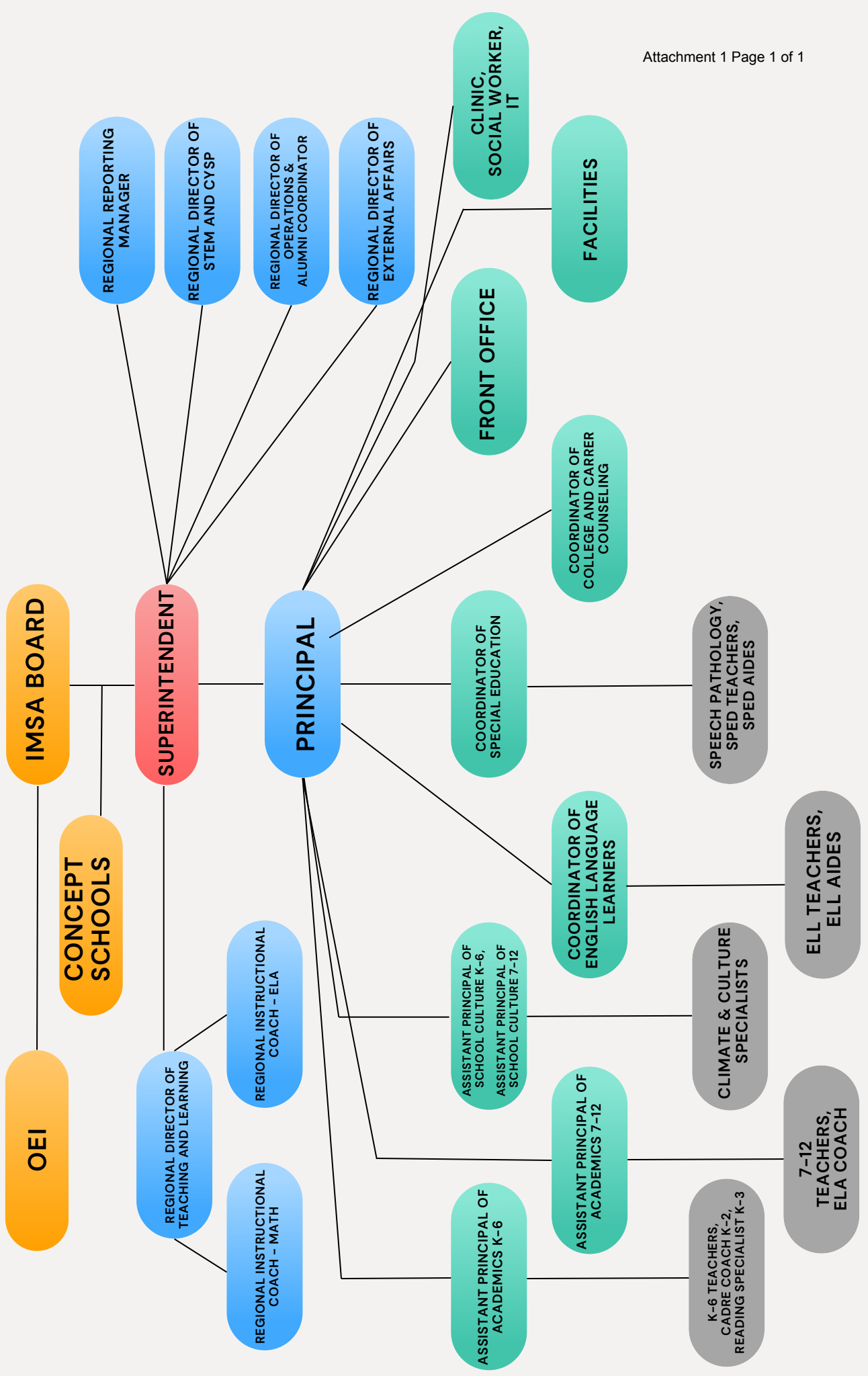


Authorized Representative's Signature and Printed Name

02/20/2025

Date

IMSA ORGANIZATIONAL CHART



IMSA Governing Board*				
Member Name	Professional Background	Email Address	Date Appointed	Committee
Jim Sparks	Geospatial Information	jim.sparks@comcasat.net	8/29/17	Board Chair
Daniel Pierson	Eli Lilly and Company	dwp_indy@hotmail.com	4/15/17	Board Vice Chair
Toby Miller	COO, Waters Miller Group, LLC	toby.miller63@gmail.com	6/17/17	Chair Finance Committee
Charise Frazier	Attorney	chariseshoffner@hotmail.com	6/16/18	Academic Excellence
Nikola Coleman	Senior Director- LRL Learning and Development	ncmjlc23@gmail.com	5/14/22	Academic Excellence
Alonzo Ross	Dir. of First Year Experience	alonzo1906@icloud.com	2/17/24	Academic Excellence
Nestor Perez	Milliman	nestor.perez@milliman.com	4/20/24	Finance Committee
Jazmin Sanders	Manager of School Support & ISLL - Mind Trust	jsanders@themindtrust.org	4/20/24	Chair Academic Excellence Committee
*Background checks have been conducted and are on file with the Office of Education Innovation.				

IMSA Leadership Team			
Name	Organization	Email Address	Role
Dr. Chris Murphy	Concept Schools	cmurphy@conceptschoools.org	Chief Strategic Growth and Communications Officer
Mustafa Arslan	IMSA	arslan@conceptschoools.org	Superintendent
Halil Dulgeroglu	IMSA	halil@conceptschoools.org	Treasurer
Dr. Zachary Paley	IMSA	zpaley@conceptschoools.org	Director of Teaching and Learning
Joy Brown	IMSA	brown@conceptschoools.org	Reporting Manager
Chris Bultman	IMSA	bultman@conceptschoools.org	Director of External Affairs

► Nikola L. Coleman

Address: 11083 Cliffside Drive
Fortville, In 46040
Phone: 317-490-0641
E-mail: Coleman_nikola_l@lilly.com

Summary of Qualifications

I thrive in discovering the possibilities hidden within people and seeing them reach their highest potential. I design better ways of serving people by understanding the effects of systems and theories that affect them. I am skilled in analyzing data and unveiling root causes. I am a designer of finding better and more efficient ways of conducting processes because the people matter. I am skilled in developing strategies and creating cohesive productive teams. I also have 31 years of working for Eli Lilly and Company managing and developing people, as well as facilitating classes.

Education

Xavier University Pharmacy School (May 1990)
Bachelor of Science

Certifications/ Awards

CA-AM Associates Alliance of Strategic Professionals

Recipient of the Lilly Global Diversity Award 2017

Recipient of the Manufacturing and Quality Include Award 2021

Indiana Registered Pharmacist

Experience

Director of Learning and Development (Jun 2018 – Present)
Eli Lilly & Company (Lilly Corporate Center, Indianapolis, IN)

Responsibilities

- Provide learning and development solutions for adult learners
- Create knowledge experiences for adult learners
- Lead Diversity and Inclusion Teams
- Instructor for Mentoring Circles for Early Career Professionals
- Strategize, set visions and goals to operate
- Recruit and hire talented individuals
- Manage and develop employees
- Preceptor for Visiting Scientist Program

- Manage organizational budgets

Manager of Medical Information- Diabetes (Feb 2016 – Jun 2018)

Eli Lilly & Company (Lilly Corporate Center, Indianapolis, IN)

Responsibilities

- Strategize, set visions and goals to operate
- Recruit and hire talented individuals
- Manage and develop employees
- Provide HCPs with Medical Information regarding Legacy Products
- Preceptor for Visiting Scientist Program
- Leader of the Global Medical Information and Hosted Capabilities Diversity and Inclusion Program
- Monitor budgets
- Analyze, monitor, and present metrics

Manager Quality Operations Systems (Feb 2015 – Feb 2016)

ELANCO Animal Health (Greenfield, IN)

Responsibilities

- Strategize, set visions and goals to operate
- Recruit and hire talented individuals
- Manage and develop employees
- Provide Quality Oversight for Technical Academics Consumer Services (TACS)
- Provide oversight for Pharmacovigilance
- Provide oversight for Qualify Labs
- Ensuring Quality Systems are adhered
- Conduct Assessments and Audits
- Manage and provide strategy for the Quality Learning and Development Team
- Migrate the global training of Novartis Animal Health into Success Factors
- Manage Product Complaints
- Manage Deviations
- Monitor budgets
- Participate in due diligence activities
- Participate in the transition of Acquisitions/Mergers
- Analyze, monitor, and present metrics

Manager Quality, GPS/PPM (Aug 2013– Feb 2015)

ELANCO Animal Health (Greenfield, IN)

Responsibilities

- Strategize, set visions and goals to operate
- Recruit and hire talented individuals
- Manage and develop employees
- Provide Quality Oversight for Technical Academics Consumer Services (TACS)
- Provide oversight for Pharmacovigilance

- Ensuring Quality Systems are adhered
- Conduct Assessments and Audits
- Manage Product Complaints
- Manage Quality for Global Printed Packaging Material (label development, launch and maintenance)
- Ensure compliance of regulations regarding Printed Package Materials
- Monitor budgets
- Participate in the transition of Acquisitions/Mergers
- Analyze, monitor, and present metrics

Consultant Quality (Oct 2012– Aug 2013)

ELANCO Animal Health (Greenfield, IN)

Responsibilities

- Recruit and hire talented individuals
- Manage and develop employees
- Manage Product Complaints
- Provide Quality Oversight for Technical Academics Consumer Services (TACS)
- Provide oversight for Pharmacovigilance
- Ensure Quality Systems are adhered
- Conduct Assessments and Audits

Consultant Quality, GPS Business Alliance & Vendor Management (Feb 2006– Oct 2012)

Eli Lilly & Company (Lilly Corporate Center, Indianapolis, IN)

Responsibilities

- Establish Quality Systems for business alliances and vendor management
- Develop Standards
- Consult with business alliance partners and vendors
- Conduct assessments and audits
- Manage audit rooms
- Ensure staff inspection readiness
- Participate in due diligence activities

Skills

Facilitating and Creating Training; Auditing; Leadership; Influencing others to deliver on time, quality results; People Development; Analyzing People and Data; Strategizing and Setting Visions; Interpersonal Skills; Quality Systems; Adverse Events Management; Product Complaints Management; Identifying Efficiency Gains; Managing People and Processes; Medical Information Management; Developing Relationships

Daniel W. Pierson

10724 Morristown Court ■ Carmel, IN 46032 ■ 317.626.3445 ■ dwp_indy@hotmail.com

EXPERIENCE SUMMARY

- **Certified Project Management Professional (PMP);** experienced in leading all phases of diverse business, community service and technology projects that span the chemical distribution, telecommunications, staffing, plumbing, electrical distribution and consulting industries.
- **Experienced community advocate;** experienced in serving on the board of directors of community, civic and professional organizations. Experienced in strategic planning and managing youth development and STEM projects that align organizational goals with business solutions to drive process improvements, competitive advantage and bottom-line gains.
- **Experienced communicator;** experienced in leveraging technical, business and financial acumen to communicate effectively.

EDUCATION AND CERTIFICATIONS

- **BS in Accounting,** Illinois State University (Normal, IL)
- **Project Management Professional (PMP)**
- **Six Sigma Black Belt**
- **Certified Scrum Master**

CAREER PROGRESSION

ELI LILLY AND COMPANY (Indianapolis, IN), Project Manager, 2016 to present

Responsible for organizing, directing, executing, and managing projects and services for the Information Security Department. Managing the implementation of information security assessments, remediation of risks, service adoption and infrastructure portfolio projects.

INTERACTIVE INTELLIGENCE (Indianapolis, IN), Project Manager, Cloud Infrastructure Data Center, 2014 to present

Responsible for organizing, directing, executing, and managing projects and services for the Communications as a Service (CaaS) infrastructure organization. Responsible for the implementation of all technology infrastructure deployed at ININ, which includes data center, network and server services, telephony, logging and service monitoring. Assisted in the establishing a PMO.

Managed the infrastructure efforts to successfully complete the Payment Card Industry (PCI) recertification project for Interactive Intelligence. Managed the international rollout of Splunk logging and Nimsoft monitoring applications. Managed project budgets of up to \$10M and cross-functional teams of up to 15 programmer, database, server and network team specialists.

NORTHROP GRUMMAN IS (Indianapolis, IN),

Project Manager, September 2007 to December 2013

Recruited by of the nation's leading IT consulting firms to provide project management over large-scale, top-priority and complex technology initiatives. Assisted in establishing a Project Management Office (PMO). Managed the enterprise implementation of the data center, network, server and storage refresh projects for the City of Indianapolis/Marion County. Managed the enterprise implementation of the PVD property tax system upgrade. Managed the Accela Land Management system implementation for the City of Indianapolis/Marion County. Managed project budgets of up to \$10M and cross-functional teams of up to 15 programmer, database, server and network team specialists.

PIERSON PROPERTY LLC, (Carmel, IN)

Owner, January 2007 to present

Real estate rentals. Member of the Central Indiana Real Estate Investors Association.

FIRST ELECTRIC SUPPLY/THOMPSON DISTRIBUTION, Indianapolis, IN 46205

Information Technology Director, January 2005 to September 2007

Responsible for directing and managing the information technology strategy, projects, systems and resources for \$100 million dollar plumbing and electrical distribution firm. Formulated information technology strategy, managed projects and services. Directed staff and contractors for HQ office. Notable accomplishments include managing the Network and Server Refresh and ERP projects. Managed staff and contractors for HQ office.

DUNHILL STAFFING SYSTEMS, INC., (Indianapolis, IN)

Information Technology Director, *June 2003 to January 2005*

Responsible for directing and managing the information technology strategy, projects, systems and resources for \$500 million national staffing firm. Directed staff and contractors for HQ and 10 offices and 85 franchise offices in 2 countries. Notable accomplishments include managing the corporate headquarters relocation, ERP and Sarbanes-Oxley Audit projects.

MAYS CHEMICAL COMPANY, INC., (Indianapolis, IN)

Information Technology Manager, *February 1992 to June 2003*

Responsible for directing and managing the information technology strategy, projects, systems and resources for \$200 million dollar chemical distribution firm. Directed staff and contractors for HQ and five offices in three countries. Notable accomplishments include the corporate network and desktop refresh projects.

ENVIROSPEC, LLC. (Indianapolis, IN)

President, *1989 to 1993*

Owned and operated commercial and residential waste management company valued at more than \$500K

PROFESSIONAL ORGANIZATIONS

Big Brother Big Sisters of Central Indiana (BBBSCI): Board of Directors. Served as a mentor. BBBSCI mission is to provide children facing adversity with strong and enduring, professionally supported 1-to-1 relationships that change their lives for the better, forever. 2010-present.





Black Data Processing Associates Indianapolis Chapter (BDPA): Member. Previously served on the Board of Directors. BDPA is an international organization with a diverse membership of professionals and students at all levels in the fields of information technology, computer science and related S.T.E.M fields. 2013-present

Project Management Institute, Central Indiana Chapter (PMICIC): Member. Past director of mentoring. PMICIC is the leading professional association for project management in the state of Indiana. 2009-present.

Indianapolis Uplift Foundation (IUF), Member. Past President. IUF manages a mentoring program for Indianapolis area youth, 2008-present.

JAZMIN SANDERS

CONTACT

-  317-902-4868
-  jazminlsanders@gmail.com
-  5701 N Mornay Way
-  www.linkedin.com/in/jazmin-sanders-mat-b968ba134

EDUCATION

MASTER OF EDUCATION ADMINISTRATION

Butler University (EPPSP Cohort 42)
2023-2025

MASTER OF ARTS IN TEACHING

Marian University
2019-2021

BACHELOR OF SCIENCE IN KINESIOLOGY

Indiana University
2014-2018

ORGANIZATIONS

ALPHA KAPPA ALPHA SORORITY, INC

2016-Present

Protocol Officer: 2016-2017

INDIANAPOLIS TEACHING FELLOWS

2019-2021

Alumni Cohort Member 2021-Present

EXPERIENCE

DIRECTOR OF FUTURE TEACHERS MENTORING PROGRAM

MelanatED Leaders 2022-Present

- Established and led a successful Future Teacher Mentoring Program pilot for aspiring educators of color.
- Developed and implemented program objectives, strategies, and curriculum to support the professional growth and development of program participants.
- Paired mentors for guidance to aspiring educators, fostering their academic and career aspirations.

MANAGER OF SCHOOL SUPPORT

The Mind Trust 2022-Present

- Manage all academic data collection (formative assessments/schools team data dashboards)
- Support in the development of all K-2 content for leaders (includes the vetting of high quality K-2 resources)
- Assist the project manager (and currently ISLL) with all technical work relative to programming, external communication, etc.
- Participate in all local and external school and resource visits
- Vet funding requests for compliance and runs them against the GST Vision and Strategies
- Program Manager for Indy Summer Learning Labs

TEACHER DEVELOPMENT COACH

The New Teacher Project(TNTP) 2022-2022

Indianapolis Teaching Fellows

- Observe and provide specific, actionable, on-the-spot feedback to fellows
- Plan and execute daily coaching experiences based on performance data, and offer opportunities for practice and immediate feedback
- Co-facilitate skill building sessions to support each Fellow's performance as a classroom teacher
- Evaluate Fellow's performance by assessing proficiency and using data to identify trends in teacher performance
- Promote self-reflection in Fellows to enhance growth and student achievement

AWARDS

TINDLEY SUMMIT ACADEMY

New Teacher of the Year

2021-2022

INVOLVEMENT

TINDLEY SUMMIT AMBASSADOR FELLOWSHIP PROGRAM MEMBER

2021-2022

TINDLEY SUMMIT ACADEMY DATA AND ASSESSMENT TEAM MEMBER

2021-2022

DATA AND ASSESSMENT COMMITTEE MEMBER FOR TINDLEY ACCELERATED SCHOOLS

2021-2022

IPLI ACTION RESEARCH TEACHER LEADER & ASSESSMENT TEAM MEMBER

2021-2022

FIRST GRADE LEAD TEACHER

Tindley Accelerated Schools- Summit Academy 2021-2022

- Enhance student learning by optimizing unique strategies and approaches in the classroom
- Explore student data as a member of the data and analysis school team by finding the misconceptions and achievements in student work and teacher execution
- Serve alongside teacher leader to implement an action research plan within the school teams
- Observe and evaluate the academic, behavioral, social, and emotional development of the students

KINDERGARTEN LEAD TEACHER

Circle City Prep 2019-2021

- Execute lesson plans to facilitate student learning and accomplish end-of-year academic goals
- Analyze student achievement and behavioral data collaboratively with colleagues and school leaders to strategically respond to student needs
- Implement interventions to increase learning time and individuality in the classroom

VARSITY ASSISTANT VOLLEYBALL COACH

Tindley Accelerated High School 2018-2018

- Assist Head Coach by providing technical, non-technical, and administrative support to athletes
- Participate in all coaches' meetings to keep track of the latest information and techniques
- Serve as a mentor for players on the team

Cell: (317) 496-2272
charisheshoffner@hotmail.com

CHARISE R. FRAZIER, Esq.

7785 Cheval Rue Court
Zionsville, Indiana 46077

PROFESSIONAL SUMMARY

17 years of experience delivering innovative legal and business solutions to health care entities based on creative and customized strategies. Persuasive contract negotiator with the ability to provide business advice and legal support in a professional manner. Excellent oral and written communication skills with experience in dispute management. Private practice and in-house experience.

SUMMARY OF QUALIFICATIONS

Management and Leadership Skills

- Provides ethical, sound business judgment in order to advance corporate strategic goals.
- Manages high volumes of clients and matters simultaneously, often in time pressured situations.
- Recruits, hires, and trains legal team members.
- Implements budget focused project management and effectively uses resources to solve problems.

Negotiation and Dispute Management Skills

- Coordinates transaction, negotiates terms and drafts supporting documents related to mergers and acquisitions.
- Interprets structures, negotiates and drafts health care provider agreements, clinical services agreements, and vendor and supplier agreements.
- Assists clients with structuring and operating joint ventures and compensation agreements in compliance with fraud and abuse laws.

Communication Skills

- Provides oral and written communications regarding complex legal issues in plain language that is relatable to clients and the target audience.
- Advises Presidents, CEOs, and other client senior leadership on business and legal issues.
- Effectively communicates with law enforcement, government investigators and government agencies regarding client matters.

EXPERIENCE

Hall, Render, Killian, Heath & Lyman, P.C., Indianapolis, Indiana

May 2001-Present

Shareholder. – Health Counsel and Health IT Practice Groups

- Supervises and coordinates projects ensuring timely and responsive delivery of legal services. Develops HIPAA compliance programs including policies and procedures, and training.
- Organizes data breach response plans, conducts investigations, prepare breach notices to individuals and government agencies and prepare supporting documents.
- Drafts U.S. Department of Health and Human Services, Office for Civil Rights investigation responses, with numerous successful outcomes.
- Develops corporate compliance programs including policies and procedures and training.
- Assists clients with implementation of behavioral health and primary care integration models, compliance with drug and alcohol privacy laws and implementation of behavioral health treatment programs including, residential treatment for opioid addiction and mental health.
- Developed and managed clients' business associate agreement update and revision processes, including overseeing staff.
- Served as HIPAA counsel for a large health system.
- Assisted with the development of the firm's HIPAA Tool Kit.
- Served as the legal point person for the multi-specialty physician group, 7 critical access hospitals, the revenue cycle department, and health access department for a large health system.

Chair. - Firm Diversity Committee

- Spearheads firm's diversity and inclusion initiatives including training, recruitment and retention.

Cell: (317) 496-2272
charisheshoffner@hotmail.com

CHARISE R. FRAZIER, Esq.

7785 Cheval Rue Court
Zionsville, Indiana 46077

- Organizes diversity committee meeting dates, times, and locations.
- Develops and administers internal diversity and inclusion training.
- Facilitates the firm's diversity internship program and design community outreach programs.

Associate. – Health Counsel Practice Group

- Provided general health legal services for acute care, critical access and specialty hospitals, multi-specialty physician groups, and other health care facilities
- Assisted clients with inquiries and investigations from U.S. Department of Health and Human Services Office for Civil Rights, Office of Inspector General, Centers for Medicare and Medicaid Services and other federal and state agencies.
- Prepared required responses.
- Drafted motions, petitions and interrogatories related to mental health commitment hearings, health care representative appointments and guardianships.
- Litigated matters in court.
- Researched statutory and case law issues regarding nursing home regulations.
- Assisted clients with corporate compliance risk assessments of nursing and hospice facilities.

Indiana Wesleyan, Indianapolis, Indiana

August 2003-December 2012

Adjunct Professor. – Ethics, Conflict Resolution, Communications and Business Law courses

- Designed course specific lesson plans, assignments, tests and grading scale.
- Educated students on the principles outlined in the lesson plans and explained upcoming assignments.
- Facilitated in class and online discussion.
- Created an environment for students to develop problem-solving skills.
- Collaborated with the administration to improve course curriculum.

EDUCATION

Indiana University, Indianapolis, Indiana
Doctor of Jurisprudence, May 2001

Indiana University, Indianapolis, Indiana
Master of Health Administration (Finance Concentration), May 2001

Valparaiso University-Honors College, Valparaiso, Indiana
Bachelor of Science in Business Administration (Finance Concentration), May 1997

BAR ADMISSIONS

State of Indiana, Admitted September 2001

PROFESSIONAL AND CIVIC AFFILIATIONS

American Health Lawyers Association	Executive Women in Healthcare
Health Care Compliance Association	National Bar Association
Indiana State Bar Association	YMCA of Greater Indianapolis
2015 Diversity Job Fair Committee Chair, Indianapolis Bar	
Former Board Member, Community Development Law Center	
Former Board Member, Indiana University MHA Alumni	
Delta Sigma Theta Sorority, Inc., past vice president and committee chair	

References and publications available upon request.

ALONZO ROSS

INDIANAPOLIS, IN ♦ 317. 999. 0804 ♦ alonzo1906@icloud.com

PROFESSIONAL SUMMARY

Accomplished Education Leader with a track record of leveraging strong team leadership and development to drive progress. Highly organized, detail-oriented leader committed to fostering open dialogue, promoting understanding, and achieving goals through effective communication. Skilled in developing strategic partnerships that lead to mutually beneficial outcomes. Equipped with a diversity-focused mindset and dedicated to improving the lives of marginalized and traditionally underserved populations. Successful in implementing systems across multiple operations, optimizing workflow efficiency, prioritizing tasks, and meeting deadlines without compromising quality.

EDUCATION

BACHELOR OF SCIENCE: BUSINESS ADMINISTRATION

Indiana University East - RICHMOND, INDIANA

MASTER OF BUSINESS ADMINISTRATION: Human Resources Management

University of Southern Indiana - EVANSVILLE, INDIANA

DOCTOR OF EDUCATION: LEADERSHIP STUDIES, Expected in 12/2023

University of The Cumberlands - WILLIAMSBURG, KENTUCKY

SKILLS

- | | |
|----------------------------------|---------------------------------|
| • Effective Communication | • Data Informed Decision Making |
| • Relationship and Team building | • Program Leadership |
| • Social Work | • Diversity Focused |
| • Training Methods | • Intellectually Curious |
| • Policy and Procedure Adherence | • Leadership Development |
| • Team Leadership | • Oracle PeopleSoft |
| • Strategic Partnership | • Analytical |

WORK HISTORY

DIRECTOR of FIRST YEAR EXPERIENCE & RETENTION STRATEGY, 09/2023 - Current

University of Indianapolis

- Designed and executed robust first-year experience in an effort to increase student retention
- Sourced and developed grant-funded support initiatives to support retention strategy
- Implemented appreciative advising practices to serve undergraduate students holistically
- Provide leadership and direction to the Student Solutions Center and the Academic Success Center
- Ensure retention strategies are implemented that impact the campus's overall retention and graduation rates
- Foster an inclusive college community that promotes inclusion and equity for all students

EXECUTIVE DIRECTOR of K-14 INITIATIVES, 05/2022 – 09/2023**Ivy Tech Community College**

- Developed relationships and fostered existing ones with area school districts to increase footprint by 7% within the service area.
- Implemented (quantitative) metrics to measure successful outcomes
- Established customer service surveys to increase engagement with community school stakeholders and gather quantitative data
- Developed Ivy Academy Program to increase concurrent enrollment opportunities in Central Indiana
- Increased the number of dual credits earned by 13% in first year as executive
- Expanded the K-14 portfolio of departments from 2 to 4 to include the accelerated program and TRiO Upward Bound programs
- Developed a successful pipeline for partnering high school students to earn credentials up to the associate degree
- Developed a unified concurrent enrollment program to serve multiple stakeholders simultaneously.
- Represented organization to local public by giving presentations and speeches and participating in community events
- Fostered work culture of collaboration and inclusion to increase morale and reduce turnover
- Managed financial, operational and human resources to optimize business performance
- Worked closely with organizational leadership and board of directors to guide operational strategy

DIRECTOR of K-14 DUAL ENROLLMENT, 09/2020 - 05/2022**Ivy Tech Community College**

- Increased K12 enrollment by 18% in first year as director
- Created virtual media and disseminated to multiple audiences to educate on dual enrollment
- Developed standard operating procedures and onboarding program for K12 students
- Supervised dual enrollment department - 4 direct reports
- Planned pre-college exposure experiences to encourage conversion to Ivy Tech after high school
- Created and executed dual enrollment conversion plan to foster high school-to-college pipeline

ASSOCIATE DIRECTOR of ACCELERATED PROGRAM, 04/2019 - 08/2020**Ivy Tech Community College**

- Established electronic data storage solutions that eliminated use of paper forms and folders and increased efficiency
- Designed new onboarding process to increase efficiencies within unit
- Directed program development for co-curricular activities to encourage retention and completion
- Established partnerships with local area high schools and served as subject matter expert for all matter related to college recruitment
- Consistently retained 80% of advisory students each semester by providing students success coaching and academic mentoring
- Evaluated candidate profiles for over 100 incoming students for selective program
- Assisted senior leadership in managing all aspects of operations.

ACADEMIC ADVISOR, 04/2016 - 04/2019**Ivy Tech Community College**

- Encouraged students in education and career planning workshops with peers and faculty
- Counseled students in career planning, job placement, and academic goals
- Worked with students to deliver degree requirements, develop solutions and meet deadlines
- Collaborated with admissions, financial aid, and campus visits to encourage students' admission, matriculation, and degree attainment
- Encompasses serving as Assistant Director of Financial Aid also
- Monitored over 350 students' academic progress, mental health, and sociability through individual meetings
- Re-established onboarding and supervisory process for the academic advising work study
- Managed the academic advising work-study program with six federal work-study students.

SUPERVISOR of OPERATIONS, 03/2006 - 07/2016**GEICO, Government Employees Insurance – Carmel, IN**

- Established positive and effective communication among unit staff and organization leadership, reducing miscommunications, and missed deadlines.
- Supervised operational staff (Emergency Road Service and Glass Claims) and kept employees compliant with company policies and procedures.
- Analyzed and reported on key performance metrics (customer service, quality/accuracy) to senior management.
- Developed systems and procedures to improve operational quality and team efficiency.
- Implemented process improvement to shape organizational culture, optimize procedures for higher efficiency and help company evolve and grow.
- Hired, managed, developed and trained staff, established and monitored goals, conducted performance reviews and administered salaries for staff.

BOARD MEMBERSHIP

Starfish Initiative,

Board Member (2023 – Present)

As a board member, I contribute to the mission of improving the lives of marginalized adolescents by providing long-term, community-based mentoring. The goal is to help academically promising students enroll in post-secondary education.

JAMES I. SPARKS
 317-560-9033,
 jisparks@iu.edu

A highly experienced **Geospatial Professional** who has demonstrated the ability to successfully analyze an organization's critical geospatial requirements, identify deficiencies and potential opportunities, and develop innovative and effective solutions for enhancing the enterprise, increasing performance, and improving customer service offerings. Proven ability to lead diverse teams toward win-win enterprise solutions. Strong technical and business qualifications with an impressive track record of more than 15 years of hands-on experience in strategic planning, business development, project management, and creating and implementing professional geospatial programs.

**· Strategic Planning and Implementation · Enterprise Leadership ·
 Resource Coordination
 · Project Management · Relationship Management · Training, Collaboration,
 and Teambuilding**

PROFESSIONAL EXPERIENCE

THE POLIS CENTER AT IUPUI, Indianapolis, Indiana, 3/2018 – Present

Director, Geoinformatics

The Polis Center, an applied research center on the campus of IUPUI, works with partners to define, measure, and actively improve community health, wellbeing, and resilience. The Polis Center was established in 1989 to link two types of expertise—academic and practical—for the benefit of communities in Indiana and elsewhere.

The Geoinformatics group at the Polis Center helps help governments make informed decisions based on location powered analysis, particularly in the areas of defining and mitigating risk of natural disasters.

INDIANA OFFICE OF TECHNOLOGY, Indianapolis, Indiana, 10/2007 to 2/2018

Indiana Geographic Information Officer

The Indiana Geographic Information Officer (GIO) is responsible for state's Geographic Information System management and organization as defined by Indiana Code 4-23-7.3. The mission of the Geographic Information Office is to facilitate the development, maintenance, distribution, and use of comprehensive statewide geographic data and geospatial technology to assist governments, universities, and businesses to address issues affecting the physical, economic, and social well-being of Indiana citizens. The GIO will:

- Facilitate cooperation between units of the federal, state, and local governments.
- Integrate GIS data developed and maintained by state agencies and political subdivisions into the statewide base map.
- Develop and maintain statewide framework data layers associated with a statewide base map.
- Provide public access to GIS data and framework data in locations throughout Indiana.
- Serve as the Geographic Information Officer for state agencies.

The GIO:

- Develops a thorough understanding of stakeholder needs and challenges and crafts appropriate geospatial solutions.
- Formulates and passionately communicates a vision to all partners and stakeholders about geospatial technology in Indiana.
- Finds common ground and aligns goals within the stakeholder community.
- Locates and leverages funding and resources to support common goals.
- Engages and inspires stakeholders to accomplish activities that support overarching goals.

CRIFE ARCHITECTS + ENGINEERS, Indianapolis, Indiana, 2/2005 – 8/2007

Director of Human Resources

- Responsible for all functions related to recruiting and retaining top talent in an 85 person service firm.
- Company was named one of the Top 21 Best Places to Work In Indiana in 2006 by the Indiana Chamber of Commerce
- Increased internal professional development opportunities that included the planning and implementation of an Individual Development Plan program for each employee, a 15 hour “Principles of Real Estate” program for engineers and architects, revision and reinvigoration of the performance review program.

UNIVERSITY OF PHOENIX, Indianapolis, Indiana, 11/2004 - Present

Adjunct Faculty

Taught business and information technology courses.

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS, Indianapolis, Indiana,
8/2013 - Present

Adjunct Faculty

Taught Geographic Information System courses

INNOVATIVE MAPPING SOLUTIONS, Indianapolis, Indiana, 3/2002 – 2/2005

Vice President of Operations

Responsible for all elements of the start-up and operation of an information systems consulting company, including business development, marketing and sales, administration, and production.

EDUCATION

Master of Science, Management

Indiana Wesleyan University, Marion, Indiana

Bachelor of Science, Business Administration

Indiana Wesleyan University, Marion, Indiana

CERTIFICATIONS

“Geographic Information Systems,” American Society for Photogrammetry and Remote Sensing, 1986.

PUBLISHED PAPERS/CONFERENCE PRESENTATIONS

“GIS Legal Issues”; Sparks (moderator); Urban & Regional Information Systems Association (URISA), 1999.

“Getting a GIS in ‘bits and pieces’”; Sparks; American City and County; February, 1999.

“Controlling Quality During the Data Conversion Process”; Sparks; GIS/LIS, 1989.

GIS Basics; Sparks; Urban & Regional Information Systems Association (URISA), 1988.

“A Distributed Model for Effective National Geospatial Data Management”; Sparks, Worrall, and Mickey, 2013

CHRISTOPHER S. MURPHY, Ed.D.

Grayslake, IL | (847) 337-8101 | CMLFMURPHY@GMAIL.COM |   @DrChrisMurphy

Every child deserves the right to a high-quality, free, and personalized education.

PROFESSIONAL SKILLS

Change Management
Strategic Planning
Legislative Advocacy
Project Management
Charter School Growth

Data Collection & Market Analysis
Community Partnerships & Development
Print & Digital Marketing
Communications & Media Relations
Philanthropy & Grant Management

PROFESSIONAL EXPERIENCE

- | | | |
|---|---|----------------|
| Concept Schools | Chief Strategic Growth & Communications Officer | 2016 - Present |
| <ul style="list-style-type: none"> Report to CEO, serve on the executive leadership team, manage a team of 8, and provide sustained support to regional superintendents and 25+ external affairs and communications coordinators Oversee 35+ charter public schools which enroll 14,000 PreK-12 students in 7 states across the Midwest Lead network Growth & Sustainability, Marketing, Communications, External Affairs, and Advocacy Led the development of three new charter public schools in Minneapolis, MN, Columbus, OH, and Des Moines, IA by organizing Governing Board, securing facilities, and establishing community relations Secured 100% of charter renewal agreements with community and state charter authorizers Oversee federal charter school program grants as project director, secured \$3mm in local and federal CSP grants in 2023, submitted \$14mm CSP CMO grant application for Replication January 2024 Currently leading network strategic 5-year growth planning process involving 100+ stakeholders Oversee an increase of 50% in social media engagement and maintained an average of 97% student enrollment by implementing a strategic communications and marketing plans Planned and facilitated regular training for roughly 150 network administrators, community engagement staff, and governing board members | | |
| Round Lake Area SD 116, IL | School Principal | SY2014 – 2016 |
| <ul style="list-style-type: none"> Served as academic, operational, and financial leader of the school Increased access of tiered academic and behavioral interventions by 30% Oversaw and evaluated up to 75 staff members | | |
| Kildeer School District 96, IL | Assistant Principal | SY2010 – 2014 |
| <ul style="list-style-type: none"> Assisted school principal as academic and operational leader Implemented data-driven intervention system Led implementation of district wide Social-Emotional Learning Standards | | |
| Lincolnshire-Prairie View SD 103, IL | STEM Curriculum Coordinator | SY2008 – 2010 |
| <ul style="list-style-type: none"> Served as an instructional coach in middle school science and mathematics Led district math committee and spearheaded district-wide math curriculum adoption process | | |

EDUCATION

National-Louis University	Doctorate in Educational Leadership	2014
Northeastern Illinois University	Master of Arts in Educational Leadership	2010
DePaul University	Master of Science in Science Education	2007
Illinois State University	Bachelor of Arts in Geography-Geology	2001

MUSTAFA ARSLAN

317-307-5690

11256 Aleene Way Fishers, IN 46038

arslan@conceptschoools.org

Summary of Qualifications

- Visionary and dynamic educator with a proven track record in leadership, strategic planning, and educational excellence.
- Adept at community outreach, stakeholder engagement, and maintaining transparent communication channels.
- Skilled in data-driven decision-making, financial management, and staff recruitment and retention.
- Dedicated to celebrating success, cultivating a positive school climate, and fostering professional growth among staff.

Expertise

- Vision and Strategy Development: Leading the development of shared visions, strategic directions, and goals that align with the district's core values and priorities.
- Academic Excellence: Establishing SMART goals, and promoting innovative teaching methods.
- Board Relations: Maintaining positive board relationships, keeping members informed, and participating in the Board Academic Excellence Committee and Finance Committee
- Social and Emotional Learning (SEL): Advocating for SEL initiatives and ensuring robust support systems for students and staff.
- Communication and Transparency: Sharing curriculum and program expectations, utilizing various communication tools, and maintaining open communication with all stakeholders.
- Data-Driven Decision-Making: Using data to monitor instruction quality, supporting data analysis meetings, and creating action plans to address identified issues.
- Climate and Culture Monitoring: Monitoring and nurturing a positive district climate that supports academic, physical, social, and emotional growth.
- Celebrating Success: Recognizing and celebrating student and staff achievements through various recognition programs.
- Staff Recruitment and Retention: Ensuring effective staff recruitment and retention strategies, providing professional development, and promoting performance-based compensation.
- Financial Management: Aligning district policies with effective financial management, overseeing budget development, and ensuring compliance with financial regulations.

- Facilities and Transportation Management: Optimizing the use of facilities and transportation resources, ensuring safe and secure environments for students and staff.

Professional Experience

CONCEPT SCHOOLS INDIANAPOLIS OFFICE, Indianapolis, Indiana

Superintendent | *October 2014 – Present*

Providing visionary leadership and overseeing all aspects of district operations, including:

- Leading the development and implementation of a shared vision and strategic goals.
- Driving academic excellence through curriculum oversight, goal setting, and progress monitoring.
- Fostering positive board relations, keeping members informed, and ensuring compliance with regulations.
- Advocating for social and emotional learning (SEL) initiatives and providing support systems for students and staff.
- Utilizing data-driven decision-making to monitor instruction quality and create action plans for improvement.
- Promoting equity, diversity, and inclusion across all district operations.
- Monitoring and nurturing a positive school climate and culture that supports student growth.
- Celebrating success through recognition programs and community events.
- Ensuring effective staff recruitment, retention, and professional development.
- Overseeing financial management, budget development, and compliance with regulations.

CONCEPT SCHOOLS TOLEDO REGIONAL OFFICE, Toledo, Ohio

Superintendent | *April 2012 – Present*

Directed regional educational initiatives with a focus on excellence, including:

- Leading strategic planning and vision development for the Toledo region.
- Overseeing curriculum implementation and monitoring academic progress through data-driven strategies.
- Maintaining strong relationships with the board, keeping them informed and engaged in district initiatives.
- Advocating for SEL and equity, ensuring all students have access to necessary support services.
- Engaging with the community, building partnerships, and maintaining transparent communication.
- Managing staff recruitment and retention, promoting professional growth, and ensuring high performance.
- Overseeing budgetary decisions and ensuring financial stability and compliance.
- Leading facilities management efforts, ensuring safe and efficient operations.

HORIZON SCIENCE ACADEMY SPRINGFIELD, Toledo, Ohio

School Director | *August 2008 – April 2012*

Led the school to academic excellence with responsibilities including:

- Developing and implementing strategic plans and academic goals.
- Managing staff recruitment, curriculum development, and grant applications.
- Overseeing the school's budget, ensuring effective resource allocation.
- Achieving an "Excellent" rating from the Ohio Department of Education in the 2011-2012 school year.
- Fostering a positive school climate and culture, promoting SEL, and celebrating student and staff achievements.

HORIZON SCIENCE ACADEMY DENISON MIDDLE SCHOOL, Cleveland, Ohio

Math Teacher | *August 2007 – July 2008*

Enhanced student achievement in mathematics through innovative teaching methods:

- Prepared students for state assessments, integrating technology and interactive resources.
- Fostered a positive classroom environment rooted in respect and discipline.
- Promoted the school through community outreach and public relations efforts.

HORIZON SCIENCE ACADEMY CLEVELAND HIGH SCHOOL, Cleveland, Ohio

Math Teacher | *November 2004 – July 2007*

Played a key role in preparing students for state assessments and promoting a positive school culture:

- Tracked student progress and collaborated with colleagues to improve outcomes.
- Fostered a disciplined and respectful learning environment.
- Promoted the school through public relations and community engagement.

Education

- MARMARA UNIVERSITY, Istanbul/ Turkiye, B.S. in Mathematics Education

Chris Bultman, MS

Proven Educator with an Accomplished Past in Student Services, Customer Retention, and Sales.

chris.bultman@yahoo.com (317)-220-1239 Indianapolis, IN 46202

PROFESSIONAL EXPERIENCE

Regional Director of External Affairs

Concept Schools, Indianapolis, IN / June 2024 – Present

- **2024-Present:** The Regional Director of External Affairs is a direct-report to the Regional Superintendent of Schools, and in my daily work I collaborate with the Superintendent, the Chief Strategic Growth and Communications Officer, and school Principals within the Indiana Region. I champion and direct the strategic initiatives encompassing marketing and communications, community engagement, government relations, philanthropy, and student enrollment for the Concept School Indiana Regional Office, which provides support for Indiana Math and Science Academy West and Indiana Math and Science Academy North. I am tasked with propelling the region towards expansion and innovation. I fortify our schools' local and national significance by nurturing stakeholder relationships and fostering a compelling narrative. **Key responsibilities of my role include:** developing communication strategies, media relations, digital communication, community engagement, parent and family communication, government and stakeholder relations, fundraising and development, crisis communication, data analysis and evaluation, and student enrollment.

School Culture and Climate Specialist (Dean-level position) and Teacher

Indiana Math and Science Academy - North, Indianapolis, IN / July 2020 – Present

- **2022-2024: School Culture and Climate Specialist (K-12).** In this role I helped students and staff build relationships; I led initiatives and planned events that contributed to a positive, safe, and inclusive school culture; and helped respond to discipline calls. Member of the School **Leadership** Team. Member of the school's **Social Media** team (specializing in video production and editing). Curator of the school's Social Emotional Learning (**SEL**) resource library. Leadership member of the following committees: Multi-tiered Systems of Support (**MTSS**), SEL, Response to Intervention (**RTI**), Positive Behavioral Interventions and Supports (**PBIS**), Parent Engagement and Events. Organize monthly building-wide student celebrations and events. Mentor students within Concept Young Scholars Program, an enrichment program with after-school and weekend events. Plan and execute school commencement ceremonies.
- **2021-2022:** Edgenuity Teacher for High School. **Member of the School Leadership Team. Teacher of the Month winner, January 2022.** After-school Guitar Club instructor. Weekly contributor of essays and YouTube videos for the school's weekly staff-facing periodical.
- **2020-2021: Curriculum Designer** for a Social Emotional Learning (**SEL**) course, and **teacher** for six middle school sections daily. Virtual Learning Support Staff for Middle School. Manage school's **social media** accounts. **Teacher of the Month winner, November 2020.** Nominee for "Teacher of the Year" within a 30-school network.

Student Affairs Specialist, Admissions Representative, and Adjunct Instructor

Harrison College and The Chef's Academy at Harrison College, Indianapolis, IN / Mar 2015 – Aug 2018

- **Student Affairs Specialist:** **Winner of "Shared Values Award" 2016,** a peer-nominated award recognizing student-focused excellence and innovation. Provided concierge-type services to students by connecting them with college and community resources; conduct campus and virtual new student orientations; daily student retention and outreach via phone calls and messaging within a learning management system (LMS) software called Canvas; documenting activities and pulling reports within CampusVue/CampusNexus software; partnering closely with campus leadership and other staff; facilitate student activities; plan and carry out commencement ceremonies.
- **Adjunct Instructor:** Taught 13 total sessions of a freshman seminar-style course, GS1000 Success Strategies over two years. Retention rate of 90% or higher. Only person within my role company-wide to be invited to participate in Canvas Live Conferences Committee to create company-wide synchronous student engagement policies.
- **Admissions Representative:** Sales. Use lead management system (Velocify) to make cold and warm calls to prospects, conduct personal interviews, listen to customers, combat objections, and close the sale. Engage enrollees throughout quarter-start to ensure they successfully begin their journey to a degree.

Assistant Manager and Sales Representative

Vector Marketing/Cutco Cutlery, Greensburg, IN / May 2010 – May 2011

- Assistant Manager: Recruited, hired, and trained new sales representatives, managed advertising campaigns, conducted interviews. Delivered speeches at Midwest sales conventions about sales techniques and best practices.
- Sales Representative: Conducted in-home product demonstrations, built rapport and trust, demonstrated product to clients. **During summer of 2010, \$53,000 in personal sales and was #6 in sales in the Midwest.**

EDUCATION

Troy University

Troy, AL

M.S. International Relations (Oct 2014)

Indiana University-Purdue University Indianapolis

Indianapolis, IN

B.A. Geography (May 2013)

REFERENCES

References available upon request.

Joy Brown

7811 Harbour Isle, Indianapolis, IN 46240
317.679.4687 • jb2002kb@icloud.com

CAREER PROFILE

Solutions based Business Management Professional with a proven track record of achieving desired outcomes. Expert at moving personnel from compliance to commitment in order for the organization to better serve others. Best described by others as dedicated, collaborative, and determined.

CORE KNOWLEDGE & SKILL AREAS:

- Policy Development
- PR/Marketing
- Regulatory Compliance
- Benefits & Compensation
- Accounting & Collections
- Event Planning & Incentives
- Performance Management
- Employee Relations
- Staff Selection & Recruitment

EDUCATION & CREDENTIALS

Business Administration & International Business, MBA
Salem International University, Salem, WV

Management, B.S.
Indiana Wesleyan University, Marion, IN

EXPERIENCE

Indiana Math & Science Academies – Indianapolis, IN

2011 - Current

Assistant to the Superintendent

Ensured smooth day-to-day management through effective and strategic business operations support of 140+ employees. Direct report to Superintendent of Schools. Rapidly promoted within the organization.

- Created strategic planning for student enrollment and retention practices.
- Assessed food service operations and created employee efficacy and value through training.
- Minimized operational and financial risks through systematic accounting and billing practices.
- Performed as part of the Bond Team in securing bond funds to purchase the building for IMSA North.

Office Manager

Responsible for effective day-to-day management of IMSA West. Led a team of 2 administrative personnel. Direct report to School Director.

- Regional Reporting Coordinator processed and submitted report for all three IMSA schools.
- Activities Coordinator, field trips, buses and school activities.
- Substitute Coordinator filled substitute requests for teachers.
- Food Services Coordinator handled day to day food service management, tri annual audits, lunch applications, verification, and management.

Harrison College – Indianapolis, IN

2010 - 2011

Admissions Representative

Developed and created sustainable systems to ensure successful student enrollment, retention, and degree completion.

- Provided assistance in financial aid and college programs best fitting student career goals.
- Facilitated student support services throughout entire college experience.
- Team Lead for a group of ten Admissions Representatives.

Salem International University Online – Indianapolis, IN

2006 - 2008

Business Manager & Assistant to University President

Member of the startup team for this new college. Built the college from the ground up and made it a successful school. Responsible for the management of the day to day business including, Human Resources, new hire training, facility management.

- Responsible for the management of the day to day business including, Human Resources, new hire training, facility management.
- Worked with the management team on curriculum and program development.
- Maintained the integrity of the school after a complete change in staff.

ITT Technical Institute Online – Indianapolis, IN

2005 - 2006

Executive Assistant to College Director & Vice-President

Developed and created sustainable systems to ensure successful student enrollment, retention, and degree completion.

- Handled Human Resources, new hire training, benefits.
- Facility management, scheduling vendors, accounts payables and receivables.
- Coordinated events and staff functions.
- Managed a multi-million-dollar school budget as well as forecasting, including staff hiring and staff reduction forecasts.

REFERENCES

Michael Dunn ~ *Former Director of Curriculum & Instruction* ~ IN Math & Science Academies
219.448.1854 ~ mipdunn74@gmail.com

First Name Last Name ~ *Title* ~ Organization
###.###.#### ~ email@location.xxx

First Name Last Name ~ *Title* ~ Organization
###.###.#### ~ email@location.xxx

First Name Last Name ~ *Title* ~ Organization
###.###.#### ~ email@location.xxx

First Name Last Name ~ *Title* ~ Organization
###.###.#### ~ email@location.xxx

Halil Dulgeroglu, Treasurer

E-mail: halildulgeroglu@hotmail.com

Tel: 317-748-5092

Educational Background

- **University of Northern Iowa, May 2010**
Master of Business Administration
- **Gazi University, June 2005**
Bachelor of Science, Mechanical Engineering

Working Experience

- **CSMS: Treasurer** **Schaumburg**
July 2010 -
 - Manage the school's financial resources, including budgeting, accounting, and financial reporting.
 - Prepare and develop the school's annual budget in collaboration with the school administration, ensuring alignment with educational goals and objectives.
 - Monitor budget versus actual throughout the year.
 - Apply, monitor and manage all applicable federal, state and private grants,
 - Prepare regular financial reports for the school administration and relevant stakeholders, providing analysis and insights on the financial health of the institution.
 - Ensure compliance with financial policies, procedures, and regulations set forth by the school district, state, and federal authorities.
 - Collaborate with auditors and internal control teams to facilitate audits and implement financial controls to prevent fraud or mismanagement.
 - Assist in long-term financial planning, capital budgeting, and forecasting for the school's future needs and initiatives.
 - Communicate financial information and updates effectively to the school administration, staff, parents, and other stakeholders as necessary.
 - Stay updated with relevant financial regulations, laws, and best practices in the education sector to ensure compliance and continuous improvement.
 - Manage and monitor accounts payable, purchasing to ensure all regular accounting related services such as payroll, purchase orders, bill payments and monthly bank reconciliations are completed on time and correct.
 - Analyze the financial details of past and present operations to identify development opportunities and areas where improvement is needed.
 - Respond and resolve routine internal and external inquiries of school admin.
 - Help to develop financial policies and procedures as needed.

- **Turkish Military: Control Engineer**

Turkey
August 2006–July 2007

- Collaborate with project teams to design and engineer control systems for construction processes, including building automation systems, HVAC systems, lighting control systems, and other related systems
- Integrate control systems with various components and subsystems within the construction project, such as mechanical, electrical, and plumbing systems.
- Control technical documentation, including control system specifications, as-built drawings, user manuals, and project reports.
- Collaborate with other construction professionals, including architects, engineers, contractors, and project managers, to coordinate control system-related activities and ensure smooth project execution.
- Developed necessary parts of the manufacturing projects.
- Selection of materials based upon quality for new constructions.

- **Ileri Makine Ltd. Company: Production Manager**

Turkey
June 2005–July 2006

- Analyze existing manufacturing processes and identify opportunities for improvement in terms of efficiency, productivity, quality, and cost-effectiveness.
- Develop production schedules, capacity plans, and resource allocation strategies to meet production targets and customer demands.
- Select, install, and maintain appropriate equipment, machinery, and tools required for the production process, ensuring smooth operations and minimal downtime.
- Supervise and coordinate production activities, ensuring adherence to safety protocols, quality standards, and production schedules.
- Implement quality control measures to monitor and maintain product quality, including conducting inspections, implementing testing procedures, and addressing quality issues.
- Identify and implement process improvements, lean manufacturing principles, and cost-saving measures to enhance production efficiency and reduce waste.
- Monitor production costs, analyze variances, and propose cost-saving measures to optimize production budgets and financial performance.
- Manage production-related projects, including process improvements, equipment upgrades, and facility expansions, ensuring timely and successful project completion.

- **Professional Skills**

- **Technical Programs :** QuickBooks, Bill.com, Komputrol
- **Software Packages:** MS Office, MS Project

**INDIANA SECRETARY OF STATE
BUSINESS SERVICES DIVISION
CORPORATIONS CERTIFIED COPIES**

INDIANA SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 West Washington Street, Room E018
Indianapolis, IN 46204

<http://www.sos.in.gov>

March 26, 2013

Company Requested: INDIANA MATH AND SCIENCE ACADEMY - NORTH
INDIANAPOLIS INC.

Control Number: 2008040300418

Date	Transaction	# Pages
04/01/2008	Articles of Incorporation	5



**State of Indiana
Office of the Secretary of State**

**I hereby certify that this is a true and
complete copy of this 5 page
document filed in this office.**

**Dated: March 26, 2013
Certification Number: 2013032697153**

Connie Lawson

**Connie Lawson
Secretary of State**



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION
 State Form 4162 (R10/1-03) Corporate Form No. 364-1 (October 1984)
 Approved by State Board of Accounts 1995

2008040300418

INDIANA
 SECRETARY OF STATE
 CORPORATIONS DIVISION
 302 West Washington St., Rm. 101
 Indianapolis, IN 46204
 Telephone: (317) 232-6576

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Article VII must be completed appropriately. Please see (1) above.

Indiana Code 23-17-3-2
FILING FEE: \$30.00

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one (1) copy to the address in the upper right corner of this form.
 3. Please type or print.
 4. Please visit our office on the web at www.sos.in.gov.

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation hereinafter referred to as the "Corporation" pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Indiana Math and Science Academy - East Indianapolis Incorporated

Principal Office: The address of the principal office of the Corporation is: 11862 Springfield Ct, Fishers, IN, 46038

Post office address	City	State	ZIP code
	Fishers	Indiana	46038

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

- Serving Community through opening and running charter schools.

Indiana Secretary of State
 Packet: 2008040300418
 Filing Date: 04/01/2008
 Effective Date: 04/01/2008

ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent Kiazim Eldes			
Address of Registered Office (street or building)	City	State	ZIP code
11862 Springfield Ct	Fishers	Indiana	46038

ARTICLE V - Membership

Indicate if Corporation will have members: board members
☒ Yes ☐ No

(Continued on the reverse side)



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10 / 1-03) Corporate Form No. 364-1 (October 1984)

Approved by State Board of Accounts 1995

Attachment 3 Page 3 of 5

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-17-3-2

FILING FEE: \$30.00

NOTES:

1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
2. Article VII must be completed appropriately. Please see (1) above.

INSTRUCTIONS:

1. Use 8 1/2" x 11" white paper for attachments.
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3. Please type or print.
4. Please visit our office on the web at www.sos.in.gov.

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Indiana Math and Science Academy - Indianapolis INC.

Principal Office: The address of the principal office of the Corporation is:

Post office address

City

Indiana

ZIP code

11862 Springfield Ct.

Fishers

46038

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

To serve the community by establishing and running schools that provide a high quality education.

APPROVED
AND
FILED
Todd Rokita
IND. SECRETARY OF STATE

See attached

ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Cemil Selcuk

Address of Registered Office (street or building)

City

Indiana

ZIP code

11862 Springfield Ct.

Fishers

46038

ARTICLE V - Membership

Indicate if Corporation will have members:

☐ Yes ☒ No

(Continued on the reverse side)

ARTICLE VI - Incorporator(s)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Cemil Selcuk	2550 Yeager Rd Apt 203	W. Lafayette	IN	47906
Ercan Nergiz	2550 Yeager Rd Apt 20-10	W. Lafayette	IN	47906

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

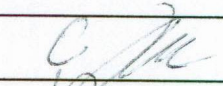

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

see attached.

* Please note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this 1st day of June, 2006.

Signature 	Printed name <u>CEMIL SELCUK</u>
Signature 	Printed name <u>MENMET ERCAN NERGIZ</u>
Signature	Printed name

This instrument was prepared by: (name)

Cemil Selcuk

Address <u>1166 Springfield Ct.</u>	City <u>Fishers</u>	State <u>IN</u>	ZIP code <u>46038</u>
-------------------------------------	---------------------	-----------------	-----------------------

ARTICLE II

~~FIVE~~ No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. 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. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VII

~~SIXTY~~ Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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

DEPARTMENT OF THE TREASURY

Date: **MAY 31 2007**

INDIANA MATH AND SCIENCE ACADEMY-
INDIANAPOLIS INC
12036 PARKVIEW LN
FISHERS, IN 46038

Employer Identification Number:
20-5751308
DLN:
17053320022006
Contact Person:
DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 1, 2006
Contribution Deductibility:
Yes

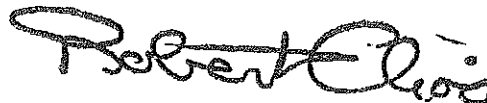
Dear Applicant:

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

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

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

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

DEPARTMENT OF THE TREASURY

DEC 18 2013

Date:

INDIANA MATH AND SCIENCE ACADEMY-
NORTH INDIANAPOLIS INC
C/O JEFF C. STEWART
2405 LAKECREST DRIVE
COLUMBUS, IN 47201

Employer Identification Number:
27-2184783

DLN:

17053052351042

Contact Person:

TYRONE THOMAS

ID# 95046

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

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

Form 990 Required:

Yes

Effective Date of Exemption:

February 15, 2012

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

-2-

INDIANA MATH AND SCIENCE ACADEMY-

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Notice 2011-44. Your effective date of exemption, as shown in the heading of this letter, is the postmark date of your application.

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

BYLAWS
OF
INDIANA MATH AND SCIENCE ACADEMY-NORTH INDIANAPOLIS, INC

ARTICLE I

General

Section 1. Name

The name of the corporation is INDIANA MATH AND SCIENCE ACADEMY-NORTH INDIANAPOLIS, INC. (the "Corporation").

Section 2. Registered Office and Registered Agent

The post office mailing address of the Corporation's registered office at the time of adoption of these Bylaws (the "Bylaws") is 7435 North Keystone Avenue, Indianapolis, IN 46240. The registered agent in charge of the registered office at the time of adoption of these Bylaws is G. John Aytekin.

Section 3. Fiscal Year.

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have a number of members, not less than five (5) or greater than twelve (12), as designated by

resolution of the Board of Directors. At all times all members of the Board of Directors shall be residents of the state of Indiana.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve a maximum of three (3) consecutive terms, or nine (9) successive years. Following the expiration of a director's maximum term of nine (9) years, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.

In order to be a member of the Board of Directors, an individual must have a background in education, management, law, healthcare, finance, human resources, or other appropriate professional or vocational training, which would be of benefit to the Corporation. The Board of Directors shall be completely independent of the school and the management organization that the school engages with.

Section 2. Quorum and Approval of Actions

A majority of the directors in office present in person or via electronic or telephonic means immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 3. Regular Meetings

The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. The Board of Directors shall hold a minimum of ten (10) regular meetings a year. All regular meetings shall be held at the physical location of the charter school organized by the Corporation unless such other location is permitted by the Authorizer.

Section 4. Special Meetings

Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 5 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law and Electronic/Telephonic

Attendance at Board of Directors Meetings

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code section (IC 5-14-1.5-3.6) and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. In this regard, the Indiana Open Door Law does permit any member of the Board of Directors to attend a regular or special meeting(s) via electronic or telephonic means; all actions taken by each member of the Board of Directors must done through an individual roll call vote, and may be counted towards a quorum if the member is observing a meeting via electronic or telephonic means. Participation via an electronic or telephonic means is to only be used in cases of dire necessity or emergency.

Section 6. Notice of Meetings

Oral or written notice of the date, time, and place of each regular or special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- a) When received;
- b) Five (5) days after the notice is mailed, as evidenced by the postmark private carrier receipt if mailed correctly addressed to the address listed in the most current records of the Corporation;
- c) On the date shown on the return receipt, if sent by registered or certified United States mail, the return receipt is requested, and the receipt is signed by or on behalf of the addressee; or
- d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice

Notice of a meeting may be waived in writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or

promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Action by Written Consent

Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies.

Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed automatically for a cause below by the directors then in office. Cause shall include, but shall not be limited to:

- a) Violations of applicable law, including (but not limited to):

- i) Violations of the Indiana Charter School law; and
- ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (The “Code”).
- b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 10. Educational Management Organizations (“EMO”) and Corporation and EMO Employees

Should the Board of Directors elect to engage an EMO to manage the School’s operations, no member of the Corporation’s Board of Directors may have any pecuniary interest in or be employed by such EMO. An employee of the Corporation or the charter school may not be a member of the Board of Directors other than in **a non-voting ex officio** capacity who cannot count towards a quorum at any Regular or Special Meeting. An employee of the EMO may not be a member of the Board of Directors.

ARTICLE III

Section 1. Board Officers

The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Notwithstanding the foregoing, the Incorporator may name the initial officers of the Corporation.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article II. Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair

Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

Section 3. Vice Chair

If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

Section 4. Secretary

The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board

and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Section 4. Treasurer

The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Section 5. Other Officers

Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee

The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees

The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) The Board of Directors shall develop and implement an appropriate conflict of interest policy that complies with the Authorizer's Policy Regarding Conflict of Interest. This Board of Directors' conflict of interest policy shall be binding on the Corporation's directors, officers, and employees.

(d) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions

The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under the applicable law. However, failure to comply with the conflict of interest policy of the corporation shall merit automatic removal from the board as referred to in Section 9 of Article II.

ARTICLE VI

Section 1. Indemnification by the Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with

respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other

organization or entity where he or she served as such at the request of the Corporation, or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amount of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification

Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be a regular counsel of the Corporation or any other disinterested person or persons, in either case, selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”⁰, shall deliver to the

Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights.

The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification

Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses

Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons. The insurance purchased and maintained by the Corporation shall be consistent with what is required by the Authorizer in the Charter

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts

The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so specifically authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans

Unless authorized by the Board of Directors, no loan shall be made by, or contracted for, on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits

All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts

The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the Authorizer prior to the Board of Directors of the Corporation taking any action thereon.



Statement of Economic Interest

This statement of economic interest form must be completed for every board member of the charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, Jim Sparks, the undersigned, certify the following:

1. The role I am occupying is Board president.
2. The name of my spouse was Kris Sparks.
3. The name of my employer and the nature of its business was
Mostly retired. I work less than 10 hours per week as a contractor for a geospatial consulting company named Applied Geographics.
4. The name of the employer of my spouse and the nature of its business was
Retired.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
NA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
NA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
NA.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
NA.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Jim Sparks *Jim Sparks*
Signature and Printed Name

9/6/2023
Date



Statement of Economic Interest

This statement of economic interest form must be completed for every board member of the charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, Daniel W Pierson, the undersigned, certify the following:

1. The role I am occupying is Board Member.
2. The name of my spouse was Not married.
3. The name of my employer and the nature of its business was Eli Lilly and Company, Pharmaceutical.
4. The name of the employer of my spouse and the nature of its business was NA.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was NA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was NA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was NA.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was Urban Technology Academy, STEM and Indianapolis Uplift Foundation, community service. Urban Technology Academy, serving.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Daniel W Pierson *Daniel W Pierson*
Signature and Printed Name

9/6/2023
Date



Statement of Economic Interest

This statement of economic interest form must be completed for every board member of the charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, Toby Miller, the undersigned, certify the following:

1. The role I am occupying is Finance Committee Chair, Board Member.
2. The name of my spouse was Katrese Miller.
3. The name of my employer and the nature of its business was Peelian Community Solutions, LLC (Consulting).
4. The name of the employer of my spouse and the nature of its business was Kroger (Front end Supervisor).
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was H2O.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was Peelian Community Solutions, LLC (Consulting), Waters Miller Group, LLC (Grant/Fund Development), BML Enterprises LLC (Development).
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was MBlack Events (Event Planning).
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was African Americans in Gerontology (Advocacy for elderly Americans), African American Legacy Fund Indianapolis (Donor Advised Fund, Foundation), African American Coalition Indy (Leadership, Advocacy).
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Toby Miller Toby Miller
Signature and Printed Name

9/6/2023
Date



Statement of Economic Interest

This statement of economic interest form must be completed for every board member of the charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, Charise Fraizer, the undersigned, certify the following:

1. The role I am occupying is Board Member.
2. The name of my spouse was Dewayne Shoffner.
3. The name of my employer and the nature of its business was Hall Render, Law Firm.
4. The name of the employer of my spouse and the nature of its business was R.S. Hughes, shipping and logistic.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was NA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was NA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was Shoffner Ministries, couple ministry.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was NA.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Charise Fraizer Charise Fraizer
Signature and Printed Name

9/6/2023
Date



Statement of Economic Interest

This statement of economic interest form must be completed for every board member of the charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. For board members or spouses with multiple employers, professional practices, corporations, etc., add additional lines as necessary.

I, Nikola Coleman, the undersigned, certify the following:

1. The role I am occupying is Board Member.
2. The name of my spouse was Kevin Coleman.
3. The name of my employer and the nature of its business was Eli Lilly, Pharmaceutical Company.
4. The name of the employer of my spouse and the nature of its business was Child Advocacy Center, Advocacy for Children.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was NA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was NA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was NA.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was Eli Lilly _ Senior Director.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Nikola Coleman Nikola Coleman
Signature and Printed Name

9/6/2023
Date

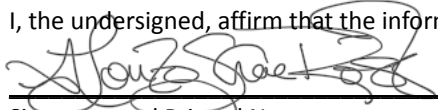
Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, Alonzo O'Shae Ross the undersigned, certify the following:

1. The role I am seeking is Board Member.
2. The name of my spouse was Meghan Ross.
3. The name of my employer and the nature of its business was
The University of Indianapolis - higher education.
4. The name of the employer of my spouse and the nature of its business was
MSD Lawrence Township - elementary school teacher.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.


Alonzo O'Shae Ross
Signature and Printed Name

26 August 2024
Date


Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, Jazmin Sanders, the undersigned, certify the following:

1. The role I am seeking is not applicable.
2. The name of my spouse was not applicable.
3. The name of my employer and the nature of its business was
not applicable.
4. The name of the employer of my spouse and the nature of its business was
not applicable.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
not applicable.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
not applicable.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
not applicable.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
not applicable.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
not applicable.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
not applicable.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
not applicable.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
not applicable.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

 Jazmin Sanders

Signature and Printed Name

8/27/24

Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

Nestor Perez
I, [Name of board member], the undersigned, certify the following:

1. The role I am seeking is Board member.
2. The name of my spouse was N/A.
3. The name of my employer and the nature of its business was
Milliman, Inc. / Consulting.
4. The name of the employer of my spouse and the nature of its business was
N/A.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Nestor Perez
Signature and Printed Name

08/27/24
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **[Name of board member]**, the undersigned, certify the following:

1. The role I am seeking is Regional Superintendent.
2. The name of my spouse was Nesrin S. Arslan.
3. The name of my employer and the nature of its business was
Concept Schools, Charter Management Organization.
4. The name of the employer of my spouse and the nature of its business was
Primrose School at Gray Eagle, early education and child care.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
NA.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
NA.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
NA.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
NA.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
NA.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
NA.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was NA.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was NA.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Mustafa Arslan

Signature and Printed Name

08/27/2024

Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **Joy Brown**, certify the following:

1. The role I am seeking is Regional Reporting Manager.
2. The name of my spouse was Keith Brown.
3. The name of my employer and the nature of its business was
Indiana Math and Science Academy - Charter School.
4. The name of the employer of my spouse and the nature of its business was
Indiana Math and Science Academy - North.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Joy Brown
Signature and Printed Name

8/27/2024
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **Chris Bultman**, the undersigned, certify the following:

1. The role I am seeking is Regional Director of External Affairs.
2. The name of my spouse was Raychelle Bultman.
3. The name of my employer and the nature of its business was
Indiana Math and Science Academy - North.
4. The name of the employer of my spouse and the nature of its business was
Meridian North Pharmacy, Independant Pharmacy, Specializing in Womens Health.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Chris Bultman
Signature and Printed Name

8/27/2024
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

I, **Zachary Paley**, the undersigned, certify the following:

1. The role I am seeking is ____Regional Director of Teaching and Learning____.
2. The name of my spouse was ____Amy LaLonde____.
3. The name of my employer and the nature of its business was ____IMSA North, education____.
4. The name of the employer of my spouse and the nature of its business was ____Eli Lilly, a pharmaceutical company____.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was ____N/A____.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was ____N/A____.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was ____N/A____.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was ____N/A____.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was ____N/A____.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was ____N/A____.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was ____N/A____.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was ____N/A____.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

____Zachary Paley____
Signature and Printed Name

____Zachary Paley____ 8/29/24____
Date

Statement of Economic Interest

This statement of economic interest form, in adherence with IC 20-24-3-4(c) and IC 3-8-9-8, must be completed for every board member and school leader/administrator of the proposed charter school. The information in the statement should reflect the preceding calendar year before the date of submission. Insert "not applicable" where appropriate. Add lines for multiple employers, professional practices, corporations, etc., as needed.

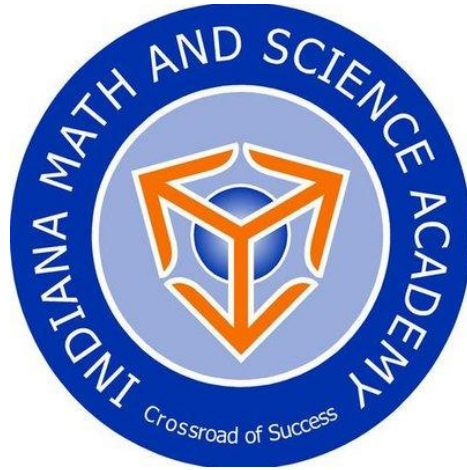
I, **Halil Dulgeroglu**, certify the following:

1. The role I am seeking is Treasurer.
2. The name of my spouse was Zahide Dulgeroglu.
3. The name of my employer and the nature of its business was
Concept Schools, charter school management company.
4. The name of the employer of my spouse and the nature of its business was
N/A.
5. If I owned a sole proprietorship, the name of the sole proprietorship and the nature of its business was
N/A.
6. If I operated a professional practice, the name of the professional practice and the nature of its business was
N/A.
7. If I was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
8. If my spouse was a member of a partnership, the name of the partnership and the nature of its business was
N/A.
9. If I was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
10. If my spouse was a member of a limited liability company, the name of the LLC and the nature of its business was
N/A.
11. If I was an officer or a director of a corporation (other than a church), the name of the corporation and the nature of its business was
N/A.
12. If my spouse was an officer or a director of a corporation (other than a church), the name of the corporation and then nature of its business was
N/A.

I, the undersigned, affirm that the information in this Statement of Economic Interests is true and complete.

Dulgeroglu
Signature and Printed Name

02/11/2025
Date



EDUCATIONAL SERVICE PROVIDER QUESTIONNAIRE

Submitted to
THE OFFICE OF EDUCATION INNOVATION

SEPTEMBER 2023

Indiana Math and Science Academy North is Managed by:



List of Appendices	3
Portfolio	
A. Concept Schools Portfolio	4
B. Authorizer Contact Information	5
C. Concept Schools Growth Plan	5
Academic Performance	
A. Statewide Proficiency	8
B. Graduation rates for every year the school has had graduates	10
C. Post-graduation degree attainment, if available	11
D. Evidence of support to student populations similar to the target population	11
Leadership	
A. Leadership structure and organizational chart	16
B. Leadership turnover	18
C. Provide a list of the board of directors of the ESP and their length of service.	18
D. Explain any turnover on the board that was not due to term limits.	18
E. How often does the ESP assess itself and gauge the satisfaction of its clients?	18
Services	
A. What services does the ESP provide?	20
B. (See <i>Attachment A</i> for the proposed management agreement)	
5. Conflict of interest disclosure statement	20
Finances	22
A. The most recent federal tax return	
B. The ESP's annual budget	
C. Projected five-year budget	
D. Detailed list of all debts the ESP has	
E. The last three years of complete financial audits	
F. The investment disclosure	
G. Compensation structure and services received	
H. Names of schools with which contracts have been terminated	
Term Sheet	
A. The proposed duration of the service contract	24
B. The roles and responsibilities	24
C. The methods of contract oversight and enforcement	28
D. Data Access	28
Assurances	30

List of Appendices

Attachment A: Management Agreement between Concept Schools and IMSA

Attachment B: FY22 Federal Tax Return

Attachment C: Concept Schools ESP Annual Budget

Attachment D: Concept Schools ESP Audit FY 2020

Attachment E: Concept Schools ESP Audit FY 2021

Attachment F: Concept Schools ESP Audit FY 2022

Attachment G: Concept Schools Investment Policy

Attachment H: Concept Schools 5-Year Budget Forecast

Attachment I: Concept Schools List of Debts

Portfolio

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

School	Charter Authorizer	Initial Charter	Years in Operation	Grades Served	Target Enrollment
Indiana Math and Science Academy West	Office of Education Innovation	2007	17	K-8	550
Indiana Math and Science Academy North	Office of Education Innovation	2010	14	K-12	680
Michigan Math and Science Academy Dequindre	Grand Valley State University	2009	15	K-12	661
Michigan Math and Science Academy Lorraine	Grand Valley State University	2009	15	K-6	210
Horizon Science Academy Cleveland High	Educational Service Center of Lake Erie West	1999	25	9-12	300
Horizon Science Academy Toledo	Educational Service Center of Lake Erie West	2004	20	K-12	520
Horizon Science Academy Cleveland Middle	Educational Service Center of Lake Erie West	2005	19	K-8	225
Horizon Science Academy Springfield	Educational Service Center of Lake Erie West	2005	19	K-8	350
Noble Academy Cleveland	Buckeye Community Hope Foundation	2006	18	K-8	380
Horizon Science Academy Denison	Educational Service Center of Lake Erie West	2008	16	K-8	260
Horizon Science Academy of Lorain	Buckeye Community Hope Foundation	2009	15	K-12	845
Horizon Science Academy Youngstown	Buckeye Community Hope Foundation	2010	14	K-8	380
Horizon Science Academy Cincinnati	Educational Service Center of Lake Erie West	2004	20	K-8	230
Horizon Science Academy Columbus High (9-10g)	Educational Service Center of Lake Erie West	1999	20	9-10	400

Horizon Science Academy Columbus High (11-12g)	Educational Service Center of Lake Erie West	1999	20	11-12	270
Horizon Science Academy Dayton Elementary	Educational Service Center of Lake Erie West	2004	20	K-5	220
Noble Academy Columbus	Buckeye Community Hope Foundation	2006	18	K-8	320
Horizon Science Academy Columbus Middle	Buckeye Community Hope Foundation	2007	17	6-8	485
Horizon Science Academy Columbus Elementary	Buckeye Community Hope Foundation	2008	16	3-5	450
Horizon Science Academy Dayton High	Buckeye Community Hope Foundation	2009	15	6-12	350
Horizon Science Academy Dayton Downtown	Buckeye Community Hope Foundation	2010	14	K-8	220
Horizon Science Academy Columbus Primary	Buckeye Community Hope Foundation	2018	6	K-2	475
Gateway Science Academy Smiley	Missouri Charter Public School Commission	2010	14	EC-5	400
Gateway Science Academy Fyler Middle School	Missouri Charter Public School Commission	2012	12	6-8	400
Gateway Science Academy Fyler High School	Missouri Charter Public School Commission	2012	12	9-12	400
Gateway Science Academy South	Missouri Charter Public School Commission	2013	11	EC-5	400
Chicago Math and Science Academy	Chicago Public Schools	2004	20	6-12	599
Horizon Science Academy Belmont Elementary	Illinois State Board of Education	2013	11	K-6	540
Horizon Science Academy Belmont High School	Illinois State Board of Education	2013	11	7-9	250
Horizon Science Academy McKinley Park	Illinois State Board of Education	2013	11	K-12	860
Horizon Science Academy Southwest Chicago	Chicago Public Schools	2014	10	K-12	735
Minnesota Math and Science Academy	Pillsbury United Communities	2014	10	K-12	540

Horizon Science Academy Twin Cities	Pillsbury United Communities	2019	5	K-5	150
Horizon Science Academy Des Moines	Iowa State Board of Education	2023	1	K-3	135

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

Charter Authorizer	Director	Email	Phone
Buckeye Community Hope Foundation	Jennifer Schorr	JSchorr@buckeyehope.org	(614) 942-2003
Chicago Public Schools	TBD	contactiandi@cps.edu	(773) 553-1530
Educational Service Center of Lake Erie West	Kurt Aey	kaey@eslakeeriewest.org	(419) 246-3142
Grand Valley State University	Rob Kimball	kimbalro@gvsu.edu	(616) 331-2240
Illinois State Board of Education	David Turovetz	dturovet@isbe.net	(312) 814-3596
Missouri Charter Public School Commission	Robbyn Wahby	robbyn.wahby@mcpsc.mo.gov	(314) 374-8339
Office of Education Innovation	Patrick McAlister	Patrick.McAlister@indy.gov	(317) 327-3601
Pillsbury United Communities	Larry McKenzie	larrym@pillsburyunited.org	(612) 302-3400
Iowa State Board of Education	Janet Boyd	janet.boyd@iowa.gov	(515) 745-3385

C. Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth

Following the purchase of a building for our central offices in 2017, Concept Schools has entered a period of restructuring with the goal of rightsizing the organization within its existing physical Midwestern and digital footprints. Concept has no plans for large-scale expansion except for the organic growth resulting from Concept network schools continuing to add grade levels under existing charters or community interest and by maximizing existing Concept initiatives.

At Concept, we continue to exemplify our mission by providing exceptional programs, comprehensive services, and opportunities to partner in education.

- Concept will further enrich its Concept Young Scholars Program, which develops students' academic, social, and leadership skills.

- As more Concept graduates enter colleges and universities across the country, the Future Institute will expand to meet students' needs to ensure they are academically and socially prepared to persist and earn their degrees.
- MathCON is a mathematics competition that has brought over 250,000 students from across the country together to compete at the highest level, and Concept intends to expand MathCON to serve as a year-round resource for teachers, families, and students interested in challenging themselves in mathematics.
- Seven Sky manages the branding, marketing, and advertising efforts of all Concept network schools, programs, and events.
- As is the case with IMSA, Concept Schools primarily provides a full-service approach to charter school management after initial start-up services. These comprehensive services include sustained financial, operational, and academic guidance and support.

While providing existing network schools with exceptional services is paramount, Concept Schools looks forward to continuing to be the choice partner in education for years to come.

Academic Performance

- A. Pass rates or equivalent for the state's mandated assessments in English Language Arts and mathematics & Performance of students on statewide assessments compared to students in nearby traditional public schools

State	District	School	Assessment	Overall Proficiency % (SY2022)	
				ELA	Math
IN	Indianapolis PS	Indiana Math and Science Academy West	ILEARN	36.2	40.5
IN	Indianapolis PS	Indiana Math and Science Academy North	ILEARN	23.2	20.4
IN	Indianapolis PS	Indianapolis Public Schools	ILEARN	22.3	19.5
MI	MI State	Michigan Math and Science Academy Dequindre	Michigan Student Test of Educational Progress	17.9	6.4
MI	MI State	Michigan Math and Science Academy Lorraine	Michigan Student Test of Educational Progress	20.6	6.5
MI	Detroit PS	Detroit Public Schools	Michigan Student Test of Educational Progress	11.9	6.2
OH	Cleveland PS	Horizon Science Academy Cleveland High	Ohio State Tests	27.6	11.1
OH	Cleveland PS	Horizon Science Academy Cleveland Middle	Ohio State Tests	40.0	19.4
OH	Cleveland PS	Noble Academy Cleveland	Ohio State Tests	41.5	27.1
OH	Cleveland PS	Horizon Science Academy Denison	Ohio State Tests	33.3	14.5
OH	Cleveland PS	Cleveland Public Schools	Ohio State Tests	28.5	17.6
OH	Lorain CS	Horizon Science Academy of Lorain	Ohio State Tests	41.7	25.9
OH	Lorain CS	Lorain City Schools	Ohio State Tests	28.9	17.3
OH	Toledo PS	Horizon Science Academy Springfield	Ohio State Tests	46.2	35.4
OH	Toledo PS	Horizon Science Academy Toledo	Ohio State Tests	39.5	23.5
OH	Toledo PS	Toledo Public Schools	Ohio State Tests	28.3	20.5

OH	Youngstown PS	Horizon Science Academy Youngstown	Ohio State Tests	46.4	26.3
OH	Youngstown PS	Youngstown Public Schools	Ohio State Tests	21.4	10.4
OH	Cincinnati PS	Horizon Science Academy Cincinnati	Ohio State Tests	17	7.5
OH	Cincinnati PS	Cincinnati Public Schools	Ohio State Tests	39.7	28
OH	Columbus CS	Horizon Science Academy Columbus High	Ohio State Tests	51.9	37.6
OH	Columbus CS	Horizon Science Academy Columbus Middle	Ohio State Tests	37	14
OH	Columbus CS	Horizon Science Academy Columbus Elementary	Ohio State Tests	43.8	30.5
OH	Columbus CS	Horizon Science Academy Columbus Primary	Ohio State Tests	NA	NA
OH	Columbus CS	Noble Academy Columbus	Ohio State Tests	44.1	25.1
OH	Columbus CS	Columbus City Schools	Ohio State Tests	32.5	19.8
OH	Dayton PS	Horizon Science Academy Dayton High	Ohio State Tests	28.3	2.4
OH	Dayton PS	Horizon Science Academy Dayton Downtown	Ohio State Tests	18.8	3.7
OH	Dayton PS	Horizon Science Academy Dayton Elementary	Ohio State Tests	43.8	30.5
OH	Dayton PS	Dayton Public Schools	Ohio State Tests	27.3	17.3
MO	St Louis CS	Gateway Science Academy Fyler	Missouri Assessment Program	58.3	71.6
MO	St Louis CS	Gateway Science Academy Middle	Missouri Assessment Program	44.4	38.9
MO	St Louis CS	Gateway Science Academy South	Missouri Assessment Program	31	24.3
MO	St Louis CS	Gateway Science Academy Smiley	Missouri Assessment Program	51.9	39.9
MO	St Louis CS	St. Louis City Schools	Missouri Assessment Program	18.3	15.2
IL	Chicago PS	Chicago Math and Science Academy	Illinois Assessment of Readiness	27.8	13.9

IL	Chicago PS	Horizon Science Academy Belmont	Illinois Assessment of Readiness	26.9	18.6
IL	Chicago PS	Horizon Science Academy McKinley Park	Illinois Assessment of Readiness	36.7	15.9
IL	Chicago PS	Horizon Science Academy Southwest Chicago	Illinois Assessment of Readiness	10.12	0.2
IL	Chicago PS	Chicago Public Schools	Illinois Assessment of Readiness	20	14.9
MN	St Paul PS	Minnesota Math and Science Academy	Minnesota Comprehensive Assessment	26.89	9.77
MN	St Paul PS	St. Paul Public Schools	Minnesota Comprehensive Assessment	34.75	25.21
MN	Minneapolis PS	Horizon Science Academy Twin Cities	Minnesota Comprehensive Assessment	18.75	9.38
MN	Minneapolis PS	Minneapolis Public Schools	Minnesota Comprehensive Assessment	42.43	33.15

B. Graduation rates (percentages) for every year the school has had graduates

School	SY23	SY22	SY21	SY20	SY19	SY18	SY17	SY16	SY15	SY14	SY13	SY12	SY11
CMSA	*	90	99	86	92	74	94	89	90	88	73	65	88
GSA Fyler	*	100	98	93	100	96	95	92	NGC	NGC	NGC	NGC	NGC
HSA Cleveland High	*	84	97	95	93	94	89	86	88	85	77	76	100
HSA Columbus High	*	97	95	97	95	93	89	84	95	83	78	77	87
HSA Dayton High	*	93	95	92	90	92	76	69	74	64	73	62	100
HSA Lorain	*	97	100	97	82	91	97	NGC	NGC	NGC	NGC	NGC	NGC
HSA McKinley Park	*	93	97	95	95	95	NGC	NGC	NGC	NGC	NGC	NGC	NGC
HSA Southwest Chicago	*	100	68	91	88	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC
HSA Toledo	*	88	100	91	93	81	70	76	67	68	59	83	94

IMSA North	*	72	85	73	74	86	100	77	89	NGC	NGC	NGC	NGC
MMSA Dequindre	*	82	84	84	90	94	91	82	94	93	NGC	NGC	NGC
Minnesota MSA	*	73	75	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC
HSA Cincinnati	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC	69	80	71	75	100
IMSA West	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC	NGC	93	80	67	NGC

** Data unavailable*

NGC: No Graduating Class

C. Post-graduation degree attainment

The schools that operated in 2015-2019	Number of HS Graduates that Attained a Degree (2015-2019)		Overall Percent of HS Graduates
	Certificate/ Associate	Bachelor	
CMSA	36	43	24%
GSA Fyler	3	67	9%
HSA Cleveland High	4	37	10%
HSA Columbus High	35	60	25%
HSA Dayton High	4	8	7%
HSA Toledo	1	4	4%
IMSA North	0	8	8%
MMSA Dequindre	5	10	11%

D. Any additional evidence showing that schools are serving student populations similar to the target population

All Concept network schools undertake the challenge of providing a high-quality public charter school in a high-poverty area where many students or families are in crisis. Our pedagogical approach to undertake this challenge and close achievement gaps is to provide a personalized, engaging educational program. Instructional methods are designed to engage students in a high-quality curriculum that is college preparatory, or developmentally arranged toward this goal, and STEM-focused. The first step in developing this personalized approach is the development of meaningful, sustained relationships among teachers, students, and parents. In addition, instruction begins by setting clear, coherent academic goals

and expectations that are well communicated to students and parents and provide opportunities for students to complete real-life, meaningful projects that students can relate to their own lives.

The school design can meet the needs of students with different academic backgrounds. The overarching philosophy of our management company, Concept Schools, is the belief that intelligence is not an innate ability rather, achievement is the outcome of effort driven by motivation. Therefore, academics are engulfed in rich and meaningful auxiliary programs to motivate our students and change their attitudes toward schooling and education.

The school's standards-based and college-preparatory curriculum provides a diverse population of students with an outstanding education focused on science, technology, engineering, and math. The curriculum is also designed to support 100% student proficiency on state learning standards in all content areas, emphasizing early literacy and STEM subjects.

The school's educational program model brings together best practices in English language arts, social studies, math, and science education, helping us to achieve our goal of empowering students with high intellectual standards as they prepare for college, careers, and citizenship in the global economy. The core features of our school's pedagogical approach to implementing curriculum include:

- Personalization – Through small class sizes, we personalize relationships between teachers and students. Each student has daily, individualized support for achieving milestones toward their own goals and school goals.
- High Standards and Performance-based Assessments – The school has clearly defined high expectations for academic achievement and conduct that make no excuses based on students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive college.
- Adaptive Pedagogy – Through small class sizes, individualized learning, and multiple instructional strategies, the school can expect students to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.
- Multicultural teaching – Through exposing our students to a rich diversity of American and international teachers, the school promotes respect for diversity and creates a context in which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum.
- Knowledgeable and highly qualified teachers - We will recruit well-qualified, appropriately credentialed teachers who will be among the brightest, talented in their field. Many will have advanced degrees and understand the multifaceted needs of different learners.
- Collaborative planning and professional development – Curriculum integration is fostered through professional development, team-teaching, and grade-level collaboration.

- Family and Community Connections – Students, their parents, and our faculty choose to be a part of our school. Therefore, everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. These include Community Breakfasts, International Dinners, Parent-Teacher Conferences, and Student-Centered Exhibits.
- The school's home visits program provides an opportunity for the school and family to work together towards ensuring the success of all our students. Our administration and faculty will understand that great schools require a high level of student, parent, and community involvement.
- Authentic Curriculum – Our standards-based curriculum blends direct teaching, inquiry-based learning, project-based learning, collaborative learning, and problem-based learning.

These approaches are employed at Concept network schools throughout the Midwest, each with similar demographics.

Instructional Methods

All Concept network schools use multiple instructional methods and techniques in the classroom. Each teacher uses a variety of direct instruction, hands-on learning, project-based, and problem-based learning in each lesson. Various specialized teachers, such as Title 1, Special Education teachers, and ELL, are assigned to classrooms to co-teach or assist in the teaching and learning process. Depending on the needs of students, they provide pull-out or push-in sessions aligned with grade-level standards. These teachers collaborate with general education teachers in lesson development to ensure a cohesive learning experience.

Grade-level teams meet every week to address planning for the upcoming week. The attendees of this meeting include the classroom teachers, teacher aides, Title reading and math teachers, special education teachers, ELL teachers, and the intervention specialist of that grade level. Throughout the meetings, each teacher in attendance has the opportunity to discuss individual students and instructional practices that will be used to best meet that student's academic needs. In collaborative planning and teaching, teachers learn to listen to each other and articulate their views more clearly. It takes practice, but teachers move from stating opinions to stating specific evidence to support their point. Through the movement of meetings such as this, teachers create co-teaching opportunities.

Concept network schools emphasize taking a data-driven approach to teaching and learning. We use past and present data to inform and guide decisions for future lessons and learning. Formative and summative data from district, vendor, and state assessments and data from day-to-day classroom activities such as quizzes, exit slips, and bellwork are analyzed to develop individualized and small group action plans and goals to support student learning. In the higher grades, a greater emphasis on STEM education is evident. Weekly labs, research papers, Math competitions, Science Fairs, STEM projects, and Robotics are all a part of a student's learning opportunity. These experiences enhance students' learning objectives and connect them to real-world situations.

Special Education Students

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes using supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and, where appropriate, receive credit for non-academic, extracurricular, and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities include art and music, counseling, health services, transportation, recess and physical education, field trips and other recreational activities, and school-sponsored clubs or activities.

The school's instructional methods, emphasizing foundational literacy and math skills, are responsive to the needs of students with disabilities. The school's emphasis on STEM experiences will engage students with disabilities and all in instruction using many approaches and modalities.

Concept network schools will meet all state and federal laws (such as the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) in serving students with special needs. The school will implement strategies, such as employing an appropriately licensed special education teacher or teachers, paraprofessionals, and a special education director to assist with creating and implementing Individual Education Plans (IEP), offering to tutor, and providing supportive special education technology in the classrooms. Once identified, the student will be served by an IEP developed by a team including parents. The school will service the student following the IEP; the school will provide specially designed instruction aimed at achieving IEP goals, related services, and supplementary aids and services.

Universal screening of all students is completed by administering various universal screeners such as NWEA, STAR, ClearSight, and I-Ready. Through screening and benchmarking, student mastery of standards is monitored. Students who struggle to master standards are referred to the Response-to-Intervention (RTI) team. Students who do not consistently meet standards or are identified as having profound learning gaps are assigned to various tiers of intervention. Tier 1 is classroom-based and for students struggling with daily instruction; Tier 2 students have deep gaps in instruction and may be assigned strategic or small-group instruction on a semi-regular basis; and Tier 3 interventions are provided to students that demonstrate profound gaps in their understanding on a very regular basis. Each student in a tiered intervention has his or her progress monitored by a battery of assessments. Student progress is reviewed every 4-6 weeks by the RTI team. Students who do not progress may be assigned to a new level or type of intervention. Tiers of support are pulled off when students demonstrate adequate progress and learning. If progress indicators point toward the possibility of a disability, the student is referred for consideration for a multi-factored evaluation (ETR).

Concept network schools will devote the number of intervention specialists, related services personnel, and paraprofessionals needed to effectively meet the goals and the minutes in the IEP and any other resources needed as stated in the IEP for all students identified with a disability. If the number of teachers needed can not be found, the school will contract with a 3rd party company for the resources. Professional development needs will be determined after a needs assessment yearly and PD will be sought and scheduled.

English Language Learners

Concept network schools' students with limited proficiency in English will achieve proficiency through the support of our school's English Learner (EL) services and inclusive teaching methods. A sheltered English development model shall be used as the significant curricular framework for English acquisition. The school will hire EL-endorsed teachers and adapt staffing to the student population. The school will ensure that EL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited receive notices and information from the school in their native language so that the school can encourage the participation of all parents in the school community. Teachers will also observe each student throughout the day to detect limited English proficiency. Students meeting the criteria of having limited English proficiency will be assessed to determine if and what level of services are necessary.

Leadership

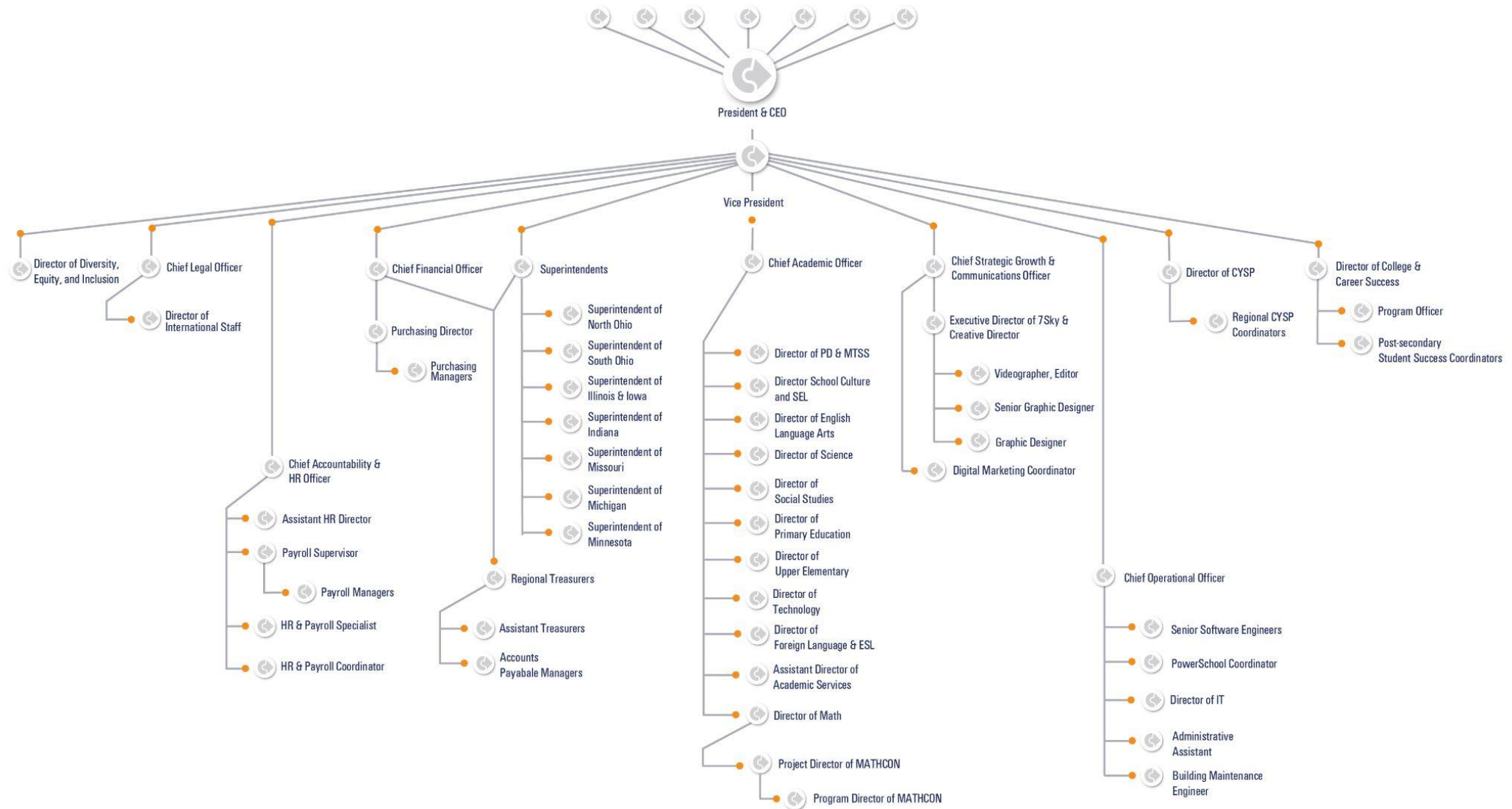
A. Please explain the leadership structure of the organization and include an organizational chart

Concept Schools is a non-profit charter management organization that is governed by a Board of Directors and led by its Chief Executive Officer. The Vice President reports to the CEO. Several departmental C-suite executives report to the Vice President and work collaboratively at Concept's central offices in Schaumburg, IL.

Concept manages or operates 34 charter schools across the Midwest that are organized into regions. Also reporting to the Vice President, several Regional Superintendents are responsible for the implementation of the Concept model services at the local level.



Concept Schools Board of Directors



B. Has there been any turnover in leadership within the organization? If so, please describe.

There is no leadership turnover within the organization.

C. Provide a list of the board of directors of the ESP and their length of service.

Name	Term Expires	Professional Title	Organization	Email
Serdar Gurses, Ph.D.	August 2025	Clinical Research Program Coordinator	MD Anderson Cancer Center	Serdargurses@yahoo.com
Abdullah Arslan	August 2025	Software Engineer	Williams Aerial Mapping	Arslanab06@gmail.com
Roziel Reyes**	August 2025	Asset Manager	Key Bank Real Estate Capital	Rzlreyes23@gmail.com
Mustafa Kaya Ph.D.	August 2025	Lecturer and Part-time Faculty	Loyola University and University of Chicago	mustafaikaya@icloud.com
Ahmet Uysal, Ph.D. *	August 2025	Group Leader, Chemist	Argonne National Laboratory	Ahmetuysal@gmail.com
Maruf Babaev	August 2025	Senior Engineer	Cloudian Inc.	marufj.babaev@gmail.com

* Board Chair

** Board Vice Chair

D. Explain any turnover on the board that was not due to term limits.

Turnover on the Concept Schools Board of Directors, not due to term limits, has been rare.

Murat Surucu resigned in December 2019 and relocated to California. Ayhan Zora resigned in December 2021 for health reasons.

E. How often does the ESP assess itself and gauge the satisfaction of its clients?

Concept Schools uses various measures to evaluate its performance and service satisfaction. This includes conducting Staff Satisfaction Surveys, student surveys, and parent surveys annually. The results from position-specific surveys are shared with Department Heads, who review expectations with their subordinates at least once a year.

The superintendent collaborates with the board and Concept Schools and participates in weekly meetings with Concept. Additionally, Concept receives feedback from schools, governing boards, parents, students, and staff through various communication channels such as surveys, emails, phone calls, or in-person meetings.

The school board evaluates the Concept Services annually and provides feedback through the superintendent.

Services

A. What services does the ESP provide?

As noted in its management agreement, Concept Schools provides its schools myriad services including, but not limited to, the following:

Start - Up Services	Compliance and Accountability
Curriculum and School Design	Public Relations
Assessment of Learning	Community Outreach
School Information System	Charter School Advocacy
Professional Development	Social Media Management
College Guidance Counseling	Financial Management
Concept Schools Young Scholars	Grant Management
Enrichment Program	Marketing
Future Institute	Human Resources & Payroll and Benefits
Networkwide Academic Events	Legal Services
Leadership & Supervision	Technology Support
School Visits and Evaluations	Facility Planning and Management
School Board Relations	Authorizer Communication

B. Include as an attachment a copy of the proposed management agreement.

The agreement should include, but not be limited to:

1. Specific measures and timelines that the school's board will use to hold the ESP accountable;
2. Consequences for not meeting those standards
3. Terms for contract termination or renewal
4. Differentiation of what is owned by the school and what is owned by the management organization; and

Please see *Attachment A: Management Agreement between Concept Schools and IMSA*.

5. A disclosure statement to explain any existing or potential conflicts of interest between the organizer and the proposed education service provider or any affiliated business entities.

As the ESP, Concept Schools certify that Concept board members, directors, central office administrators, and/or employees do not have any conflicts of interest in the subject matter or materials stated in its Conflict of Interest & Fiscal Management Policies regarding the contractual relations between Concept Schools and Indiana Math and Science Academy North.

Concept's conflicts of interest & fiscal management policies comply with federal and local conflict of interest policy suggestions and include a duty to disclose such conflicts of interest. As such, Concept Schools will continue to maintain, implement, and periodically review its conflicts of interest policies.

Finances

- A. The most recent federal tax return

Please see Attachment B: FY22 Federal Tax Return.

- B. The ESP's annual budget

Please see Attachment C: Concept Schools ESP Annual Budget.

- C. Projected five-year budget

Please see Attachment H: Concept Schools 5-Year Budget Forecast.

- D. Detailed list of all debts the ESP has

Please see Attachment I: Concept Schools List of Debts

- E. The last three years of complete financial audits

Please see Attachments D/E/F: Concept Schools ESP Audit FY 2020/2021/2022.

- F. The investment disclosure;

Please see Attachment G: Concept Schools Investment Policy.

- G. Compensation structure, including fees paid to the ESP by schools and services received

Please see Attachment A, Section 8: Fees of the management agreement.

Considering the Services to be provided to the School by Concept, the School shall pay Concept a fee equal to twelve percent (12%) of the per pupil revenues received by the School to be paid in monthly installments. In the event the School is unable to meet the management fee, Concept agrees to reduce fees to allow the School to continue to operate as mutually agreed by Concept and the School.

The Management Agreement does not include an itemized fee schedule. Instead, a lump-sum fee has been set for all services specified in "Section 2: Provisions of Services." It is also noted in the relevant sections that registration fees and additional costs may apply for extra services not covered in the specified provisions and requested by the school.

- H. Names of schools with which contracts have been terminated

Since its inception over 20 years ago, Concept Schools has never terminated a management agreement with a School Board unless mutually agreed upon or in the event of an organic school closure.

Term Sheet

A. The proposed duration of the service contract

As noted in *Section 1.b: Term Extensions* of the management agreement (*Attachment A*):

(The Management) Agreement will automatically renew for additional, successive terms commensurate with the Charter Agreement unless one party notifies the other party on or before the April 1st before the expiration of the then-current term of its intention to renegotiate or not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the Charter Agreement granted to the School, as such charter may be extended from time to time.

Also, as noted in *Section 1.c (Attachment A)*:

In cases of Concept being a guarantor for a facility or any other long-term financial responsibility for the School, the term of this Agreement will automatically extend to appropriately reflect such commitment

B. The roles and responsibilities of the organizer, the school staff, and the education service provider

The Board of Directors of IMSA is responsible for the school's governance. The board will hold and be responsible for the charter with the authorizer, provide oversight and accountability in the management of the school, including financial oversight, protect the public interest and uphold the public trust by applying the highest standards of service, assess the performance of the school and evaluate the school's CMO, and review data on school performance to ensure the school is accountable for meeting its performance goals. The board will also evaluate the performance of the CMO on an annual basis.

The board is responsible for ensuring that IMSA is a high-quality school that meets the needs of its students. The board will work with the school's administration to achieve this goal.

Except for those obligations and duties that are specifically reserved to IMSA or its Governing Authority, Concept, subject to the supervision of the IMSA Board as outlined in the management agreement, has the responsibility for and is required to take actions to perform the obligations needed to operate IMSA North (and IMSA West) as an Indiana charter school.

The Board of Directors is the governing board of the non-profit public charter school IMSA and is ultimately responsible for the charter. The Board of Directors consists of a diverse group of community leaders with a variety of backgrounds and experiences, with the responsibility of providing oversight and accountability in the management of the school.

The Board has all the powers enumerated in this Code of Regulations, and the following specific powers:

- To elect and remove Directors/Principals;
- To select and remove Officers, agents and employees of the Corporation; to prescribe powers

- and duties for them, and to fix their compensation;
- To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- To carry on the business of operating a charter school;
- To acquire real or personal property, by purchase, exchange, lease, gift, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities;
- To lend money received only from private sources and to accept conditional or unconditional promissory notes, therefore, whether interest or non-interest bearing, or secured or unsecured; and
- To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Indiana laws and the limitations noted in these Code of Regulations.

Board Meetings will be held at the school or any other reasonably convenient place as the Board may designate. An Annual Meeting will be held in the month of August of each year to elect Directors, make and receive reports on corporate affairs, and transact such other business as comes before the meeting. Ten regular meetings will be held throughout the year. Most of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. In accordance with the law, Board elections must be held during the school year but may not be conducted on days when the school is closed for holidays, breaks, or vacations.

Action by the Board without a meeting shall occur only as permitted by the Open Meetings Act. In all events, a quorum of Directors must be physically present to lawfully conduct a Board Meeting of the charter school. Once a quorum is physically present, additional Directors may participate in a Board meeting through video-conferencing equipment to the extent permitted by law, so long as all Directors participating in such meeting can hear one another and there is no objection from any Director.

The Board officers consist of a Board President (the Chair), Vice President (Vice Chair), a Secretary, and a Treasurer. The Corporation may also have other officers as the Board deems advisable. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the Corporation and such other powers and duties as the Board may prescribe. He/She shall have the authority to sign all deeds, mortgages, bonds, contracts, notes, and other instruments requiring his/her signature and shall have all the powers and duties prescribed by the General Corporation Act.

If present, the Chair shall preside at Board meetings. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform other duties as the Board may prescribe. The Secretary is responsible for keeping the minutes of all meetings of the Board and Board Committees. The Treasurer will monitor the financial affairs of the Corporation. The Treasurer will keep adequate and correct accounts of its assets and liabilities, receipts, disbursements, gains, losses, and other accounts as may be required, and review and answer board members' questions about the annual audit.

The Board will protect the public interest and uphold the public trust by applying the highest service standards in governing the school according to its bylaws, the charter contract, and relevant state and federal statutes. It is the duty of the board of directors to:

- Provide general oversight – Overall responsibility for management of the school to include approval of all staff hired
- Oversee finances – Establish fiscal policy and boundaries, approve the budget, exercise financial controls, and review and approve major expenditures. The board will exercise their fiduciary responsibility to ensure that there are adequate resources for the school
- Promote the school's mission – Advocate for Horizon by promoting its mission and goals not only within the school environment but also within the larger community
- Identify and supervise the principal – Identify and supervise the school principal mutually with Concept to provide vision and leadership to the school
- Establish the school policies – Develop and approve all policies and monitor implementation of the same. The board also will engage in long-range strategic planning
- Assesses the performance of the school – Use internal and external accountability tools to assess performance goals of school
- Develop and approve the school's strategic plan
- Develop community partnerships – As appropriate, board members will respond to opportunities to make personal and organizational resources and talents available for the benefit of the school
- Engage and evaluate the Charter Management Organization (CMO) – The board will evaluate Concept and hold the CMO accountable for the school performance.

All board business will comply with the Indiana Open Door Law. The board's behavior and communication play a critical role in setting the climate and culture of the school. The integrity, trust, expertise, quality of communication, and other important aspects of personal and group leadership among board members become the foundation for the future success of IMSA.

Concept assigns a Superintendent to ensure the successful implementation of the Concept model. The superintendent oversees the school principal and major school business operations. The superintendent may represent the School Board in front of state departments of education, charter authorizers, and any other parties. The superintendent shall report to the School Board and regarding managerial duties, shall report to Concept Schools. The superintendent shall always seek the best interest of the school in any case. The superintendent will attend regular board meetings to account to IMSA for the roles and responsibilities of Concept. The superintendent will evaluate the principal by using the evaluation protocol developed by Concept Schools. The Board will also evaluate the superintendent as part of the year-end CMO evaluation.

The IMSA Board hires and oversees the school principal to ensure effective and transparent management of the school's operations and provide vision and leadership to the school. The principal will serve as both the educational and business leader of the school. The principal will report to the superintendent and the school board. An annual review of the principal's performance will be carried out by Concept Schools, which will send the results of the review to the board. The board makes final decisions regarding the principal's employment. The principal must provide general oversight, including hiring and evaluating staff, overseeing finances, promoting the IMSA mission, establishing IMSA policies, and developing community partnerships.

The principal and superintendent will develop policies, including the policies dealing with Data Privacy Statutes, in collaboration with Concept Schools. Policies are submitted to the board for approval; the board then monitors the implementation of policies. Concept has policies and procedures that have been implemented since 1999 and refined consistently based on feedback from various parties. Policies for IMSA have been created based on legal requirements for charter schools in Indiana, beginning with those policies defined as mandatory by the Indiana School Boards Association. Adoption of policies will require the policy to be sent in draft form to Board members in advance of the first meeting at which consideration of the policy appears on the agenda and for the policy to be considered during at least two meetings before being voted on.

The Assistant Principal (AP) of Academics will manage the academic program. This includes overseeing the implementation of the curriculum and instructional strategies, leading the teaching team, and managing testing.

The AP of School Culture will manage student relations, discipline, and safety, providing one-on-one counseling for scholars who are having difficulty. The AP of School Culture will also have an important role in communicating with families.

Reporting to the AP of Academics, teachers will teach in areas of specialization and will meet by grade level and by subject matter. Special education and ELL teachers will be hired based on the needs of the enrolled scholars and will report to the AP of Academics.

Support staff (initially the front desk/administrative assistant and data/reporting position) will report directly to the principal.

In their annual evaluations of teachers, the principal, superintendent, and Concept will ensure that the educational model is being implemented effectively in each classroom.

School and organizational level decision-making authority is outlined, but not limited to, below.

Function	CMO Decision-Making	School Decision-Making
Performance Goals	Chief Academic Officer and Regional Superintendent	Principal and School Board approval
Curriculum	Chief Academic Officer	School Board approval
Professional Development	Chief Academic Officer and Regional Superintendent	Principal develops school specific PD plans
Data Management and Interim Student Assessment	Chief Academic Officer	School Board approval
Grade Level Promotion Criteria	Chief Academic Officer	School Board approval as part of the student handbook
Culture	Concept has a protocol for culture	Principal with the administrative team through fidelity to the Concept design

Budgeting, Finance, Accounting	Concept regional office, Chief Financial Officer, and Regional Superintendent	School Board approval & oversight
Student recruitment	Concept regional and central office	School Board approval
School staff recruitment and hiring	-	The Board approves all the hiring decisions. No staff is officially hired until the board approval
HR services	Concept regional office, Chief Accountability and HR Officer, and Regional Superintendent	The Board approves and oversees it
Development	Chief Strategic Growth & Communications Officer and Regional Superintendent	School Board approval
Community relations	Regional Superintendent	Principal and School Board approval
Information technology	IT Director	Principal and School Board approval
Facilities management	Regional Superintendent and Treasurer	Principal and School Board approval
Vendor management and procurement	Concept regional office, Regional Superintendent, and Treasurer	Principal and School Board approval
Auditing	Contracted	The School Board selects an independent auditor

C. The methods of contract oversight and enforcement.

As stated in the management agreement, the School is governed by a Board of Directors (the "School Board"), and this Board is responsible for overseeing the operations of the School, including contract oversight and enforcement. The School Board monitors the services specified in the management contract through the Superintendent, Treasurer, and School Principal by holding regular and/or special meetings.

Since the School Board has the ultimate power to final inspection and acceptance, it may hire independent counsels for contract oversight and enforcement as well. Concept Schools assigns a Superintendent to oversee the school operations and ensure the successful implementation of the Concept model. Concept has its own legal department for any possible legal affairs, including possible contract oversight and enforcement issues.

D. That the school and the authorizer are entitled to any data directly related to the operation or management of the school, such as financial data, enrollment data, demographic data, performance data, and student data, in the possession of the education service provider, but

may not include any proprietary, intellectual property or similarly protected data of the education service provider.

Please see *Attachment A: Management Agreement between Concept Schools and IMSA*:

Assurances

Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies.

As noted in Section 16: Relationship of the Parties (Attachment A):

The Parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other Party. Nothing contained herein shall be construed to create a partnership, joint or co-employer relationship or joint venture between the Parties. This Agreement shall not be construed as an abdication of the School's responsibilities and authority for making any and all employment-related decisions, policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of the School. The School at all times maintains the right to accept or reject Concept's recommendations.

- a. The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arm's length negotiations in which the organizer must be represented by legal counsel; and
- b. The legal counsel may not also represent the education service provider.

In relation to the preparation, determination of terms, and mutual negotiation of the contract, the parties have utilized their own independent legal counsels, and the attorney representing Concept and the attorney for the organizer have been different and independent legal counsels.

- End -

Attachment A: Management Agreement between Concept Schools and IMSA

**Education Management Agreement
Between
Indiana Math and Science Academy-North and Concept Schools**

THIS EDUCATION MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of this 15 day of August 2020, by and between Concept Schools, NFP ("**Concept**"), an Illinois non-profit corporation and Indiana Math and Science Academy-North Indianapolis, Inc. (the "**School**"), an Indiana non-profit corporation. (Each a "**Party**" and collectively the "**Parties**").

WHEREAS, both Concept and the School have qualified as tax-exempt organizations under Section 501(c) (3) of the Internal Revenue Code;

WHEREAS, School has been granted a charter (the "**Charter**") to organize and operate a charter school, by the Mayor of the Consolidated City of Indianapolis and Marion County, Indiana (the "**Sponsor**") pursuant to the State of Indiana Charter Schools Law, as amended (the "**Charter Schools Law**");

WHEREAS, the School and the Sponsor entered into a Charter School Agreement on August 26, 2010 (the "**Charter Agreement**") which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, the School is governed by a Board of Directors (the "**School Board**"), which is responsible for overseeing the operations of School;

WHEREAS, Concept desires to provide management services to the School;

WHEREAS, Concept assigns a Superintendent (the "Superintendent") in order to oversee the school operations and ensure the successful implementation of the Concept model. The Superintendent is employed by Concept and reports to both Concept and the School Board.

WHEREAS, the School and Concept now desire to enter into this Agreement to govern their relationship beginning by August 15, 2020 (the "**Effective Date**");

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following terms and conditions:

1. Term

- a. Initial Term: Unless terminated earlier in accordance with this Agreement, the term of this Agreement (the "**Term**") shall be effective on the Effective Date and continue until the end of the Charter Agreement.
- b. Extensions: This Agreement will automatically renew for additional, successive terms commensurate with the Charter Agreement unless one party notifies the other party on or before the April 1st prior to the expiration of the then-current term of its intention to renegotiate

or not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the Charter Agreement granted to the School, as such charter may be extended from time to time.

- c. In cases of Concept being a guarantor for a facility or any other long-term financial responsibility for the School, the term of this Agreement will automatically extend to appropriately reflect such commitment

2. Responsibilities.

Concept assigns Superintendent to ensure the successful implementation of the Concept model. Superintendent oversees the school principal and major school business operations. Superintendent may at the request of the School Board represent the School Board in front of state departments of education, authorizers/sponsor, and any other parties. Superintendent shall report to the School Board and in regards to managerial duties shall report to Concept Schools. Superintendent shall always seek the best interest of the School in any case.

Provision of Services: Concept shall provide the services described herein (the "**Services**") to the School subject to the direction, oversight and policies of the School, and the requirements of the Charter Agreement and all Federal, State and Local Laws to the extent applicable to such Services. Regardless of the Services provided by Concept under this Agreement, the School remains responsible for the administration of the School. In this respect, Concept in no way serves as a joint or co-employer with the School. Concept has no obligation to provide any Service that is not specifically listed below, unless otherwise agreed upon by both parties in writing.

- i. Concept shall provide consulting and liaison services with the Sponsor and other governmental and quasi-governmental offices and agencies to ensure that the School may continue its operation.
- ii. Concept shall assist in the preparation of a projected budget for the academic year, in reasonable detail, for Board approval not later than May 30 of each year in a format required by the Indiana Department of Education (if any). The School must approve such budget before June 30 annually. Notwithstanding, during any school year, the budget may be amended by mutual agreement of the Parties.
- iii. All school personnel (the "School Employees") shall be exclusively employed by the School. The School retains the exclusive authority for making any employment-related decisions including but not limited to hiring, firing, promotion, work assignment, compensation, evaluation, discharge or other disciplinary decisions regarding the School Employees excluding the school principal and assistant principal (if any). The school principal and assistant principal will be assigned by mutual agreement of the Parties. The

School is solely responsible for determining any salaries, fringe benefits, employment taxes and other employment related costs. Notwithstanding the foregoing, Concept will provide consultation and recommendations for advertising, interviewing, hiring and firing, transferring, discharging and/or disciplining employees, including international employees.

- iv.** Concept shall monitor whether the School Employees meet all local, state, and federal regulations related to school personnel and any Federal, State or Local Laws for all School Employees.
- v.** Concept shall make recommendations regarding staffing needs at the School, provide revisions to position descriptions, and provide sample employment contracts for all School Employees. The School remains responsible for determining what (if any) of these recommendations will apply to School Employees.
- vi.** Concept shall monitor whether the School complies with all applicable federal and state laws and regulations, concerning School Employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.
- vii.** Concept shall monitor whether the School complies with all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School Employees.
- viii.** Concept shall monitor the School's compliance with all applicable state and local civil rights laws, and assess whether the School may be illegally discriminating against any School Employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, sexual orientation, or any other legally protected characteristics in its recruitment, selection, training, utilization, termination or other employment-related activities.
- ix.** Except to the extent expressly waived by state authorities, Concept shall, assure that School Employees and all other officers and employees abide by all applicable State and Federal law and regulations including but not limited to, (A) comply with the Charter School Law, the Charter Agreement, and all applicable federal and state laws and regulations, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy Act, and except for the Superintendent to the extent necessary to fulfill responsibilities at the School, Concept has no rights in such records whatsoever, that it shall maintain such records on behalf of the School and may use such records only in connection with its duties under this Agreement, and that it will follow the School's instructions in connection with such records. Based on the foregoing, the School hereby designates employees of Concept as having a legitimate educational interest such

that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act. Concept also agrees that it will assist the School in responding to any Indiana Access to Public Records Act requests and will not withhold documents that the School is required to produce in response to such a request.

- x.** Concept shall provide the coordination, communication, and leadership in order to ensure continuity, quality, effectiveness, and conformity with the terms of this Agreement by employing a qualified person incumbent in the positions of the Superintendent and the Treasurer. The School acknowledges and agrees that, by entering into this Agreement, the Concept-employed Superintendent and Treasurer shall be assigned and empowered with the authority to perform all School duties and responsibilities that would typically be assigned to such positions. Notwithstanding the foregoing, the Concept-employed Superintendent and Treasurer will have no authority or responsibility for making employment-related decisions for School Employees, including but not limited to hiring and firing, promotion, transfer, work assignment, compensation, discharge or discipline.
- xi.** Concept will recommend a calendar for the academic year and shall ensure the following:
 - a.** that the School opens in August and will continue until June,
 - b.** that the academic year consist of a minimum 185 school days, provided that the number of school days will meet or exceed Indiana requirements, and
 - c.** that the length of the school days at the School will meet or exceed Indiana requirements.
- xii.** Concept will recommend the size of the School and each class according to the School's Charter Agreement, facility and budget.
- xiii.** Concept will monitor enrollment to ensure that the School enrolls students in full compliance with the requirements of the Charter Agreement and the Charter School Law.
- xiv.** Each year Concept shall develop a student recruitment plan working with the Principal of the School. Any cost associated with such student recruitment shall be incurred by the School unless otherwise agreed by the Parties.
- xv.** Concept shall provide
 - a.** a day long teachers' institute and teacher induction at the beginning of the year;
 - b.** principal's professional development twice a year;
 - c.** Summer Leadership Summit at the beginning of the year;
 - d.** monthly Superintendent Leadership Seminars;

- e. trainings in Concept's methods, curriculum, program, and technology for School Employees, including administrators, teachers and support staff through Concept's staff up to twice per year upon request;
 - f. any additional professional development services required by state or federal law or regulation.
 - g. any additional professional development services reasonably necessary or expedient for the successful implementation of the Concept model as agreed to in writing from time to time by Concept and the School*.
- xvi. Concept shall provide the School and all of its students at the School with a complete educational program based on (A) the requirements of the Charter Agreement, and (B) the Charter School Laws, except as may be further required by this Agreement.
- xvii. Concept shall provide the management and administrative services necessary to implement its educational program at the School.
- xviii. Concept shall be responsible for and accountable to the School for the academic performance of students who attend the School, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law, and Concept shall coordinate such testing as is required to permit the evaluations contemplated by each of the foregoing.
- xix. Concept shall measure the success of the School based on absolute levels of student achievement in terms of test scores, and among other measures, on comparative measures against students in the local school district who have backgrounds and achievement levels similar to the School's students, and on measures of parent and student satisfaction.
- xx. Concept shall provide educational performance data, and any information required or requested by the School Board, Sponsor, State, the Charter Agreement, and Charter School Laws.
- xxi. Concept shall provide a Student Information System (Concept SIS) that includes, but is not limited to, the following:
 - a. Online student registration and data maintenance
 - b. Student records and employee files management
 - c. Parent access (assignments, discipline, attendance, etc.)
 - d. Report Cards and Transcripts
 - e. Student discipline management
 - f. Student/staff/course schedules

- g. Compliance with state requirements for reporting of student enrollment information
- h. Attendance, grading, and log book
- i. Curriculum and lesson planning
- j. Online assessment & data reporting
- k. Extra-curricular activities management
- l. Staff performance management
- m. E-forms (leave request, reimbursements, purchase request, etc.)
- n. Clock in/out system for staff
- o. Employee attendance management
- p. Dashboard for administrators
- q. Online Job applications module
- r. System alerts

The School acknowledges that in designating employees of Concept as school officials with a legitimate educational interest in the School student records, Concept employees will have access to student records and employee files to perform necessary functions for the same purposes as the School Employees. Concept shall make all reasonable efforts to establish and maintain, and have established, maintained, implemented and complied with, reasonable information technology, information security, cyber security and data protection controls, policies and procedures that are designed to protect against and prevent breach, destruction, loss, unauthorized distribution, use, access, disablement, misappropriation or modification, or other compromise or misuse of or relating to student records.

- xxii.** Concept shall develop a variety of extra-curricular* activities which are critical components to a well-rounded educational experience that may include, but not limited to, the following:

- a. CONSEF - Concept Schools Science & Engineering Fair
- b. STEM Expo
- c. MathCON
- d. RoboCON
- e. Spoken Word Competition
- f. Writing Contest
- g. D.E.A.R.
- h. ALF
- i. Art Fair
- j. Teacher of the Year
- k. Concept Young Scholars Program

***Registration fees and additional costs may apply.**

- xxiii.** Concept shall develop and coordinate Concept Young Scholars Program (CYSP), which is a multifaceted program, designed to prepare students to become future leaders in their communities. This program offers a more challenging curriculum and engaging activities such as advanced study programs in math, science, robotics, and preparation for Concept Academic Competitions, college trips, overnight events, and Congressional Award Program.
- xxiv.** Unless otherwise prohibited, Concept shall manage all the School financial operations, including but not limited to; payroll, HR services, purchasing, accounts payables, accounts receivables, grant management, development and monitoring of financial policies and procedures, bookkeeping, budget preparation and management, audit preparation and coordination, and reporting. Concept shall:
 - a. Prepare and present all financial reports at the School Board meetings;
 - b. Prepare annual budget in coordination with the school administration, which shall be approved by the School Board;
 - c. Prepare an independently audited annual financial report, as required by the Charter School Law not later than any applicable deadline required by the State;
 - d. Prepare and submit any other financial and operational reports relating to the School which may be required pursuant to the Charter Agreement and the Charter School Law in accordance with the requirements thereof;
 - e. Maintain all financial books and records;
 - f. Manage payroll functions in order to ensure efficient operation, as well as creation and maintenance of proper personnel records;
 - g. Develop purchasing policies and procedures and oversee all purchasing operations including administration of bidding process for major purchases and projects;
 - h. Apply and manage all federal and state grants including preparation and filing of final expenditure reports.
- xxv.** Provide HR Support services such as benefit administration, employee surveys, revision of employment documents, performance evaluations, and coordination of public records requests.
- xxvi.** Concept shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting. If Concept fails to meet a 90% benchmark in terms of either accuracy or timeliness in a fiscal quarter, the School shall notify Concept in writing that such benchmark was not met. If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in two consecutive fiscal quarters, the School shall be entitled to hire the staff necessary to complete the compliance work for Concept for the next two fiscal

quarters, and Concept shall reimburse the School for all expenses related to the hiring, training, and supervision of the compliance workers.

- xxvii.** Concept shall ensure that the School complies with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education)
- xxviii.** Concept shall assist the School in identifying and applying for grants. Concept shall have the right to apply for and receive grant money on its own or together with the School, so long as such applications (i) are approved by the School Board and (ii) the received funds are utilized for their intended purpose and in a manner consistent with the requirements of the grant. Concept must keep the School informed prior to any application's submission, at the level of detail that the School reasonably requests.
- xxix.** Concept shall provide guidance in community outreach activities to generate greater awareness and build credibility and positive reputation for the School.
- xxx.** Concept shall provide marketing services by designing school brochures, fliers, business cards, letterheads, envelopes, newsletters, program books, invitations and the School's Annual Report.
- xxxi.** Concept shall (i) provide guidance for the technology plan on a regular basis, (ii) provide web design and hosting services, (iii) advise on the integration of new technology into the School, and (iv) provide technology support services as may be requested by the School.
- xxxii.** Concept shall provide guidance for successful implementation of STEM focused programs such as robotics, GTT, PLTW engineering courses, etc.
- xxxiii.** Concept shall assist (upon request) schools in recruiting hard to find subject area teachers such as Math, Science, Technology, Engineering and Foreign Language.
- xxxiv.** Concept shall assist in coordinating the transition of high school graduates into college and provide continued support through the Concept dba Future Institute to the graduates as they embark on the next stages of their lives in college, careers and beyond.
- xxxv.** The School shall be responsible for coordinating the cleaning, maintenance and operation of the School Facility. Concept shall make reasonable suggestions to the School regarding potential improvements to the School Facility.
- xxxvi.** Concept shall also coordinate additional programs as may be mutually agreed upon by the Parties.

3. Tax-Exempt Status.

Concept acknowledges and agrees that this Agreement is intended to be consistent with the School's status as a Federal tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing the School to lose such status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply.

4. Intellectual Property.

Both parties acknowledge that they mutually own all proprietary rights to curriculum or educational materials that (i) are developed by the School or (ii) are developed by Concept with funds from the School. Concept and the School understand that Concept's educational materials and teaching techniques and other documents used by or in the School may be disclosed in accordance with applicable law and the legal opinion of legal counsel of the School.

5. Real and Personal Property.

Upon termination or expiration of this Agreement by either party for any reason, all real and personal property leased by Concept to the School will remain the real and personal property and leases of Concept, and all other personal property purchased by Concept with the funds provided to Concept by the School will be the personal property of the School.

6. Subcontracts.

Subject to prior approval by the School Board, Concept may subcontract services provided to the School except for the management, oversight, or implementation of the teaching and instructional program.

7. Authority.

Concept shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by Indiana Charter School Law or the Charter Agreement.

8. Fees.

In consideration of the Services to be provided to the School by Concept, the School shall pay Concept a fee equal to twelve percent (12%) of the per pupil revenues received by the School to be paid in monthly installments. In the event School is unable to meet the management fee, Concept agrees to reduce fees to allow School to continue to operate as mutually agreed by Concept and School

9. Termination by the School.

The School may terminate this Agreement in the event Concept materially breaches this Agreement. A material breach, without limitation, shall include:

- a. Concept substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from the School;
- b. Concept is liquidated or dissolved;
- c. Concept files a voluntary petition under any federal or state bankruptcy statute;
- d. A third party files an involuntary petition against Concept under any federal or state bankruptcy statute, which involuntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;
- e. Failure to take necessary actions in reasonable time in case the School does not meet academic goals as set forth in the Charter Agreement;
- f. Concept fails to meet any of the material terms as required by the Charter Agreement and causes the Charter Agreement to be revoked, terminated, suspended, or reconstituted; or causes the Charter Agreement to be put in jeopardy of suspension, revocation, termination, or reconstitution under the Charter Agreement; or
- g. Concept assigns this Agreement without the prior written consent of the School.

10. Termination Notice.

If any of the events set forth in Section 9 shall occur, in addition to any other notice required to be delivered under Section 9, the School may send to Concept written notice of its intention to terminate this Agreement, specifying the section(s) of this Agreement upon which the School is relying for the termination (a "Termination Notice"). This Agreement shall terminate thirty (30) days after the receipt of a Termination Notice by Concept or another date if mutually agreed in writing (the "Termination Date").

11. Termination by Concept.

Concept may terminate this Agreement in the event the School materially breaches this Agreement. A material breach, without limitation, shall include:

- a. The School declines to approve hiring of the Executive Director and teachers recommended by Concept.
- b. The School substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from Concept;
- c. The School is liquidated or dissolved;
- d. The School files a voluntary petition under any federal or state bankruptcy statute;
- e. A third party files an involuntary petition against the School under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

- f. The School fails to pay any fees due to Concept within thirty (30) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between the School and any funding entity;
- g. The School assigns this Agreement without the prior written consent of Concept; or
- h. Termination of the Charter Agreement by the Sponsor.

12. Termination Notice.

If any of the events set forth in Section 11 shall occur, in addition to any other notice required to be delivered under Section 11, Concept may send to the School written notice of its intention to terminate this Agreement, specifying the section(s) of this Agreement upon which Concept is relying for the termination (a "Termination Notice"). This Agreement shall terminate thirty (30) days after the receipt of a Termination Notice by the School or another date if mutually agreed in writing (the "Termination Date")

13. Duties upon Notice of Termination and Termination.

The Parties agree to continue charter school operations through the end of the "**Termination Date**" provided that the School continues to pay Concept the management fee on a prorated basis through the Termination Date. Concept's obligations under this Agreement and other expertise shall not cease until the Termination Date. The School shall pay to Concept all outstanding payments on or before the Termination Date.

14. Indemnification.

Except as otherwise stated in this Agreement, each Party agrees to indemnify, defend and hold harmless the other from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by either as a result of any claims, actions or lawsuits brought against either as a result of the negligence, recklessness or intentional misconduct of the other. This indemnification provision shall survive the termination of this Agreement.

15. Insurance.

Each party shall maintain general liability insurance in the amount of One Million Dollars (\$1,000,000.00) per occurrence (or such greater amount if required by the terms of the School's Charter Agreement or applicable law). On all policies of commercial general liability insurance carried by a Party, such Party shall name the other Party as additional insured. Anything in this Agreement to the contrary notwithstanding, each Party hereby waives and releases the other Party and the other Party's Directors, officers, successors, or assigns (collectively, the "**Released Parties**"), from any and all claims and right of recovery against any of the Released Parties, to the extent that any such claims or

right of recovery is for any loss, damage, or liability that is covered by any insurance carried by the Party incurring such loss, damage, or liability, regardless of the cause of origin, including the negligence of the Released Parties. Each of the Parties hereby waives any right of subrogation that might otherwise arise out of any claims against the Released Parties. The Parties agree immediately to give their respective insurance companies which issued policies of insurance written notice of the terms of the mutual waivers and releases contained in this Section, and have the insurance policies properly endorsed, if necessary, to prevent the invalidation of the insurance coverage by reason of the mutual waivers.

16. Relationship of the Parties.

The Parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other Party. Nothing contained herein shall be construed to create a partnership, joint or co-employer relationship or joint venture between the Parties. This Agreement shall not be construed as an abdication of the School's responsibilities and authority for making any and all employment-related decisions, policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of the School. The School at all times maintains the right to accept or reject Concept's recommendations.

17. No Third Party Beneficiaries.

This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

18. Headings.

Headings used herein are for reference only and are not intended, nor shall they be used, in interpreting this instrument.

19. Notices.

Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Concept, to:

Attention: Sedat Duman, CEO/President
 Concept Schools, NFP
 1336 Basswood Rd, Schaumburg, IL 60173
 Facsimile: (847) 824-4382

With a copy to:

Attn: Mustafa GENC, Esq. CLO
Legal Department of Concept Schools, NFP
1336 Basswood Rd, Schaumburg, IL 60173
Facsimile: (847) 277-9867

If to the School, to:

Attention: David Coats, Board President
Indiana Math and Science Academy-North Indianapolis, Inc.
7435 N. Keystone Ave
Indianapolis, IN 46240
Phone: 317-259-7300
Fax: 317-449-5775

With a copy to: Attention: Amy Fox

Church Church Hittle + Antrim
Lincoln Tower, Suite 548
116 East Berry Street
Fort Wayne, IN 47802

Phone: 260.428.2207
Fax: 260.426.3360

20. Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

21. Waiver and Delay.

No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

22. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of Indiana.

23. Assignment.

Neither Party shall assign this Agreement without the written consent of the other Party. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and permitted assigns.

24. Amendment.

This Agreement may not be modified or amended except by a writing signed by each party hereto.

25. Counterparts.

This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

26. Conflicting Provisions.

Any provisions that are contrary to or conflicting with the Charter shall be superseded by the terms and conditions of the Charter.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.


INDIANA MATH AND SCIENCE ACADEMY - NORTH INDIANAPOLIS, INC.

Signature: 

By: David Coats

Its: Board Chair

CONCEPT SCHOOLS NFP

Signature:  _____

By: Sedat DUMAN

Its: President & CEO

Attachment B: FY22 Federal Tax Return

Form **990**

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

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

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

2021

Open to Public Inspection

A For the **2021** calendar year, or tax year beginning **JUL 1, 2021** and ending **JUN 30, 2022**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization <div style="border: 1px solid black; padding: 2px;">CONCEPT SCHOOLS, INC.</div> Doing business as <div style="border: 1px solid black; padding: 2px;"></div> Number and street (or P.O. box if mail is not delivered to street address) Room/suite <div style="border: 1px solid black; padding: 2px;">1336 BASSWOOD RD</div> City or town, state or province, country, and ZIP or foreign postal code <div style="border: 1px solid black; padding: 2px;">SCHAUMBURG, IL 60173</div> F Name and address of principal officer: RYAN UYSALER <div style="border: 1px solid black; padding: 2px;">1336 BASSWOOD ROAD, SCHAUMBURG, IL 60173</div>	D Employer identification number <div style="border: 1px solid black; padding: 2px;">03-0503751</div> E Telephone number <div style="border: 1px solid black; padding: 2px;">847-824-3380</div> G Gross receipts \$ 56,212,030. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.CONCEPTSCHOOLS.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 2002 M State of legal domicile: IL		

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: THE PRIMARY PURPOSE OF THE ORGANIZATION IS TO OPERATE CHARTER SCHOOLS AND PROVIDE OVERSIGHT AND		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	6
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	406
	6	Total number of volunteers (estimate if necessary)	6	6
		7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a
7b		Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year 2,734,207.	Current Year 5,773,683.
	9	Program service revenue (Part VIII, line 2g)	43,369,529.	49,613,492.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	242,531.	-1,506,446.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	217,528.	806,916.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	46,563,795.	54,687,645.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	20,713,747.	23,936,195.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 368,073.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	11,989,619.	14,425,738.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	32,703,366.	38,361,933.
Net Assets or Fund Balances	19	Revenue less expenses. Subtract line 18 from line 12	13,860,429.	16,325,712.
	20	Total assets (Part X, line 16)	Beginning of Current Year 48,620,522.	End of Year 73,509,189.
	21	Total liabilities (Part X, line 26)	13,581,263.	20,705,913.
	22	Net assets or fund balances. Subtract line 21 from line 20	35,039,259.	52,803,276.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer <div style="border: 1px solid black; padding: 2px; display: inline-block;">RYAN UYSALER, CFO</div>	Date <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div>
	Type or print name and title	
Paid Preparer Use Only	Print/Type preparer's name ELEANOR A. LIVINGSTON, CP	Preparer's signature ELEANOR A. LIVINGSTON
	Date 02/27/23	Check if self-employed <input type="checkbox"/> PTIN P00226461
	Firm's name ▶ PKF MUELLER LLP	Firm's EIN ▶ 36-2658780
	Firm's address ▶ 1707 N RANDALL ROAD ELGIN, IL 60123	Phone no. (847) 888-8600

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service AccomplishmentsCheck if Schedule O contains a response or note to any line in this Part III ☐**1** Briefly describe the organization's mission:

THE PRIMARY PURPOSE OF THE ORGANIZATION IS TO OPERATE CHARTER SCHOOLS AND PROVIDE OVERSIGHT AND SUPERVISION OVER THE EDUCATIONAL, TECHNICAL AND ADMINISTRATIVE FUNCTIONS OF IT'S MEMBER CHARTER SCHOOLS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 36,252,942. including grants of \$) (Revenue \$ 48,913,962.)
CHARTER SCHOOL OPERATION AND MANAGEMENT SERVICES TO ITS MEMBER CHARTER SCHOOLS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **36,252,942.**

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	2 X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e	X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a	X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13 X	
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18	X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O	38	X

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
1a Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	74
b Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c	X

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

	Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2a 406		
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b X	
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. See instructions.		
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b	
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
b If "Yes," enter the name of the foreign country		
See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7 Organizations that may receive deductible contributions under section 170(c).		
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d	
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9 Sponsoring organizations maintaining donor advised funds.		
a Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10 Section 501(c)(7) organizations. Enter:		
a Initiation fees and capital contributions included on Part VIII, line 12	10a	
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11 Section 501(c)(12) organizations. Enter:		
a Gross income from members or shareholders	11a	
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13 Section 501(c)(29) qualified nonprofit health insurance issuers.		
a Is the organization licensed to issue qualified health plans in more than one state?	13a	
Note: See the instructions for additional information the organization must report on Schedule O.		
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c Enter the amount of reserves on hand	13c	
14a Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year?	15	X
If "Yes," see the instructions and file Form 4720, Schedule N.		
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income?	16	X
If "Yes," complete Form 4720, Schedule O.		
17 Section 501(c)(21) organizations. Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953?	17	
If "Yes," complete Form 6069.		

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

☒**Section A. Governing Body and Management**

	1a	1b	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	6			
b Enter the number of voting members included on line 1a, above, who are independent		6		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?			2	X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?			3	X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?			4	X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?			5	X
6 Did the organization have members or stockholders?			6	X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?			7a	X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?			7b	X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a The governing body?			8a	X
b Each committee with authority to act on behalf of the governing body?			8b	X
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O			9	X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10a Did the organization have local chapters, branches, or affiliates?	10a	X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b	
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X
b Describe on Schedule O the process, if any, used by the organization to review this Form 990.		
12a Did the organization have a written conflict of interest policy? If "No," go to line 13	12a	X
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done	12c	X
13 Did the organization have a written whistleblower policy?	13	X
14 Did the organization have a written document retention and destruction policy?	14	X
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a The organization's CEO, Executive Director, or top management official	15a	X
b Other officers or key employees of the organization	15b	X
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.		
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a	X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b	

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► **IL**

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ►
RYAN UYSALER - 847-824-3380
1336 BASSWOOD ROAD, SCHAUMBURG, IL 60173

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

[illegible]

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

Section A: Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)										
(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								759,385.	0.	97,376.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								759,385.	0.	97,376.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ►

6

		Yes	No
3	Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
CSMS, 1330 BASSWOOD RD SCHAUMBURG, SCHAUMBURG, IL 60173	MANAGEMENT SERVICES	3,118,080.
POWER SCHOOLS 150 PARKSHORE DR, FOLSOM, CA 95630	SOFTWARE IMPLEMENTATION SERVI	842,977.
ANKA BUILDERS & CONSTRUCTION, 5005 NEWPORT DRIVE SUITE 207, ROLLING MEADOWS, IL 60008	CONSTRUCTION	591,294.
GOURMET GORILLA INC. 1074 W TAYLOR ST BOX 126, CHICAGO, IL 60607	SCHOOL LUNCHES	499,698.
STARFISH TRANSPORTATION INC., 5645 S. ARCHER AVE UNIT 389253, CHICAGO, IL 60638	PUPIL TRANSPORTATION	360,468.
2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization		10

Form **990** (2021)

Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	5,633,493.				
	f All other contributions, gifts, grants, and similar amounts not included above ...	1f	140,190.				
	g Noncash contributions included in lines 1a-1f	1g	\$				
	h Total. Add lines 1a-1f						
Program Service Revenue	2 a PER CAPITA TUITION	Business Code 611600		32,068,472.	32068472.		
	b MANAGEMENT FEES	611710		17,545,020.	17545020.		
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f			49,613,492.			
	Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
4 Income from investment of tax-exempt bond proceeds							
5 Royalties							
6 a Gross rents		6a	(i) Real (ii) Personal				
b Less: rental expenses ...		6b					
c Rental income or (loss)		6c					
d Net rental income or (loss)							
7 a Gross amount from sales of assets other than inventory		7a	(i) Securities (ii) Other				
b Less: cost or other basis and sales expenses		7b	17,939.				
c Gain or (loss)		7c	1524385.				
d Net gain or (loss)				-1,506,446.	-1506446.		
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18		8a					
b Less: direct expenses		8b					
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19		9a					
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a						
b Less: cost of goods sold	10b						
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a OTHER INCOME	Business Code 900099		806,916.	806,916.		
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d			806,916.			
	12 Total revenue. See instructions			54,687,645.	48913962.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	856,761.	790,938.	58,355.	7,468.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	22,307,625.	20,593,768.	1,519,409.	194,448.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	771,809.	716,770.	55,039.	
11 Fees for services (nonemployees):				
a Management	4,061,314.	4,061,314.		
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	533,919.	532,248.		1,671.
12 Advertising and promotion	135,735.	135,735.		
13 Office expenses	852,472.	814,501.	34,870.	3,101.
14 Information technology				
15 Royalties				
16 Occupancy	1,265,359.	1,229,480.	35,879.	
17 Travel	294,848.	282,788.	11,680.	380.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest	515,207.	499,751.	15,456.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	1,560,104.	1,556,319.	3,785.	
23 Insurance	96,255.	91,443.	4,812.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a EDUCATIONAL SUPPLIES AND	2,100,808.	2,100,808.		
b SCHOOL PROGRAM EXPENSE	1,693,627.	1,693,627.		
c PUPIL TRANSPORTATION	555,736.	555,736.		
d REPAIRS AND MAINTENANCE	521,892.	521,892.		
e All other expenses	238,462.	75,824.	1,633.	161,005.
25 Total functional expenses. Add lines 1 through 24e	38,361,933.	36,252,942.	1,740,918.	368,073.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	24,176,065.	1	32,475,960.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	1,466,138.	4	3,604,171.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net	1,156,500.	7	1,100,000.
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	251,131.	9	152,081.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 39,587,751.		
	b Less: accumulated depreciation	10b 4,625,574.	10c	34,962,177.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	0.	15	1,214,800.
16 Total assets. Add lines 1 through 15 (must equal line 33)	48,620,522.	16	73,509,189.	
Liabilities	17 Accounts payable and accrued expenses	2,091,468.	17	2,089,866.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties	11,489,795.	24	18,616,047.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	13,581,263.	26	20,705,913.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	35,039,259.	27	52,803,276.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	35,039,259.	32	52,803,276.
	33 Total liabilities and net assets/fund balances	48,620,522.	33	73,509,189.

Form 990 (2021)

Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☒

1	Total revenue (must equal Part VIII, column (A), line 12)	1	54,687,645.
2	Total expenses (must equal Part IX, column (A), line 25)	2	38,361,933.
3	Revenue less expenses. Subtract line 2 from line 1	3	16,325,712.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	35,039,259.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	1,438,305.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	52,803,276.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☐

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input checked="" type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____		X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____		

Form 990 (2021)

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

2021

Open to Public Inspection

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

Part I	Reason for Public Charity Status. (All organizations must complete this part.) See instructions.
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- ☐ 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- ☒ 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- ☐ 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- ☐ 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- ☐ 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- ☐ 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- ☐ 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- ☐ 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- ☐ 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- ☐ 10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- ☐ 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- ☐ 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - ☐ a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - ☐ b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - ☐ c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - ☐ d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - ☐ e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations _____
 - g Provide the following information about the supported organization(s).

g Provide the following information about the supported organization(s):						
(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2020 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2021. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
b 33 1/3% support test - 2020. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		
<input type="checkbox"/>		

Schedule A (Form 990) 2021

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐ ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2021 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2020 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2021. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐ ►

b 33 1/3% support tests - 2020. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐ ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐ ►

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
11a		
b A family member of a person described on line 11a above?		
11b		
c A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

	Yes	No
1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).		
2 Activities Test. Answer lines 2a and 2b below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer lines 3a and 3b below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No" provide details in Part VI .		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.**
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990) 2021

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i>)	5	
6 Other distributions (<i>describe in Part VI</i>). See instructions.	6	
7 Total annual distributions. Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8	
9 Distributable amount for 2021 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1 Distributable amount for 2021 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2021 (reasonable cause required - <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2021			
a From 2016			
b From 2017			
c From 2018			
d From 2019			
e From 2020			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2021 distributable amount			
i Carryover from 2016 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2021 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2021 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2022. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2017			
b Excess from 2018			
c Excess from 2019			
d Excess from 2020			
e Excess from 2021			

Schedule A (Form 990) 2021

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990 or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

Attachment 9 Page 68 of 214

OMB No. 1545-0047

2021

Name of the organization

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization

☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation

☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation

☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

Name of organization	Employer identification number
CONCEPT SCHOOLS, INC.	03-0503751

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>1</u>		\$ 30,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>2</u>		\$ 12,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>3</u>		\$ 6,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>4</u>		\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>5</u>		\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>6</u>		\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Employer identification number

03-0503751

Part II

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
 	 	\$ 	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
 	 	\$ 	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
 	 	\$ 	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
 	 	\$ 	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
 	 	\$ 	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
 	 	\$ 	

Name of organization

Employer identification number

CONCEPT SCHOOLS, INC.**03-0503751****Part III**

Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) ▶ \$ _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

SCHEDULE D
(Form 990)Department of the Treasury
Internal Revenue Service**Supplemental Financial Statements**▶ **Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**▶ **Attach to Form 990.**▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**Attachment 9 Page 72 of 214
OMB No. 1545-0047**2021****Open to Public
Inspection****Name of the organization**

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

Part I**Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II**Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education) ☐ Preservation of a historically important land area

☐ Protection of natural habitat ☐ Preservation of a certified historic structure

☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III**Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

▶ \$

(ii) Assets included in Form 990, Part X

▶ \$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1

▶ \$

b Assets included in Form 990, Part X

▶ \$

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2021

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition

d ☐ Loan or exchange program

b ☐ Scholarly research

e ☐ Other _____

c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets

to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

c Beginning balance

d Additions during the year

e Distributions during the year

f Ending balance

	Amount
1c	
1d	
1e	
1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ☐ %

b Permanent endowment ☐ %

c Term endowment ☐ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) Unrelated organizations

(ii) Related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? ☐

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,422,424.		1,422,424.
b Buildings		33,040,594.	1,677,787.	31,362,807.
c Leasehold improvements				
d Equipment		3,182,233.	1,849,586.	1,332,647.
e Other		1,942,500.	1,098,201.	844,299.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				34,962,177.

Schedule D (Form 990) 2021

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... ☒

Schedule D (Form 990) 2021

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

CONCEPT SCHOOLS, INC., INCLUDING BELMONT, MCKINLEY PARK AND SOUTHWEST, OPERATES AS A NONPROFIT ORGANIZATION AND HAS RECEIVED EXEMPT STATUS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE. CSMS, NFP IS TAXED AS A C CORPORATION.

CONCEPT SCHOOLS, INC. AND CSMS, NFP HAVE EVALUATED THE TAX POSITIONS TAKEN FOR ALL OPEN TAX YEARS. CURRENTLY, THE RETURNS FOR THE PRIOR THREE FISCAL YEARS ARE OPEN AND SUBJECT TO EXAMINATION BY THE INTERNAL REVENUE SERVICE; HOWEVER, CONCEPT SCHOOLS, INC. AND CSMS, NFP ARE NOT CURRENTLY UNDER AUDIT NOR HAS CONCEPT SCHOOLS, INC. AND CSMS, NFP BEEN CONTACTED BY THIS JURISDICTION.

Part XIII Supplemental Information *(continued)*

BASED ON THE EVALUATION OF CONCEPT SCHOOLS, INC. AND CSMS, NFP'S TAX
POSITIONS, MANAGEMENT BELIEVES ALL POSITIONS WOULD BE UPHELD UNDER AN
EXAMINATION; THEREFORE, NO PROVISION FOR THE EFFECTS OF UNCERTAIN TAX
POSITIONS HAS BEEN RECORDED FOR THE YEAR ENDED JUNE 30, 2022.

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

- **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to www.irs.gov/Form990 for the latest information.**

Attachment 9 Page 77 of 214

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

Part I

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II
- SEE PART II**

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.

- 5** Does the organization discriminate by race in any way with respect to:
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.
- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b	X	
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2021

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

EXPLANATION OF OUR NON-DISCRIMINATION POLICY AS PUBLICIZED ON

OUR WEB-SITE:

CONCEPT SCHOOLS DOES NOT EXCLUDE, DENY BENEFITS TO, OR

OTHERWISE DISCRIMINATE AGAINST ANY PERSON ON THE GROUNDS OF

RACE, COLOR, OR NATIONAL ORIGIN, RELIGION, SEX, SEXUAL

ORIENTATION, GENDER IDENTITY/EXPRESSION, PROTECTED VETERAN'S

STATUS, GENETIC INFORMATION, OR ON THE BASIS OF DISABILITY OR AGE IN

ADMISSION TO, PARTICIPATION IN, OR RECEIPT OF THE SERVICES AND BENEFITS

UNDER ANY OF ITS PROGRAMS AND ACTIVITIES, WHETHER CARRIED OUT BY CONCEPT

SCHOOLS DIRECTLY OR THROUGH A CONTRACTOR OR ANY OTHER ENTITY WITH WHICH

CONCEPT SCHOOLS ARRANGES TO CARRY OUT ITS PROGRAMS AND ACTIVITIES.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

CONCEPT SCHOOLS RECEIVES GRANTS FROM ILLINOIS STATE BOARD OF EDUCATION

AND CHICAGO PUBLIC SCHOOLS.

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

- For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
- ▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 23.**
- ▶ **Attach to Form 990.**
- ▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

Attachment 9 Page 79 of 214

OMB No. 1545-0047

2021

Open to Public
Inspection

Name of the organization

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

Part I Questions Regarding Compensation

	Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
<input type="checkbox"/> First-class or charter travel		
<input type="checkbox"/> Travel for companions		
<input type="checkbox"/> Tax indemnification and gross-up payments		
<input type="checkbox"/> Discretionary spending account		
<input type="checkbox"/> Housing allowance or residence for personal use		
<input type="checkbox"/> Payments for business use of personal residence		
<input type="checkbox"/> Health or social club dues or initiation fees		
<input type="checkbox"/> Personal services (such as maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b	
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
<input type="checkbox"/> Compensation committee		
<input type="checkbox"/> Independent compensation consultant		
<input type="checkbox"/> Form 990 of other organizations		
<input type="checkbox"/> Written employment contract		
<input type="checkbox"/> Compensation survey or study		
<input type="checkbox"/> Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a Receive a severance payment or change-of-control payment?	4a	X
b Participate in or receive payment from a supplemental nonqualified retirement plan?	4b	X
c Participate in or receive payment from an equity-based compensation arrangement?	4c	X
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a The organization?	5a	X
b Any related organization?	5b	X
If "Yes" on line 5a or 5b, describe in Part III.		
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a The organization?	6a	X
b Any related organization?	6b	X
If "Yes" on line 6a or 6b, describe in Part III.		
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7	X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8	X
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2021

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

[illegible]

Part III	Supplemental Information
-----------------	---------------------------------

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

[illegible]

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

Attachment 9 Page 82 of 214

OMB No. 1545-0047

2021

Open to Public
Inspection

Name of the organization

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SUPERVISION OVER THE EDUCATIONAL, TECHNICAL AND ADMINISTRATIVE
FUNCTIONS OF IT'S MEMBER CHARTER SCHOOLS.

FORM 990, PART VI, SECTION B, LINE 11B:

A DRAFT COPY OF THE RETURN IS DISTRIBUTED.

FORM 990, PART VI, SECTION B, LINE 12C:

BOARD MEMBERS DISCLOSE CONFLICTS ANNUALLY.

FORM 990, PART VI, SECTION B, LINE 15A:

THE BOARD REVIEWS THE DIRECTOR'S SALARY.

FORM 990, PART VI, SECTION C, LINE 19:

NO DOCUMENTS AVAILABLE TO THE PUBLIC.

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

CHANGE IN FAIR VALUE OF INTEREST RATE SWAPS 1,438,305.

Attachment C: Concept Schools ESP Annual Budget

CONCEPT SCHOOLS

Budget for FY 2024

	FY 2022 Actual	FY 2023 Actual	FY 2024 Budget
Income			
Management Fees			
Management Fees	17,545,021	19,159,595	18,201,616
Reimbursements	3,206,432	2,759,410	2,621,439
Total Management Fees	20,751,453	21,919,005	20,823,055
Investment Income	11,811	836,675	1,600,000
Contributions and Donations	2,000	0	75,000
Program Registration Fees	89,702	108,396	119,236
Other Miscellaneous Revenues	468,674	62,749	50,000
Gain from Sale of Assets	16,189	0	0
Total Income	21,339,830	22,926,825	22,667,291
Gross Profit	21,339,830	22,926,825	22,667,291
Expense			
100-Payroll Expenses			
Salaries	3,214,845	3,865,570	4,692,127
Extra Time	3,841	0	5,000
Bonuses	75,974	316,376	300,000
Total 100-Payroll Expenses	3,294,660	4,181,946	4,997,127
200-Benefits			
Social Security	191,109	247,480	309,822
Medicare	45,290	58,686	72,458
Retirement- 401k	92,580	193,092	249,856
Medical Insurance	328,513	477,234	548,819
Dental Insurance	26,121	31,959	36,753
Supplementary Insurance	5,015	18,549	21,331
Workers Comp	2,951	6,830	5,617
Unemployment Compensation	0	6,184	7,500
Total 200-Benefits	691,579	1,040,014	1,252,157
400-Purchased Services			
Equipment Rental	670	388	500
Accounting Services	22,136	21,287	23,416
Advertisement & PR Services	29,857	75,462	83,008
Electricity	20,776	23,986	24,945
Gas	18,873	18,183	18,910
Facility Rental	90,738	200,923	208,959
Legal Services	126,920	121,843	126,717
Instructional Services	627	20,586	25,000
Maintenance & Repair	160,118	285,571	100,000
Management Services	3,118,080	3,331,900	3,645,000
Prof & Tech Serv- Other	943,243	714,371	742,946
Prof & Tech Serv- Events& Progs	41,540	72,587	85,490

Prof Develop-Seminars/Conferen	73,912	102,999	107,119
Phone & Internet	19,425	23,593	24,537
Postage & Shipping	23,538	24,548	25,530
Printing and Reproduction	17,077	41,900	46,076
Travel Expenses	94,142	297,106	323,990
Water & Sewer	3,467	7,164	7,450
Total 400-Purchased Services	4,805,139	5,384,396	5,619,595
500-Supplies and Materials			
Supplies & Materials for Events	10,553	61,244	63,694
Instruc/Acad Suplies&Materials	7,020	8,189	8,517
Company Vehicle Expenses	1,715	447	1,500
Electronics Equip & Softwar	115,814	156,284	162,535
Food & Snacks	21,692	75,309	78,321
Furniture	9,617	52,204	54,292
Maintenance & Celaning Supplies	9,239	15,578	16,202
Office Supplies	95,924	108,225	112,554
Total 500-Supplies and Materials	271,574	477,479	497,614
600-Capital Assets			
Automobibe	0	0	29,813
Building Improvements	0	0	
Electronic Equipment	0	0	
Furniture and Fixtures	0	0	
Total 600-Capital Assets	0	0	29,813
800-Other Objects			
Transfers In/Out	0	352,680	
Awards and Gifts	56,860	159,542	165,924
Bank Charges	4,565	4,561	4,743
Contributions & Memberships	3,000	6,498	6,758
Interest	9,119	0	0
Licences, Fees & Other Dues	15,794	9,133	9,498
Property & Liability Insurance	12,847	29,132	30,297
Scholarships	0	1,200	300,000
Depreciation	126,180	183,651	190,998
Total 800-Other Objects	228,364	746,398	708,219
Total Expense	9,291,316	11,830,234	13,104,524
Net Income	12,048,513	11,096,591	9,562,767

Attachment D: Concept Schools ESP Audit FY 2020



ASSURANCE

CONCEPT SCHOOLS, INC.
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

MUELLER

Elgin/Orland Park/Chicago
www.muellercpa.com
847.888.8600 Phone
847.888.0635 Fax

CONCEPT SCHOOLS, INC.
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

CONTENTS

	<u>Page</u>
Independent Auditor's Report	1 - 2
Consolidated Statement of Financial Position	3
Consolidated Statement of Activities	4
Consolidated Statement of Functional Expenses	5
Consolidated Statement of Cash Flows	6
Notes to Consolidated Financial Statements	7 - 17
Supplementary Information:	
Consolidating Statement of Financial Position	18 - 19
Consolidating Statement of Activities	20 - 23
Consolidating Statement of Cash Flows	24 - 25
Independent Auditor's Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency	26 - 27
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	28 - 29
Single Audit Section:	
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance	30 - 31
Schedule of Expenditures of Federal Awards	32 - 33
Notes to Schedule of Expenditures of Federal Awards	34
Schedule of Findings and Questioned Costs	35 - 36

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Concept Schools, Inc.
Schaumburg, Illinois

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Concept Schools, Inc. (a nonprofit organization), which comprise the consolidated statement of financial position as of June 30, 2020, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of Concept Schools, Inc. as of June 30, 2020, and the changes in its consolidated net assets and its consolidated cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 to the consolidated financial statements, for the year ended June 30, 2020, Concept Schools, Inc. adopted Accounting Standards Update No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made (Topic 958)*. Our opinion is not modified with respect to this matter.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The supplementary information on pages 18 - 25 is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the consolidated financial statements. The supplementary information and schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, that information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2020, on our consideration of Concept Schools, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Concept Schools, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Concept Schools, Inc.'s internal control over financial reporting and compliance.

Muller & Co., LLP

Orland Park, Illinois
October 30, 2020

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020

ASSETS

Current assets:	
Cash	\$ 18,751,587
Accounts receivable	2,535,624
Grants receivable	648,349
Prepaid expenses and other current assets	<u>240,381</u>
Total current assets	22,175,941
Property and equipment, net of accumulated depreciation	9,169,497
Other asset:	
Due from charter schools	<u>876,500</u>
Total assets	<u><u>\$ 32,221,938</u></u>

LIABILITIES AND NET ASSETS

Current liabilities:	
Accounts payable	\$ 799,566
Accrued expenses	6,991,171
Current portion of notes payable	<u>244,367</u>
Total current liabilities	8,035,104
Long-term liabilities:	
Notes payable, less current portion	<u>2,317,957</u>
Total liabilities	<u>10,353,061</u>
Net assets:	
Without donor restrictions	21,833,080
With donor restrictions:	
Purpose restrictions	<u>35,797</u>
Total net assets	<u>21,868,877</u>
Total liabilities and net assets	<u><u>\$ 32,221,938</u></u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Revenues:			
Per capita tuition, net	\$ 26,419,973	\$ -	\$ 26,419,973
Special education funding	818,746	-	818,746
Management fees	10,778,152	-	10,778,152
Contributions	20,100	75,215	95,315
Grants	1,858,978	-	1,858,978
In-kind contributions - CPS:			
Breakfast and lunch programs	288,515	-	288,515
On-behalf payments - CPS:			
Interest on short-term debt	9,150	-	9,150
Unfunded pension liability	176,564	-	176,564
Other income	462,460	-	462,460
Net assets released from restrictions	<u>84,775</u>	<u>(84,775)</u>	<u>-</u>
Total revenues	<u>40,917,413</u>	<u>(9,560)</u>	<u>40,907,853</u>
Expenses:			
Program services	31,520,461	-	31,520,461
Supporting services:			
Management and general	6,015,786	-	6,015,786
Fundraising	<u>322,651</u>	<u>-</u>	<u>322,651</u>
Total expenses	<u>37,858,898</u>	<u>-</u>	<u>37,858,898</u>
Change in net assets	3,058,515	(9,560)	3,048,955
Net assets at beginning of year	<u>18,774,565</u>	<u>45,357</u>	<u>18,819,922</u>
Net assets at end of year	<u>\$ 21,833,080</u>	<u>\$ 35,797</u>	<u>\$ 21,868,877</u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2020

	Program Services	Supporting Services		Total
		Management and General	Fundraising	
Salaries and benefits	\$ 20,023,588	\$ 1,331,429	\$ 210,646	\$ 21,565,663
Advertising	79,501	-	-	79,501
Depreciation	937,315	3,818	-	941,133
Dues and subscriptions	15,840	-	-	15,840
Educational supplies and services	2,458,434	-	-	2,458,434
Income taxes	69,655	-	-	69,655
In-kind expenses - CPS:				
Breakfast and lunch programs	288,515	-	-	288,515
Insurance	104,038	5,477	-	109,515
Interest	99,795	3,087	-	102,882
Legal settlement	-	4,500,000	-	4,500,000
Office supplies	494,600	19,771	5,122	519,493
On behalf payments - CPS:				
Interest on short-term debt	9,150	-	-	9,150
Unfunded pension liability	176,564	-	-	176,564
Payroll taxes	667,655	51,353	13,563	732,571
Printing and reproduction	31,576	-	-	31,576
Professional fees	550,323	-	5,880	556,203
Pupil transportation	432,800	-	-	432,800
Rent	2,695,545	81,760	-	2,777,305
Repairs and maintenance	508,819	-	122	508,941
Scholarship expense	-	-	84,775	84,775
School program expense	1,333,189	-	-	1,333,189
Supplies and materials	48,520	1,501	-	50,021
Telephone	54,109	1,674	-	55,783
Travel and entertainment	198,511	8,419	2,543	209,473
Utilities	242,419	7,497	-	249,916
Total	<u>\$ 31,520,461</u>	<u>\$ 6,015,786</u>	<u>\$ 322,651</u>	<u>\$ 37,858,898</u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2020

Cash flows from operating activities:		
Change in net assets	\$	3,048,955
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		941,133
Effects of changes in operating assets and liabilities:		
Accounts receivable		(3,055,951)
Grants receivable		143,326
Prepaid expenses and other current assets		(1,525)
Accounts payable		1,213,378
Accrued expenses		<u>4,523,142</u>
Net cash provided by operating activities	\$	6,812,458
Cash flows from investing activities:		
Payments for purchases of property and equipment		(1,458,115)
Advances made to charter schools		(430,000)
Collections of advances made to charter schools		<u>20,000</u>
Net cash used by investing activities		(1,868,115)
Cash flows from financing activities:		
Principal repayments of notes payable		<u>(236,605)</u>
Net increase in cash		4,707,738
Cash at beginning of year		<u>14,043,849</u>
Cash at end of year	\$	<u><u>18,751,587</u></u>

The accompanying notes are an integral part of the consolidated financial statements.

**CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020**

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. and its subsidiaries (Horizon Science Academy - Belmont Charter School ("Belmont"), Horizon Science Academy - McKinley Park Charter School ("McKinley Park"), Horizon Science Academy - Southwest Chicago Charter School ("Southwest") and CSMS, NFP were established to organize, operate and manage K - 12 charter schools. CSMS, NFP is a nonstock corporation that provides professional and technical services to the charter schools of Concept Schools, Inc.

Concept Schools, Inc. currently manages 26 charter schools under annual agreements and operates three charter schools (Belmont, McKinley Park and Southwest).

Belmont's and McKinley Park's charter school agreements with the Illinois State Charter School Commission expire in 2023. Southwest's charter school agreement with Chicago Public Schools ("CPS") expires in 2023.

Concept Schools, Inc., through the Future Institute, prepares seniors and graduates for success in college and their careers by providing various events, workshops, mentorships, and scholarships.

B. Principles of Consolidation

The accompanying consolidated financial statements include the accounts of Concept Schools, Inc. and its subsidiaries. Interentity transactions and balances have been eliminated in consolidation.

Concept Schools, Inc. and its subsidiaries are collectively referred to as "Concept."

C. Basis of Accounting

The consolidated financial statements of Concept have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

D. Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

E. Cash

For purposes of the consolidated statement of cash flows, Concept considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

Concept's bank account balances, at times, exceed federally insured limits. Concept has not experienced any losses on these accounts.

F. Accounts Receivable

Concept Schools, Inc. extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of Concept Schools, Inc., known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible. Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2020.

G. Property and Equipment

Concept capitalizes property and equipment over \$5,000. Purchased property and equipment are capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The useful lives of property and equipment for purposes of computing depreciation are as follows:

Buildings and improvements	10 - 40
Equipment and furniture	3 - 10
Leasehold improvements	7 - 39
Vehicles	5

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

H. Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions - Net assets available for use in general operations and not subject to donor-imposed restrictions.

Net Assets With Donor Restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

I. Contributions

Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the existence and/or nature of the restrictions. When a restriction is satisfied, net assets with donor restrictions are reclassified to net assets without donor restrictions.

J. Functional Expenses

The costs of program and supporting service activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, expenses require an allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries, administration and instruction, employee fringe benefits, and specific departmental expenses which are allocated based on estimated time and effort, as well as depreciation, occupancy and interest which are allocated on a square footage basis. The remainder of expenses are directly identified to the functional category to which it applies.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

K. Change in Accounting Principle - Contributions Received and Made

In June 2018, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2018-08, *Not-for-Profit Entities (Topic 958) – Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. ASU No. 2018-08 improves the current guidance on determining whether transactions are contributions or exchange transactions. ASU No. 2018-08 also requires determining if a contribution is conditional on the basis of whether an agreement includes a barrier that must be overcome and either a right of return of assets transferred or a right of release of a promisor's obligation to transfer assets. For the year ended June 30, 2020, Concept adopted ASU No. 2018-08 on a modified prospective basis. Accordingly, there is no effect on net assets in connection with the implementation of ASU No. 2018-08.

L. Recent Accounting Pronouncements

ASU No. 2014-09

In May 2014, the FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*. This standard outlines a single comprehensive model for organizations to use in accounting for revenue arising from contracts with customers and supersedes most current revenue recognition guidance, including industry-specific guidance. The main principle of ASU No. 2014-09 is to recognize revenues when promised goods or services are transferred to customers in an amount that reflects the consideration that is expected to be received for those goods or services. ASU No. 2014-09 provides organizations with two implementation methods: (i) apply the standard retrospectively to each prior reporting period presented (full retrospective application); or (ii) apply the standard retrospectively with the cumulative effect of initially applying the standard as an adjustment to the opening balance of net assets of the annual reporting period that includes the date of initial application (modified retrospective application). This guidance is effective for annual reporting periods beginning after December 15, 2019. Concept is currently evaluating the impact the pending adoption of ASU No. 2014-09 is expected to have on the consolidated financial statements.

ASU No. 2016-02

In February 2016, the FASB issued ASU No. 2016-02, *Leases (Topic 842)*. Under the new guidance, lessees will be required to recognize a lease liability and a right-of-use asset for all leases (with the exception of short-term leases) at the commencement date. ASU No. 2016-02 is effective for annual reporting periods beginning after December 15, 2021. Under ASU No. 2016-02, lessees (for capital and operating leases) and lessors (for sales-type, direct financing, and operating leases) must apply a modified retrospective transition approach for leases existing at, or entered into after, the beginning of the earliest comparative period presented in the financial statements. Lessees and lessors may not apply a full retrospective transition approach. Concept is currently evaluating the impact the pending adoption of ASU No. 2016-02 is expected to have on the consolidated financial statements.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

M. Subsequent Events

Management has evaluated subsequent events through October 30, 2020, which is the date the financial statements were available to be issued.

N. Management's Evaluation of Going Concern

In accordance with accounting principles generally accepted in the United States of America, management performed an evaluation to determine if adverse conditions or events, considered in the aggregate, raise substantial doubt about Concept's ability to continue as a going concern for the one-year period from the date the consolidated financial statements were available to be issued. Management's evaluation did not identify any conditions or events that raise substantial doubt about Concept's ability to continue as a going concern for the period from October 30, 2020 to October 30, 2021.

NOTE 2. AVAILABILITY AND LIQUIDITY

Financial assets available at June 30, 2020 to meet Concept's cash needs for general expenditure within one year were comprised of the following:

Financial assets:	
Cash	\$ 18,751,587
Accounts receivable	2,535,624
Grants receivable	<u>648,349</u>
Total financial assets	21,935,560
Less amounts not available for general expenditure within one year, due to:	
Purpose restrictions	<u>(35,797)</u>
Financial assets available to meet cash needs for general expenditure within one year	<u>\$ 21,899,763</u>

Concept's goal is to maintain available financial assets sufficient to meet its general expenditures, liabilities, and other obligations as they become due.

NOTE 3. DUE FROM CHARTER SCHOOLS

Concept Schools, Inc. has made advances to charter schools. The advances are non-interest bearing, unsecured, and due on demand. The balance receivable at June 30, 2020 was \$876,500.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Although the advances are due on demand, management of Concept Schools, Inc. has indicated that demand for repayment will not be made during the year ending June 30, 2021; therefore, the advances receivable are classified as a non-current asset on the accompanying consolidated statement of financial position.

NOTE 4. PROPERTY AND EQUIPMENT

Concept's property and equipment at June 30, 2020 consisted of the following:

Land	\$ 232,000
Buildings and improvements	2,570,755
Equipment and furniture	4,459,966
Leasehold improvements	5,169,494
Vehicles	<u>208,172</u>
Total	12,640,387
Less accumulated depreciation	<u>(3,470,890)</u>
Net property and equipment	<u>\$ 9,169,497</u>

NOTE 5. NOTES PAYABLE

Concept Schools, Inc. has a note payable to a bank that is due in monthly principal installments of \$7,667 plus interest at the LIBOR rate as defined in the note payable agreement plus 2.25%, with the final balloon payment due in November 2022. The effective interest rate at June 30, 2020 was 4.75%. The note is collateralized by real estate.

\$ 1,602,333

Southwest has a note payable to a bank that is due in monthly principal installments of \$11,009 plus interest at the LIBOR rate as defined in the note payable agreement plus 2.25%, with the final balloon payment due in July 2023. The effective interest rate at June 30, 2020 was 4.75%. The note is collateralized by real estate.

851,838

Southwest has a note payable to a bank that is due in monthly installments of \$2,098, including interest at 4.95%, with the final payment due in April 2025. The note is collateralized by two vehicles.

108,153

Total	2,562,324
Less current portion	<u>(244,367)</u>
Long-term portion	<u>\$ 2,317,957</u>

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Future maturities of the notes payable in years ending June 30 are as follows:

2021	\$	244,367
2022		245,399
2023		1,572,816
2024		479,028
2025		<u>20,714</u>
Total	\$	<u>2,562,324</u>

NOTE 6. RETIREMENT PLAN

Concept Schools, Inc. sponsors a 401(k) plan ("Plan") that covers eligible employees of Concept Schools, Inc. and CSMS, NFP. Employees of Southwest, Belmont and McKinley participate in state-sponsored retirement plans making them ineligible to participate in the Plan. Under terms of the Plan, employees are entitled to defer a portion of their total compensation, within limitations established by the Internal Revenue Code. Concept Schools, Inc. and CSMS, NFP may make discretionary matching contributions. Matching contributions for the year ended June 30, 2020 totaled \$89,526.

NOTE 7. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions at June 30, 2020 of \$35,797 were restricted for charter school alumni assistance.

NOTE 8. OPERATING LEASES

Belmont conducts its operations from a facility that is leased under a noncancelable operating lease that expires in July, 2026.

McKinley Park and Southwest conduct their operations from facilities that are leased on a month-to-month basis.

Rent expense under the above leases for the year ended June 30, 2020 is summarized as follows:

Belmont	\$	383,063
McKinley Park		1,208,849
Southwest		<u>1,133,435</u>
Total	\$	<u>2,725,347</u>

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Future minimum rental payments required under the Belmont lease in years ending June 30 are as follows:

2021	\$	391,431
2022		399,968
2023		408,675
2024		417,556
2025		426,615
2026		<u>435,855</u>
Total	\$	<u>2,480,100</u>

NOTE 9. CASH FLOW INFORMATION

Cash paid for interest expense during the year ended June 30, 2020 was \$112,032.

During the year ended June 30, 2020, Southwest had a noncash investing and financing transaction related to purchases of vehicles that were financed with a note payable of \$111,760.

NOTE 10. MANAGEMENT FEE INCOME

Concept Schools, Inc., being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of Concept Schools, Inc. that any fees or charges associated with the charitable services and programs of Concept Schools, Inc. will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2020 is reported net of fee waivers and reductions totaling \$1,709,706.

NOTE 11. INCOME TAXES

Concept Schools, Inc., including Belmont, McKinley Park and Southwest, operates as a nonprofit organization and has received exempt status under Section 501(c)(3) of the Internal Revenue Code. CSMS, NFP is taxed as a C corporation. Concept Schools, Inc.'s federal Exempt Organization Business Income Tax Return (Form 990) and CSMS, NFP's federal income tax return are subject to examination by the Internal Revenue Service, generally for three years after the date the returns were filed.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 12. HEALTH INSURANCE PLAN

Concept sponsors a self-insured health insurance plan for its employees. The plan limits its losses through the use of stop-loss policies from reinsurers. Specific individual losses for claims are limited to \$100,000 per year. The plan's aggregate annual loss limitation is based on a formula that considers, among other things, the total number of employees. Expenses under the plan for the year ended June 30, 2020 totaled \$1,681,458. Concept's accrual for health insurance claims payable is based upon unpaid claims and an estimate of claims incurred but not yet reported as of year-end. Accrued health insurance claims payable, which are included in accrued expenses, at June 30, 2020 totaled \$675,408.

NOTE 13. ENROLLMENT

Comparisons of budgeted and actual enrollment for Belmont and McKinley for the year ended June 30, 2020 are as follows:

	Enrollment	
	Budgeted	Actual
Belmont	535	550
McKinley	840	843

NOTE 14. TEACHER RETIREMENT FUND COMMITMENTS

Belmont, McKinley Park and Southwest participate in the Public School Teachers' Pension and Retirement Fund of Chicago (the "Fund"), a cost sharing multiple employer defined benefit public employee retirement system. Members of the Fund include all active nonannuitants who are employed by a Fund-covered employer and who hold an Illinois State Teacher Certification Board certification.

Belmont and McKinley

During the year ended June 30, 2020, Belmont and McKinley Park made employer contributions to the Fund of \$155,200 and \$260,762, respectively.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Southwest

Southwest's employer's contribution expense is equal 11.16% of total qualified pensionable salaries. During the year ended June 30, 2020, Chicago Public Schools charged Southwest an estimated employer's contribution of \$374,476. The table below is a summary of the pension true-up for the year ended June 30, 2020.

Total pensionable salaries	<u>\$ 2,892,515</u>
Employee's contribution expenses picked up by employer (7%)	<u>\$ 202,292</u>
Employer's contribution expense (11.16%)	\$ 322,805
Less amount charged by CPS for employer's pension expense	<u>(374,476)</u>
Pension true-up amount	<u>\$ (51,671)</u>

NOTE 15. SPECIAL EDUCATION FUNDING

During the year ended June 30, 2020, Southwest received special education funding ("SPED") from CPS totaling \$818,745. These funds were used for the following purposes:

<u>SPED Funding</u>	<u>FTEs</u>	<u>Total</u>
1. The number of SPED teachers (FTEs) and the total amount spent on SPED teachers (salaries + benefits)	10.0	\$ 575,886
2. The number of SPED paraprofessionals (FTEs) and the total amount spent on ParaPros (salaries + benefits)	5.0	165,289
3. The amount spent on related service providers, including the specific amounts spent on the following disciplines:		
a. Psychologists		24,648
b. Social workers		83,796
c. Speech-language pathologists		49,783
d. Occupational therapists		14,047
e. Physical therapists		144
g. Registered nurses (RNs) or licensed practical nurses (LPNs)		<u>2,387</u>
Totals	<u>15.0</u>	<u>\$ 915,980</u>

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

NOTE 16. COVID-19

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic, which continues to spread throughout the United States. The extent of the impact of COVID-19 on Concept's operational and financial performance will depend on certain developments, including the duration and spread of the outbreak. At this time, the extent to which COVID-19 may impact Concept's financial condition or results of operations is uncertain.

NOTE 17. LEGAL SETTLEMENT

Concept Schools, Inc. was being investigated by the United States Attorney's Office for the Northern District of Ohio, along with other investigative agencies. The investigation resulted in a legal settlement of \$4.5 million, which is included in accrued expenses at June 30, 2020.

SUPPLEMENTARY INFORMATION

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020

	<u>Concept Schools, Inc.</u>		<u>Horizon Science Academy Belmont</u>	<u>Horizon Science Academy McKinley Park</u>
ASSETS	<u>Operations</u>	<u>Future Institute</u>		
Current assets:				
Cash	\$ 13,183,188	\$ 22,381	\$ 786,034	\$ 4,411,527
Accounts receivable	3,038,190	-	-	66,994
Grants receivable	-	-	187,913	335,747
Internal balances	224,460	(224,460)	-	-
Prepaid expenses and other current assets	<u>200,000</u>	<u>-</u>	<u>12,729</u>	<u>27,652</u>
Total current assets	16,645,838	(202,079)	986,676	4,841,920
Property and equipment, net of accumulated depreciation	2,610,774	-	1,972,670	2,456,757
Other asset:				
Due from charter schools	<u>1,076,500</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total assets	<u>\$ 20,333,112</u>	<u>\$ (202,079)</u>	<u>\$ 2,959,346</u>	<u>\$ 7,298,677</u>
LIABILITIES AND NET ASSETS				
Current liabilities:				
Accounts payable	\$ 417,631	\$ -	\$ 480,368	\$ 449,673
Accrued expenses	5,217,691	-	417,304	686,972
Current portion of notes payable	<u>92,000</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total current liabilities	<u>5,727,322</u>	<u>-</u>	<u>897,672</u>	<u>1,136,645</u>
Long-term liabilities:				
Notes payable, less current portion	1,510,333	-	-	-
Due to charter schools	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total long-term liabilities	<u>1,510,333</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>7,237,655</u>	<u>-</u>	<u>897,672</u>	<u>1,136,645</u>
Net assets:				
Without donor restrictions	13,095,457	(237,876)	2,061,674	6,162,032
With donor restrictions:				
Purpose restrictions	<u>-</u>	<u>35,797</u>	<u>-</u>	<u>-</u>
Total net assets	<u>13,095,457</u>	<u>(202,079)</u>	<u>2,061,674</u>	<u>6,162,032</u>
Total liabilities and net assets	<u>\$ 20,333,112</u>	<u>\$ (202,079)</u>	<u>\$ 2,959,346</u>	<u>\$ 7,298,677</u>

See independent auditor's report.

<u>Horizon Science Academy Southwest</u>	<u>CSMS, NFP</u>	<u>Eliminations</u>	<u>Consolidated</u>
\$ 213,239	\$ 135,218	\$ -	\$ 18,751,587
-	407,128	(976,688)	2,535,624
124,689	-	-	648,349
-	-	-	-
<u>-</u>	<u>-</u>	<u>-</u>	<u>240,381</u>
337,928	542,346	(976,688)	22,175,941
2,107,145	22,151	-	9,169,497
<u>-</u>	<u>-</u>	<u>(200,000)</u>	<u>876,500</u>
<u>\$ 2,445,073</u>	<u>\$ 564,497</u>	<u>\$ (1,176,688)</u>	<u>\$ 32,221,938</u>
\$ 367,671	\$ 2,295	\$ (918,072)	\$ 799,566
632,160	95,660	(58,616)	6,991,171
<u>152,367</u>	<u>-</u>	<u>-</u>	<u>244,367</u>
<u>1,152,198</u>	<u>97,955</u>	<u>(976,688)</u>	<u>8,035,104</u>
807,624	-	-	2,317,957
<u>200,000</u>	<u>-</u>	<u>(200,000)</u>	<u>-</u>
<u>1,007,624</u>	<u>-</u>	<u>(200,000)</u>	<u>2,317,957</u>
<u>2,159,822</u>	<u>97,955</u>	<u>(1,176,688)</u>	<u>10,353,061</u>
285,251	466,542	-	21,833,080
<u>-</u>	<u>-</u>	<u>-</u>	<u>35,797</u>
<u>285,251</u>	<u>466,542</u>	<u>-</u>	<u>21,868,877</u>
<u>\$ 2,445,073</u>	<u>\$ 564,497</u>	<u>\$ (1,176,688)</u>	<u>\$ 32,221,938</u>

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020

	Concept Schools, Inc.		Horizon Science Academy Belmont	Horizon Science Academy McKinley Park	Horizon Science Academy Southwest	CSMS, NFP	Eliminations	Consolidated
	Operations	Future Institute						
Net assets without donor restrictions:								
Revenues:								
Per capita tuition, net	\$ -	\$ -	\$ 7,111,224	\$ 10,886,169	\$ 8,422,580	\$ -	\$ -	\$ 26,419,973
Special education funding	-	-	-	-	818,746	-	-	818,746
Management fees	13,270,712	-	-	-	-	2,677,935	(5,170,495)	10,778,152
Contributions	-	-	3,904	16,196	-	-	-	20,100
Grants	-	-	801,407	1,057,571	-	-	-	1,858,978
In-kind contributions - CPS:								
Breakfast and lunch programs	-	-	-	-	288,515	-	-	288,515
On-behalf payments - CPS:								
Interest on short-term debt	-	-	-	-	9,150	-	-	9,150
Unfunded pension liability	-	-	-	-	176,564	-	-	176,564
Other income	228,353	-	22,880	72,872	62,290	76,065	-	462,460
Net assets released from restrictions	-	84,775	-	-	-	-	-	84,775
Total revenues	13,499,065	84,775	7,939,415	12,032,808	9,777,845	2,754,000	(5,170,495)	40,917,413
Expenses:								
Program services	7,127,759	-	7,068,242	10,510,576	9,612,866	2,371,513	(5,170,495)	31,520,461
Supporting services:								
Management and general	4,866,958	-	232,098	342,957	341,370	232,403	-	6,015,786
Fundraising	-	322,651	-	-	-	-	-	322,651
Total expenses	11,994,717	322,651	7,300,340	10,853,533	9,954,236	2,603,916	(5,170,495)	37,858,898
Change in net assets without donor restrictions	1,504,348	(237,876)	639,075	1,179,275	(176,391)	150,084	-	3,058,515
Net assets without donor restrictions at beginning of year	11,591,109	-	1,422,599	4,982,757	461,642	316,458	-	18,774,565
Net assets without donor restrictions at end of year	\$ 13,095,457	\$ (237,876)	\$ 2,061,674	\$ 6,162,032	\$ 285,251	\$ 466,542	\$ -	\$ 21,833,080

(continued)

See independent auditor's report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020

	<u>Concept Schools, Inc.</u>		<u>Horizon Science Academy Belmont</u>	<u>Horizon Science Academy McKinley Park</u>	<u>Horizon Science Academy Southwest</u>	<u>CSMS, NFP</u>	<u>Eliminations</u>	<u>Consolidated</u>
	<u>Operations</u>	<u>Future Institute</u>						
Net assets with donor restrictions:								
Revenues:								
Contributions	\$ -	\$ 75,215	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,215
Net assets released from restrictions	<u>-</u>	<u>(84,775)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(84,775)</u>
Change in net assets with donor restrictions	-	(9,560)	-	-	-	-	-	(9,560)
Net assets with donor restrictions at beginning of year	<u>-</u>	<u>45,357</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>45,357</u>
Net assets with donor restrictions at end of year	<u>\$ -</u>	<u>\$ 35,797</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 35,797</u>
								(concluded)

See independent auditor's report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2020

	<u>Concept Schools, Inc.</u>		<u>Horizon Science Academy Belmont</u>	<u>Horizon Science Academy McKinley Park</u>	<u>Horizon Science Academy Southwest</u>	<u>CSMS, NFP</u>	<u>Eliminations</u>	<u>Consolidated</u>
	<u>Operations</u>	<u>Future Institute</u>						
Cash flows from operating activities:								
Change in net assets	\$ 1,504,348	\$ (247,436)	\$ 639,075	\$ 1,179,275	\$ (176,391)	\$ 150,084	\$ -	\$ 3,048,955
Adjustments to reconcile change in net assets to net cash provided by operating activities:								
Depreciation	127,281	-	272,113	303,112	230,918	7,709	-	941,133
Effects of changes in operating assets and liabilities:								
Accounts receivable	(2,068,523)	-	-	(25,045)	-	(164,582)	(797,801)	(3,055,951)
Grants receivable	-	-	72,306	736	70,284	-	-	143,326
Internal balances	(269,817)	269,817	-	-	-	-	-	-
Prepaid expenses and other current assets	-	-	-	(13,800)	12,275	-	-	(1,525)
Accounts payable	40,933	-	194,424	90,923	151,908	(3,996)	739,186	1,213,378
Accrued expenses	<u>4,766,452</u>	<u>-</u>	<u>7,204</u>	<u>(247,249)</u>	<u>(113,461)</u>	<u>51,581</u>	<u>58,615</u>	<u>4,523,142</u>
Net cash provided by operating activities	<u>4,100,674</u>	<u>22,381</u>	<u>1,185,122</u>	<u>1,287,952</u>	<u>175,533</u>	<u>40,796</u>	<u>-</u>	<u>6,812,458</u>
Cash flows from investing activities:								
Payments for purchases of property and equipment	(14,245)	-	(201,419)	(1,185,196)	(57,255)	-	-	(1,458,115)
Advances made to charter schools	(430,000)	-	-	-	-	-	-	(430,000)
Collections of advances made to charter schools	<u>920,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(900,000)</u>	<u>20,000</u>
Net cash provided (used) by investing activities	<u>475,755</u>	<u>-</u>	<u>(201,419)</u>	<u>(1,185,196)</u>	<u>(57,255)</u>	<u>-</u>	<u>(900,000)</u>	<u>(1,868,115)</u>
Cash flows from financing activities:								
Principal repayments of notes payable	(92,000)	-	-	-	(144,605)	-	-	(236,605)
Repayment of advances received from Concept Schools, Inc.	<u>-</u>	<u>-</u>	<u>(900,000)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>900,000</u>	<u>-</u>
Net cash used by financing activities	<u>(92,000)</u>	<u>-</u>	<u>(900,000)</u>	<u>-</u>	<u>(144,605)</u>	<u>-</u>	<u>900,000</u>	<u>(236,605)</u>
Net increase (decrease) in cash	4,484,429	22,381	83,703	102,756	(26,327)	40,796	-	4,707,738
Cash at beginning of year	<u>8,698,759</u>	<u>-</u>	<u>702,331</u>	<u>4,308,771</u>	<u>239,566</u>	<u>94,422</u>	<u>-</u>	<u>14,043,849</u>
Cash at end of year	<u>\$ 13,183,188</u>	<u>\$ 22,381</u>	<u>\$ 786,034</u>	<u>\$ 4,411,527</u>	<u>\$ 213,239</u>	<u>\$ 135,218</u>	<u>\$ -</u>	<u>\$ 18,751,587</u>

See independent auditor's report.

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
REQUIREMENTS OF APPLICABLE LAWS AND REGULATIONS
PRESCRIBED BY ADMINISTERING AGENCY**

To the Board of Directors of
Concept Schools, Inc.
Schaumburg, Illinois

We have examined the compliance of Horizon Science Academy - Belmont Charter School, Horizon Science Academy - McKinley Park Charter School, and Horizon Science Academy - Southwest Chicago Charter School (collectively referred to as "School") with the types of compliance requirements provided by the applicable administering agency. The Illinois State Charter School Commission is the administering agency for Horizon Science Academy - McKinley Park Charter School and Horizon Science Academy - Belmont Charter School. The Chicago Public Schools is the administering agency for Horizon Science Academy - Southwest Chicago Charter School. The Illinois State Charter School Commission and the Chicago Public Schools provided the compliance requirements in memorandums received by the School during the year ended June 30, 2020. Management of the School is responsible for the School's compliance with requirements of the applicable laws and regulations prescribed by the administering agencies (the specified requirements). Our responsibility is to express an opinion on the School's compliance with the specified requirements based on our examination.

The specified requirements that were tested included the following, as applicable:

- Open Meetings Act (5 ILCS 120/1 *et seq.*)
- Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database & Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 & 105 ILCS 5/34-18.5)
- Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)
- Administering Medication (105 ILCS 5/10-22.21b)
- Hazardous Materials Training (105 ILCS 5/10-20.17a)
- School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)
- Open Enrollment Process and Lottery (105 ILCS 5/27A-4(d), (h))
- All applicable health and safety regulations of the State of Illinois and the local municipalities, including without limitation those laws specifically identified by the Commission or the State Board as being applicable to charter schools

Conformance with the following sections of the Charter School Agreement (the "Agreement"):

Attendance - accurate attendance record keeping;

Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07) - Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and OMB Compliance Supplements;

Enrollment - an open enrollment process and lottery;

Governance and Operation - the School's governance structure;

Maintenance of Corporate Status and Good Standing;

Facility - the School's facility and ADA compliance;

Pension Payments - compliance with applicable sections of the Illinois Pension Code;

Management and Financial Controls;

Insurance Requirements - maintenance of required insurance coverage;

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the School complied, in all material respects, with the specified requirements referenced above. An examination involves performing procedures to obtain evidence about whether the School complied with the specified requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

Due to COVID-19, we were unable to perform the student inquiry procedures required to determine whether the School complied with the specified requirements of Administering Medication (105 ILCS 5/10-22.21b).

Our examination does not provide a legal determination on the School's compliance with the specified requirements.

In our opinion, Horizon Science Academy - Belmont Charter School, Horizon Science Academy - McKinley Park Charter School, and Horizon Science Academy - Southwest Chicago Charter School complied, in all material respects, with the specified requirements referred to above during the year ended June 30, 2020.

This report is intended solely for the information and use of management, the Board of Directors of Concept Schools, Inc., the Illinois State Charter School Commission and the Chicago Public Schools and it is not suitable for any other purpose.

Muller & Co., LLP

Orland Park, Illinois
October 30, 2020

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Concept Schools, Inc.
Schaumburg, Illinois

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Concept Schools, Inc. (a nonprofit organization) which comprise the consolidated statement of financial position as of June 30, 2020, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated October 30, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Concept Schools, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Concept Schools, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Concept Schools, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

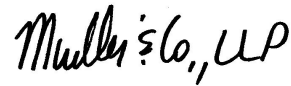
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Concept Schools, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Handwritten signature of Muller & Co, LLP in black ink.

Orland Park, Illinois
October 30, 2020

SINGLE AUDIT SECTION

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors of
Concept Schools, Inc.
Schaumburg, Illinois

Report on Compliance for Each Major Federal Program

We have audited Concept Schools, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Concept Schools, Inc.'s major federal programs for the year ended June 30, 2020. Concept Schools, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Concept Schools, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Concept Schools, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Concept Schools, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Concept Schools, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control over Compliance

Management of Concept Schools, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Concept Schools, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Concept Schools, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Muller & Co., LLP

Orland Park, Illinois
October 30, 2020

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2020

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
Special Education Cluster (IDEA):				
Department of Education Programs:				
Illinois State Board of Education:				
Pre-School Flow-through - Belmont	84.173	20-4600	\$ -	\$ 1,728
Pre-School Flow-through - McKinley	84.173	20-4600	-	2,277
Total for program			-	4,005
IDEA Flow-through - Belmont	84.027	20-4620	-	111,953
IDEA Flow-through - McKinley	84.027	20-4620	-	156,086
Total for program			-	268,039
Total Special Education Cluster (IDEA)			-	272,044
Child Nutrition Cluster:				
Department of Agriculture Programs:				
Illinois State Board of Education:				
Passed through Concept Schools, Inc.:				
School Breakfast - Belmont	10.553	19-4220	-	17,648
School Breakfast - McKinley	10.553	19-4220	-	11,345
School Breakfast - Belmont	10.553	20-4220	-	47,835
School Breakfast - McKinley	10.553	20-4220	-	19,199
Total for program			-	96,027
National School Lunch - Belmont	10.555	19-4210	-	38,015
National School Lunch - McKinley	10.555	19-4210	-	69,935
National School Lunch - Belmont	10.555	20-4210	-	132,442
National School Lunch - McKinley	10.555	20-4210	-	132,722
Commodities - Belmont (noncash)	10.555	2020	-	22,254
Commodities - McKinley (noncash)	10.555	2020	-	24,392
Total for program			-	419,760
Summer Food Service Program - McKinley	10.559	20-4225	-	25,396
Total Child Nutrition Cluster			-	541,183

(continued)

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2020

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
Department of Education Programs:				
Illinois State Board of Education:				
Title I - Low Income - Belmont (M)	84.010	20-4300	-	352,417
Title I - Low Income - McKinley (M)	84.010	20-4300	-	520,646
Chicago Public Schools:				
Title I - Low Income - Southwest (M)	84.010	20-4300	-	558,548
Total for program			-	1,431,611
Illinois State Board of Education:				
Title II - Effective Instruction - Belmont	84.367	20-4932	-	56,293
Title II - Effective Instruction - McKinley	84.367	20-4932	-	83,851
Chicago Public Schools:				
Title II - Effective Instruction - Southwest	84.367	20-4300	-	21,000
Total for program			-	161,144
Illinois State Board of Education:				
Title III - Language - Belmont	84.365	19-4300	-	6,310
Chicago Public Schools:				
Title IV - Student Support - Southwest	84.424	20-4932	-	8,027
Illinois State Board of Education:				
Elementary and Secondary Elementary Relief Grant - Belmont	84.367	20-4932	-	23,371
Elementary and Secondary Elementary Relief Grant -- McKinley	84.367	20-4932	-	24,386
Total for program			-	47,757
Total Department of Education Programs			-	1,654,849
Total expenditures of federal awards			\$ -	\$ 2,468,076 (concluded)

(M) - Major program

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2020

NOTE 1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Horizon Science Academy - McKinley Park Charter School, Horizon Science Academy - Belmont Charter School and Horizon Science Academy - Southwest Charter School, all of which are subsidiaries of Concept Schools, Inc. (Concept), and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE 2. INDIRECT FACILITIES AND ADMINISTRATION COSTS

Concept has elected not to use the 10-percent de minimis cost rate.

NOTE 3. NONCASH ASSISTANCE

Noncash assistance expended by Concept amounted to \$46,646 for commodities passed through the Illinois State Board of Education.

NOTE 4. OTHER INFORMATION

Insurance coverage in effect paid with federal funds during the fiscal year amounted to zero.

Loans/loan guarantees outstanding at June 30, 2020 amounted to zero.

Concept had no federal grants requiring matching expenses during the year ended June 30, 2020.

CONCEPT SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2020

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: UNMODIFIED

Internal control over financial reporting:

- Material weaknesses identified? Yes X None reported
- Significant deficiencies identified that are not considered to be material weaknesses? Yes X None reported
- Noncompliance noted? Yes X No

Federal Awards

Internal control over major programs:

- Material weaknesses identified? Yes X None reported
- Significant deficiencies identified that are not considered to be material weaknesses? Yes X None reported

Type of auditor's report issued on compliance for major programs: UNMODIFIED

Any audit findings disclosed that are required to be reported in accordance with §200.516 (a)? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I - Low Income

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? X Yes No

**CONCEPT SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2020**

Section II - Financial Statement Findings

There were none.

Section III - Federal Award Findings and Questioned Costs

There were none.

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

There were none.

Attachment E: Concept Schools ESP Audit FY 2021

Assurance

CONCEPT SCHOOLS, INC.

Audited Consolidated Financial Statements

Year Ended June 30, 2021

LOCAL
KNOWLEDGE,
GLOBAL
EXPERTISE

CONCEPT SCHOOLS, INC.
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

CONTENTS

PAGE

Financial Statements

Independent Auditor's Report	3
Consolidated Statement of Financial Position	4
Consolidated Statement of Activities	5
Consolidated Statement of Functional Expenses	6
Consolidated Statement of Cash Flows	7
Notes to Consolidated Financial Statements	8 - 17

Supplementary Information

Consolidating Statement of Financial Position	18 - 19
Consolidating Statement of Activities	20 - 21
Consolidating Statement of Cash Flows	22 - 23
Independent Auditor's Report on Compliance with Requirements of Applicable Laws and Regulations Prescribed by Administering Agency	24 - 25
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	26 - 27

Single Audit Reports and Schedules

Independent Auditor's Report on Compliance for each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	28 - 29
Schedule of Expenditures of Federal Awards	30 - 32
Notes to Schedule of Expenditures of Federal Awards	33
Schedule of Findings and Questioned Costs	34 - 35

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
of Concept Schools, Inc.

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated statements of Concept Schools, Inc. (a not-for-profit organization), which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements (collectively, financial statements).

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Auditor's Responsibility, Continued

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 of the financial statements, for the year ended June 30, 2021, Concept Schools, Inc. adopted Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*. Our opinion is not modified with respect to this matter.

Other Matters***Supplementary and Other information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information on pages 17 - 22 is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated on our consideration of the Concept Schools, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Concept Schools, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Concept Schools, Inc.'s internal control over financial reporting and compliance.

Handwritten signature of PKF Mueller in black ink.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

ASSETS

Current assets:	
Cash	\$ 24,206,519
Accounts receivable	1,878,378
Grants receivable	1,251,794
Prepaid expenses and other current assets	<u>265,068</u>
Total current assets	27,601,759
Property and equipment, net of accumulated depreciation	21,574,710
Other asset:	
Due from charter schools	<u>1,156,500</u>
Total assets	<u><u>\$ 50,332,969</u></u>

LIABILITIES AND NET ASSETS

Current liabilities:	
Accounts payable	\$ 492,084
Accrued expenses	2,706,210
Current portion of notes payable	<u>1,155,399</u>
Total current liabilities	<u>4,353,693</u>
Long-term liabilities:	
Notes payable, less current portion	10,110,891
Obligation under interest rate swap	<u>223,505</u>
Total long-term liabilities	<u>10,334,396</u>
Total liabilities	14,688,089
Net assets:	
Without donor restrictions	<u>35,644,880</u>
Total liabilities and net assets	<u><u>\$ 50,332,969</u></u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENTS OF ACTIVITIES
YEAR ENDED JUNE 30, 2021

	WITHOUT DONOR RESTRICTIONS	WITH DONOR RESTRICTIONS	TOTAL
Support and revenue:			
Per capita tuition, net	\$ 30,323,805	-	30,323,805
Management fees	13,045,724	-	13,045,724
Casualty gain	208,199	-	208,199
Contributions	-	63,716	63,716
Gain on sale of vehicles and equipment	22,988	-	22,988
Grants	2,670,491	-	2,670,491
In-kind contributions - CPS	169,324	-	169,324
Other income	283,199	-	283,199
Net assets released from restrictions	<u>99,513</u>	<u>(99,513)</u>	<u>-</u>
Total support and revenue	<u>46,823,243</u>	<u>(35,797)</u>	<u>46,787,446</u>
Expenses and losses:			
Program services	30,835,023	-	30,835,023
Supporting services:			
Management and general	1,585,919	-	1,585,919
Fundraising	<u>366,996</u>	<u>-</u>	<u>366,996</u>
Total expenses	32,787,938	-	32,787,938
Change in fair value of interest rate swap	<u>223,505</u>	<u>-</u>	<u>223,505</u>
Total expenses and losses	<u>33,011,443</u>	<u>-</u>	<u>33,011,443</u>
Change in net assets	13,811,800	(35,797)	13,776,003
Net assets at beginning of year	<u>21,833,080</u>	<u>35,797</u>	<u>21,868,877</u>
Net assets at end of year	<u><u>\$ 35,644,880</u></u>	<u><u>-</u></u>	<u><u>35,644,880</u></u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021

		SUPPORTING SERVICES		
	PROGRAM SERVICES	MANAGEMENT AND GENERAL	FUNDRAISING	TOTAL
Salaries and benefits	\$ 20,684,840	1,394,270	254,154	22,333,264
Advertising	73,470	-	-	73,470
Depreciation	1,050,948	3,599	-	1,054,547
Dues and subscriptions	20,032	-	-	20,032
Educational supplies and services	1,447,141	-	-	1,447,141
Income taxes	17,557	-	-	17,557
In-kind expenses - CPS	169,324	-	-	169,324
Insurance	94,806	4,990	-	99,796
Interest	115,072	2,900	-	117,972
Management services	186,469	-	-	186,469
Office supplies	515,411	19,779	2,741	537,931
Payroll taxes	638,317	50,359	-	688,676
Printing and reproductions	3,581	-	-	3,581
Professional fees	1,138,886	-	2,530	1,141,416
Pupil transportation	41,188	-	-	41,188
Rent	2,532,233	97,725	-	2,629,958
Repairs and maintenance	326,215	-	-	326,215
Scholarship expense	-	-	107,554	107,554
School program expense	1,389,991	-	-	1,389,991
Supplies and materials	33,314	1,030	-	34,344
Telephone	40,169	1,242	-	41,411
Travel and entertainment	81,460	2,769	17	84,246
Utilities	234,599	7,256	-	241,855
Total expenses	<u>\$ 30,835,023</u>	<u>1,585,919</u>	<u>366,996</u>	<u>32,787,938</u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021

Cash flows provided by (applied to) operating activities:	
Change in net assets	\$ 13,776,003
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	1,054,547
Casualty gain	(208,199)
Change in fair value of interest rate swap	223,505
Gain on sale of vehicles and equipment	(22,988)
Effects of changes in operating assets and liabilities:	
Accounts receivable	1,349,566
Grants receivable	(376,810)
Prepaid expenses and other current assets	(35,887)
Accounts payable and accrued expenses	<u>(4,863,345)</u>
Net cash provided by operating activities	<u>10,896,392</u>
Cash flows provided by (applied to) investing activities:	
Payments for purchases of property and equipment	(4,819,426)
Proceeds from sale of vehicles and equipment	54,000
Advances made to charter schools	(400,000)
Collection of advances made to charter schools	<u>120,000</u>
Net cash applied to investing activities	<u>(5,045,426)</u>
Cash flows applied to financing activities:	
Principal repayments of notes payable	<u>(396,034)</u>
Net increase in cash	5,454,932
Cash at beginning of year	<u>18,751,587</u>
Cash at end of year	<u>\$ 24,206,519</u>
Noncash investing and financing transactions:	
Proceeds from casualty gain funded with insurance proceeds receivable	<u>\$ 555,115</u>
Purchase of land and building financed with note payable	<u>\$ 9,100,000</u>
Other cash flow information:	
Interest paid	<u>\$ 96,645</u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 1 - NATURE OF OPERATIONS

Concept Schools, Inc. and its subsidiaries (Horizon Science Academy - Belmont Charter School ("Belmont"), Horizon Science Academy - McKinley Park Charter School ("McKinley Park"), Horizon Science Academy - Southwest Chicago Charter School ("Southwest") and CSMS, NFP were established to organize, operate and manage K - 12 charter schools. CSMS, NFP is a nonstock corporation that provides professional and technical services to the charter schools of Concept Schools, Inc.

Concept Schools, Inc. currently manages 26 charter schools under annual agreements and operates three charter schools (Belmont, McKinley Park and Southwest).

Belmont's and McKinley Park's charter school agreements with the Illinois State Charter School Commission expire in 2023. Southwest's charter school agreement with Chicago Public Schools ("CPS") expires in 2023.

Concept Schools, Inc., through the Future Institute, prepares seniors and graduates for success in college and their careers by providing various events, workshops, mentorships, and scholarships.

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The consolidated financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations.

Principles of Consolidation

The accompanying consolidated financial statements (collectively, financial statements) include the accounts of Concept Schools, Inc. and its subsidiaries. Interentity transactions and balances have been eliminated in consolidation.

Concept Schools, Inc. and its subsidiaries will be referred to as "Concept."

Accounting Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash

For purposes of the consolidated statement of cash flows, Concept considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Concentration of Credit Risk

Concept maintains its cash balances in one financial institution located in Chicago, Illinois. The balances at the financial institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times Concept's cash deposits were in excess of the FDIC limit.

Accounts Receivable

Concept Schools, Inc. extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on its past collection experience, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible. Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2021.

Property and Equipment

Property and equipment have been recorded at cost if purchased or at fair value at time of donation if received as a gift. Concept capitalizes property and equipment over \$5,000 that have a useful life of more than one year. Depreciation of property and equipment is provided over the estimated useful lives of the respective assets on a straight-line basis. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed as incurred. The useful lives of property and equipment for purposes of computing depreciation are as follows:

Buildings and improvements	10 - 40 years
Equipment and furniture	3 - 10 years
Leasehold improvements	7 - 39 years
Vehicles	5 years

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor-imposed restrictions.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Net Assets, Continued

Net Assets With Donor Restrictions – Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Concept reports contributions restricted by donors as increases in net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statement of activities as net assets released from restrictions.

Revenue and Support Recognition

Concept derives its revenue primarily from fixed-price single performance obligations contracts. Management fees are recognized as revenue over the period of time to which they apply, which is generally one year.

Concept recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

A portion of Concept's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenditures. Amounts received are recognized as revenue when Concept has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the consolidated statement of financial position. There were no such grants at June 30, 2021. No amounts have been received in advance under the federal and state contracts and grants.

Contributions

Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the existence and/or nature of the restrictions. When a restriction is satisfied, net assets with donor restrictions are reclassified to net assets without donor restrictions.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Functional Expenses

The costs of program and supporting service activities have been summarized on a functional basis in the consolidated statement of activities. The consolidated statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and benefits and specific departmental expenses which are allocated on the basis of estimates of time and effort, as well as depreciation, occupancy and interest which are allocated on a square footage basis. The remainder of expenses are directly identified to the functional category to which it applies.

Change in Accounting Principles – Revenue from Contracts with Customers

In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*, which supersedes the revenue recognition requirements in Accounting Standards Codification 605, *Revenue Recognition*. ASU No. 2014-09 provides for a single five-step model to be applied to all revenue contracts with customers. ASU No. 2014-09 also requires additional financial statement disclosures about the nature, amount, timing and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in judgments. For the year ended June 30, 2021, Concept adopted ASU No. 2014-09 and has adjusted the presentation in these financial statements accordingly. ASU No. 2014-09 has been applied using the modified retrospective method to all periods presented and resulted in no changes to previously reported net assets as there were no significant changes to the way Concept recognizes revenue.

As part of the adoption of ASU No. 2014-09, Concept elected to use the following transition practical expedients: (i) completed contracts that begin and end in the same annual reporting period have not been restated; (ii) Concept used the known transaction price for completed contracts; (iii) to exclude disclosures of transaction prices allocated to remaining performance obligations when Concept expects to recognize such revenue for all periods prior to the date of initial application of ASU No. 2014-09; and (iv) Concept has reflected the aggregate of all contract modifications that occurred prior to the date of initial application when identifying the satisfied and unsatisfied performance obligations, determining the transaction price and allocating the transaction price.

Concept also elected to use the portfolio approach practical expedient. Concept's contracts with customers contain similar terms and as a result, Concept has elected to apply its revenue recognition policies to a portfolio of contracts with similar characteristics. Concept does not expect the results of doing so to differ materially from applying the guidance to individual contracts.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

New Accounting Standard – Leases

In February 2016, the FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The FASB also subsequently issued additional ASUs, which amend and clarify Topic 842. The most significant change in the new leasing guidance is the requirement to recognize right-of-use (ROU) assets and lease liabilities for operating leases in the consolidated statement of financial position. The ASUs are effective for fiscal years beginning after December 15, 2021. Early adoption is permitted. Concept is currently evaluating the methods of adoption allowed and the effect that adoption is expected to have on its consolidated financial position, changes in net assets, cash flows, and related disclosures.

Subsequent Events

Subsequent events have been evaluated through September 28, 2021, the date that the financial statements were available to be issued.

Management Evaluation of Going Concern

In accordance with accounting principles generally accepted in the United States of America, management performed an evaluation to determine if adverse conditions or events, considered in the aggregate, raise substantial doubt about Concept's ability to continue as a going concern for the one-year period from the date the financial statements were available to be issued. Management's evaluation did not identify any conditions or events that raise substantial doubt about Concept's ability to continue as a going concern for the period from September 28, 2021 to September 28, 2022.

NOTE 3 - AVAILABILITY AND LIQUIDITY

Financial assets available at June 30, 2021 to meet Concept's cash needs for general expenditure within one year were comprised of the following:

Financial assets:	
Cash	\$ 24,206,519
Accounts receivable	1,878,378
Grants receivable	<u>1,251,794</u>
Financial assets available to meet cash needs for general expenditure within one year	<u><u>\$ 27,336,691</u></u>

Concept's goal is to maintain available financial assets sufficient to meet its general expenditures, liabilities, and other obligations as they become due.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 4 - DUE FROM CHARTER SCHOOLS

Concept Schools, Inc. has made advances to charter schools. The advances are non-interest bearing, unsecured, and due on demand. The balance receivable at June 30, 2021 was \$1,156,500.

Although the advances are due on demand, management of Concept Schools, Inc. has indicated that demand for repayment will not be made during the year ending June 30, 2022; therefore, the advances receivable are classified as a non-current asset on the accompanying consolidated statement of financial position.

NOTE 5 - PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2021 consisted of the following:

Land	232,000
Buildings and improvements	15,262,688
Equipment and furniture	4,485,801
Leasehold Improvements	5,317,044
Vehicles	208,172
Less accumulated depreciation	<u>(3,930,995)</u>
Net property and equipment	<u><u>\$ 21,574,710</u></u>

NOTE 6 - NOTES PAYABLE

Notes payable at June 30, 2021 consisted of the following:

Concept Schools, Inc. has a note payable to a bank that is due in monthly principal installments of \$7,667 plus interest at the LIBOR rate as defined in the note payable agreement plus 2.25%, with the final balloon payment due in November 2022. The effective interest rate at June 30, 2021 was 2.34%. The note is collateralized by real estate.

\$ 1,510,333

Southwest has a note payable to a bank that is due in monthly principal installments of \$11,009 plus interest at the LIBOR rate as defined in the note payable agreement plus 2.25%, with the final balloon payment due in July 2023. The effective interest rate at June 30, 2021 was 2.34%. The note is collateralized by real estate.

719,730

Southwest has a note payable to a bank that is due in monthly installments of \$2,098, including interest at 4.95%, with the final payment due in April 2025. The note is collateralized by two vehicles.

87,894

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 6 - NOTES PAYABLE, CONTINUED

McKinley Park has a note payable to a bank that is due in monthly principal installments of \$75,833 plus interest at one month LIBOR plus 1.30%, with the final payment due in April 2031. McKinley Park entered into an interest rate swap contract that converts the floating rate to a fixed rate of 2.86%. The note is collateralized by real estate.

8,948,333

Total	11,266,290
Less current portion	<u>(1,155,399)</u>
Long-term portion	<u>\$ 10,110,891</u>

Future maturities of the notes payable in years ending June 30 are as follows:

2022	\$ 1,155,399
2023	2,482,816
2024	1,389,028
2025	930,714
2026	910,000
Thereafter	<u>4,398,333</u>
Total	<u>\$ 11,266,290</u>

NOTE 7 - OBLIGATION UNDER INTEREST RATE SWAP CONTRACT

The note payable related to McKinley Park described in Note 6 bears interest at one month LIBOR plus 1.30%. In April 2021, McKinley Park entered into an interest rate swap contract that effectively converts the interest rate on the note to 2.86%. Under the swap contract, the Company pays interest at one month LIBOR plus 1.56% and receives interest at one month LIBOR. The notional amount under the swap decreases as principal payments are made on the note so that the notional amount equals the principal outstanding under the note. The swap is designed to hedge the risk of changes in interest payments on the notes caused by changes in one month LIBOR.

Accounting principles generally accepted in the United States of America require interest rate swap contracts to be recognized at fair value as either assets or liabilities in the consolidated statement of financial position. The value of the interest rate swap contract is reported in the consolidated statement of financial position at June 30, 2021 as a liability of \$223,505. The change in the value of the interest rate swap for the year ended June 30, 2021 was \$223,505, and is reported on the consolidated statement of activities. Fair value has been measured based on an estimate of the amount needed to settle the contract as calculated by the counterparty to the swap contract. The calculation was based on changes in market conditions and/or assumptions underlying the valuation models used.

Interest expense on the underlying note payable for the year ended June 30, 2021 totaled \$26,762. Additional interest required to be paid under the interest rate swap contract for the year ended June 30, 2021 was \$27,694.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 8 - RETIREMENT PLAN

Concept Schools, Inc. sponsors a 401(k) plan ("Plan") that covers eligible employees of Concept Schools, Inc. and CSMS, NFP. Employees of Southwest, Belmont and McKinley participate in state-sponsored retirement plans making them ineligible to participate in the Plan. Under terms of the Plan, employees are entitled to defer a portion of their total compensation, within limitations established by the Internal Revenue Code. Concept Schools, Inc. and CSMS, NFP may make discretionary matching contributions. Matching contributions for the year ended June 30, 2021 totaled \$91,650.

NOTE 9 - OPERATING LEASES

Belmont conducts its operations from a facility that is leased under a noncancelable operating lease that expires in June 2026.

McKinley Park conducted its operations from facilities that were leased on a month-to-month basis through April 2021. McKinley Park purchased the facilities in April 2021.

Southwest conducts its operations from facilities that are leased on a month-to-month basis.

Rent expense under the above leases for the year ended June 30, 2021 is summarized as follows:

Belmont	\$ 391,431
McKinley Park	1,012,405
Southwest	<u>1,178,719</u>
Total	<u><u>\$ 2,582,555</u></u>

Future minimum rental payments required under the Belmont lease in years ending June 30 are as follows:

2022	\$ 399,968
2023	408,675
2024	417,556
2025	426,615
2026	<u>435,855</u>
Total	<u><u>\$ 2,088,669</u></u>

NOTE 10 - MANAGEMENT FEE INCOME

Concept Schools, Inc., being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of Concept Schools, Inc. that any fees or charges associated with the charitable services and programs of Concept Schools, Inc. will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2021 is reported net of fee waivers and reductions totaling \$125,225.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 11 - INCOME TAXES

Concept Schools, Inc., including Belmont, McKinley Park and Southwest, operates as a nonprofit organization and has received exempt status under Section 501(c)(3) of the Internal Revenue Code. CSMS, NFP is taxed as a C corporation. Concept Schools, Inc.'s federal Exempt Organization Business Income Tax Return (Form 990) and CSMS, NFP's federal income tax return are subject to examination by the Internal Revenue Service, generally for three years after the date the returns were filed.

NOTE 12 - HEALTH INSURANCE PLAN

Concept sponsors a self-insured health insurance plan for its employees. The plan limits its losses through the use of stop-loss policies from reinsurers. Specific individual losses for claims are limited to \$100,000 per year. The plan's aggregate annual loss limitation is based on a formula that considers, among other things, the total number of employees. Expenses under the plan for the year ended June 30, 2021 totaled \$1,615,454. Concept's accrual for health insurance claims payable is based upon unpaid claims and an estimate of claims incurred but not yet reported as of year-end. Accrued health insurance claims payable, which are included in accrued expenses, at June 30, 2021 totaled \$634,740.

NOTE 13 - ENROLLMENT

Comparisons of budgeted and actual enrollment for Belmont and McKinley for the year ended June 30, 2021 are as follows:

	Enrollment	
	Budgeted	Actual
Belmont	560	544
McKinley	860	859

NOTE 14 - TEACHER RETIREMENT FUND COMMITMENTS

Belmont, McKinley Park and Southwest participate in the Public School Teachers' Pension and Retirement Fund of Chicago (the "Fund"), a cost sharing multiple employer defined benefit public employee retirement system. Members of the Fund include all active nonannuitants who are employed by a Fund-covered employer and who hold an Illinois State Teacher Certification Board certification.

Belmont and McKinley

During the year ended June 30, 2021, Belmont and McKinley Park made employer contributions to the Fund of \$163,294 and \$311,879, respectively.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 14 - TEACHER RETIREMENT FUND COMMITMENTS, CONTINUED

Southwest

Southwest's employer's contribution expense is equal 11.16% of total qualified pensionable salaries. During the year ended June 30, 2021, Chicago Public Schools charged Southwest an estimated employer's contribution of \$335,046. The table below is a summary of the pension true-up for the year ended June 30, 2021.

Total pensionable salaries	\$ <u>3,719,500</u>
Employee's contribution expenses picked up by employer (7%)	\$ <u>259,873</u>
Employer's contribution expense (11.16%)	\$ 415,096
Less amount charged by CPS for employer's pension expense	<u>(335,046)</u>
Pension true-up amount	\$ <u>80,050</u>

NOTE 15 - SPECIAL EDUCATION FUNDING

During the year ended June 30, 2021, Southwest received special education funding ("SPED") from CPS totaling \$871,792. These funds, in addition to other funds, were used for the following purposes:

<u>SPED Funding</u>	<u>FTEs</u>	<u>Total</u>
1. The number of SPED teachers (FTEs) and the total amount spent on SPED teachers (salaries + benefits)	8	\$ 495,220
2. The number of SPED paraprofessionals (FTEs) and the total amount spent on ParaPros (salaries + benefits)	5	200,637
3. The amount spent on related service providers, including the specific amounts spent on the following disciplines:	-	-
a. Psychologists	-	32,214
b. Social workers	-	63,989
c. Speech-language pathologists	-	58,095
d. Occupational therapists	-	22,954
f. Registered nurses (RNs) or licenses practical nurses (LPNs)	-	<u>77,033</u>
Total	<u>13</u>	<u>\$ 950,142</u>

SUPPLEMENTARY INFORMATION

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

ASSETS

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	CONSOLIDATED
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Current assets:								
Cash	\$ 17,632,291	8,249	2,445,760	3,275,770	813,995	30,454	-	24,206,519
Accounts receivable	2,334,962	-	-	45,320	-	581,065	(1,082,969)	1,878,378
Grants receivable	-	-	516,186	551,182	184,426	-	-	1,251,794
Internal balances	512,581	(512,581)	-	-	-	-	-	-
Prepaid expenses and other current assets	<u>202,942</u>	<u>-</u>	<u>29,237</u>	<u>16,452</u>	<u>2,500</u>	<u>13,937</u>	<u>-</u>	<u>265,068</u>
Total current assets	20,682,776	(504,332)	2,991,183	3,888,724	1,000,921	625,456	(1,082,969)	27,601,759
Property and equipment, net of accumulated depreciation	2,155,249	-	2,096,182	15,460,063	1,859,194	4,022	-	21,574,710
Other asset:								
Due from charter schools	<u>1,356,500</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(200,000)</u>	<u>1,156,500</u>
Total assets	<u>\$ 24,194,525</u>	<u>(504,332)</u>	<u>5,087,365</u>	<u>19,348,787</u>	<u>2,860,115</u>	<u>629,478</u>	<u>(1,282,969)</u>	<u>50,332,969</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

LIABILITIES AND NET ASSETS

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	<u>CONSOLIDATED</u>
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Current liabilities:								
Accounts payable	\$ 683,786	1,027	310,892	401,992	163,145	14,211	(1,082,969)	492,084
Accrued expenses	685,714	-	277,123	961,577	772,150	9,646	-	2,706,210
Current portion of notes payable	<u>92,000</u>	<u>-</u>	<u>-</u>	<u>910,000</u>	<u>153,399</u>	<u>-</u>	<u>-</u>	<u>1,155,399</u>
Total current liabilities	<u>1,461,500</u>	<u>1,027</u>	<u>588,015</u>	<u>2,273,569</u>	<u>1,088,694</u>	<u>23,857</u>	<u>(1,082,969)</u>	<u>4,353,693</u>
Long-term liabilities:								
Notes payable, less current portion	1,418,333	-	-	8,038,333	654,225	-	-	10,110,891
Obligation under interest rate swap	-	-	-	223,505	-	-	-	223,505
Due to charter schools	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>200,000</u>	<u>-</u>	<u>(200,000)</u>	<u>-</u>
Total long-term liabilities	<u>1,418,333</u>	<u>-</u>	<u>-</u>	<u>8,261,838</u>	<u>854,225</u>	<u>-</u>	<u>(200,000)</u>	<u>10,334,396</u>
Total liabilities	2,879,833	1,027	588,015	10,535,407	1,942,919	23,857	(1,282,969)	14,688,089
Net assets:								
Undesignated	<u>21,314,692</u>	<u>(505,359)</u>	<u>4,499,350</u>	<u>8,813,380</u>	<u>917,196</u>	<u>605,621</u>	<u>-</u>	<u>35,644,880</u>
Total liabilities and net assets	<u>\$ 24,194,525</u>	<u>(504,332)</u>	<u>5,087,365</u>	<u>19,348,787</u>	<u>2,860,115</u>	<u>629,478</u>	<u>(1,282,969)</u>	<u>50,332,969</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021

	<u>CONCEPT SCHOOLS, INC.</u>		<u>HORIZON</u>	<u>HORIZON</u>	<u>HORIZON</u>			
	<u>OPERATIONS</u>	<u>FUTURE</u>	<u>SCIENCE</u>	<u>SCIENCE</u>	<u>SCIENCE</u>			
		<u>INSTITUTE</u>	<u>ACADEMY</u>	<u>ACADEMY</u>	<u>ACADEMY</u>			
			<u>BELMONT</u>	<u>MCKINLEY</u>	<u>SOUTHWEST</u>	<u>CSMS, NFP</u>	<u>ELIMINATIONS</u>	<u>CONSOLIDATED</u>
				<u>PARK</u>				
Net assets without donor restrictions:								
Revenues:								
Per capita tuition, net	\$ -	-	7,995,886	12,297,033	10,030,886	-	-	30,323,805
Management fees	15,848,242	-	-	-	-	2,719,200	(5,521,718)	13,045,724
Casualty gain (loss)	219,543	-	-	-	-	(11,344)	-	208,199
Gain on sale of vehicles and equipment	-	-	22,988	-	-	-	-	22,988
Grants	-	-	1,160,403	1,510,088	-	-	-	2,670,491
In-kind contributions - CPS	-	-	-	-	169,324	-	-	169,324
Other income	101,396	-	14,713	53,070	48,349	65,671	-	283,199
Net assets released from restrictions	-	99,513	-	-	-	-	-	99,513
Total revenues	<u>16,169,181</u>	<u>99,513</u>	<u>9,193,990</u>	<u>13,860,191</u>	<u>10,248,559</u>	<u>2,773,527</u>	<u>(5,521,718)</u>	<u>46,823,243</u>
Expenses and losses:								
Program services	7,560,913	-	6,534,345	10,610,227	9,250,860	2,400,396	(5,521,718)	30,835,023
Supporting services:								
Management and general	389,033	-	221,969	375,111	365,754	234,052	-	1,585,919
Fundraising	-	366,996	-	-	-	-	-	366,996
Total expenses	<u>7,949,946</u>	<u>366,996</u>	<u>6,756,314</u>	<u>10,985,338</u>	<u>9,616,614</u>	<u>2,634,448</u>	<u>(5,521,718)</u>	<u>32,787,938</u>
Change in fair value of interest rate swap	-	-	-	223,505	-	-	-	223,505
Total expenses and losses	<u>7,949,946</u>	<u>366,996</u>	<u>6,756,314</u>	<u>11,208,843</u>	<u>9,616,614</u>	<u>2,634,448</u>	<u>(5,521,718)</u>	<u>33,011,443</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	CONSOLIDATED
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Change in net assets	8,219,235	(267,483)	2,437,676	2,651,348	631,945	139,079	-	13,811,800
Net assets without donor restrictions at beginning of year	<u>13,095,457</u>	<u>(237,876)</u>	<u>2,061,674</u>	<u>6,162,032</u>	<u>285,251</u>	<u>466,542</u>	<u>-</u>	<u>21,833,080</u>
Net assets (deficit) without donor restrictions at end of year	<u>\$ 21,314,692</u>	<u>(505,359)</u>	<u>4,499,350</u>	<u>8,813,380</u>	<u>917,196</u>	<u>605,621</u>	<u>-</u>	<u>35,644,880</u>
Net assets with donor restrictions:								
Revenues:								
Contributions	\$ -	63,716	-	-	-	-	-	63,716
Net assets released from restrictions	<u>-</u>	<u>(99,513)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(99,513)</u>
Change in net assets	-	(35,797)	-	-	-	-	-	(35,797)
Net assets with donor restrictions at beginning of year	<u>-</u>	<u>35,797</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>35,797</u>
Net assets with donor restrictions at end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	CONSOLIDATED
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Cash flows provided by (applied to) operating activities:								
Change in net assets	\$ 8,219,235	(303,280)	2,437,676	2,651,348	631,945	139,079	-	13,776,003
Adjustments to reconcile change in net assets to net cash provided by (applied to) operating activities:								
Depreciation	119,953	-	295,514	386,223	246,071	6,786	-	1,054,547
Casualty (gain) loss	(219,543)	-	-	-	-	11,344	-	(208,199)
Change in fair value of interest rate swap	-	-	-	223,505	-	-	-	223,505
Gain on sale of vehicles and equipment	-	-	(22,988)	-	-	-	-	(22,988)
Effects of changes in operating assets and liabilities:								
Accounts receivable	1,258,343	-	-	(193,761)	-	(173,937)	458,921	1,349,566
Grants receivable	-	-	(328,273)	11,200	(59,737)	-	-	(376,810)
Internal balances	(288,121)	288,121	-	-	-	-	-	-
Prepaid expenses and other current assets	(2,942)	-	(16,508)	-	(2,500)	(13,937)	-	(35,887)
Accounts payable and accrued expenses	<u>(4,265,822)</u>	<u>1,027</u>	<u>(309,657)</u>	<u>226,924</u>	<u>17,203</u>	<u>(74,099)</u>	<u>(458,921)</u>	<u>(4,863,345)</u>
Net cash provided by (applied to) operating activities	<u>4,821,103</u>	<u>(14,132)</u>	<u>2,055,764</u>	<u>3,305,439</u>	<u>832,982</u>	<u>(104,764)</u>	<u>-</u>	<u>10,896,392</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021

	<u>CONCEPT SCHOOLS, INC.</u>		<u>HORIZON SCIENCE ACADEMY BELMONT</u>	<u>HORIZON SCIENCE ACADEMY MCKINLEY PARK</u>	<u>HORIZON SCIENCE ACADEMY SOUTHWEST</u>	<u>CSMS, NFP</u>	<u>ELIMINATIONS</u>	<u>CONSOLIDATED</u>
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Cash flows provided by (applied to)								
investing activities:								
Payments for purchases of property								
and equipment	-	-	(450,038)	(4,289,529)	(79,859)	-	-	(4,819,426)
Proceeds from sale of vehicles and								
equipment	-	-	54,000	-	-	-	-	54,000
Advances made to charter schools	(400,000)	-	-	-	-	-	-	(400,000)
Collections of advances made to								
charter schools	<u>120,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>120,000</u>
Net cash provided by								
(applied to) investing								
activities	<u>(280,000)</u>	<u>-</u>	<u>(396,038)</u>	<u>(4,289,529)</u>	<u>(79,859)</u>	<u>-</u>	<u>-</u>	<u>(5,045,426)</u>
Cash flows applied to financing								
activities:								
Principal repayments of notes								
payable	<u>(92,000)</u>	<u>-</u>	<u>-</u>	<u>(151,667)</u>	<u>(152,367)</u>	<u>-</u>	<u>-</u>	<u>(396,034)</u>
Net increase (decrease) in cash	4,449,103	(14,132)	1,659,726	(1,135,757)	600,756	(104,764)	-	5,454,932
Cash at beginning of year	<u>13,183,188</u>	<u>22,381</u>	<u>786,034</u>	<u>4,411,527</u>	<u>213,239</u>	<u>135,218</u>	<u>-</u>	<u>18,751,587</u>
Cash at end of year	<u>\$ 17,632,291</u>	<u>8,249</u>	<u>2,445,760</u>	<u>3,275,770</u>	<u>813,995</u>	<u>30,454</u>	<u>-</u>	<u>24,206,519</u>
Noncash investing and financing								
transactions:								
Proceeds from casualty gain funded								
with insurance receipt receivable	<u>\$ 555,115</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>555,115</u>
Purchase of land and building								
financed with note payable	<u>\$ 9,100,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>9,100,000</u>
Other cash flow information:								
Interest paid	<u>\$ 38,853</u>	<u>-</u>	<u>-</u>	<u>33,129</u>	<u>24,663</u>	<u>-</u>	<u>-</u>	<u>96,645</u>
See Independent Auditor's Report.								

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
REQUIREMENTS OF APPLICABLE LAWS AND REGULATIONS
PRESCRIBED BY ADMINISTERING AGENCY**

To the Board of Directors of
Concept Schools, Inc.

We have examined the compliance of Horizon Science Academy - Belmont Charter School, Horizon Science Academy - McKinley Park Charter School, and Horizon Science Academy - Southwest Chicago Charter School (collectively referred to as "School") with the types of compliance requirements provided by the applicable administering agency. The Illinois State Charter School Commission is the administering agency for Horizon Science Academy - McKinley Park Charter School and Horizon Science Academy - Belmont Charter School. The Chicago Public Schools is the administering agency for Horizon Science Academy - Southwest Chicago Charter School. The Illinois State Charter School Commission and the Chicago Public Schools provided the compliance requirements in memorandums received by the School during the year ended June 30, 2021. Management of the School is responsible for the School's compliance with requirements of the applicable laws and regulations prescribed by the administering agencies (the specified requirements). Our responsibility is to express an opinion on the School's compliance with the specified requirements based on our examination.

The specified requirements that were tested included the following, as applicable:

Open Meetings Act (5 ILCS 120/1 *et seq.*)

Fingerprint-based Criminal Background Investigations and Checks of the Statewide Sex Offender Database & Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/10-21.9 & 105 ILCS 5/34-18.5)

Illinois School Student Records Act (105 ILCS 10/1 *et seq.*)

Administering Medication (105 ILCS 5/10-22.21b)

Hazardous Materials Training (105 ILCS 5/10-20.17a)

School Safety Drill Act (105 ILCS 128/1 *et seq.*)

Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)

Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)

Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)

Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)

Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/1 *et seq.*)

Open Enrollment Process and Lottery (105 ILCS 5/27A-4(d), (h))

Board of Directors Requirements (105 ILCS 5/27A-5(c))

All applicable health and safety regulations of the State of Illinois and the local municipalities, including without limitation those laws specifically identified by the Commission or the State Board as being applicable to charter schools

Conformance with the following sections of the Charter School Agreement (the "Agreement"):

Attendance - accurate attendance record keeping;

Single Audit Act Amendments of 1996 (31 U.S.C. 7501-07) - Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and OMB Compliance Supplements;

Enrollment - an open enrollment process and lottery;

Governance and Operation - the School's governance structure;

Maintenance of Corporate Status and Good Standing;

Facility - the School's facility and ADA compliance;

Pension Payments - compliance with applicable sections of the Illinois Pension Code;

Management and Financial Controls;

Insurance Requirements - maintenance of required insurance coverage.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the School complied, in all material respects, with the specified requirements referenced above. An examination involves performing procedures to obtain evidence about whether the School complied with the specified requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

Due to COVID-19, we were unable to perform the procedures related to School Safety Drill Act (105 ILCS 128/1 *et seq.*).

Our examination does not provide a legal determination on the School's compliance with the specified requirements.

In our opinion, Horizon Science Academy - Belmont Charter School, Horizon Science Academy - McKinley Park Charter School, and Horizon Science Academy - Southwest Chicago Charter School complied, in all material respects, with the specified requirements referred to above during the year ended June 30, 2021.

This report is intended solely for the information and use of management, the Board of Directors of Concept Schools, Inc., the Illinois State Charter School Commission and the Chicago Public Schools and it is not suitable for any other purpose.

PKF Mueller

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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Concept Schools, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Concept Schools, Inc. (a nonprofit organization) which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated TBD.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Concept Schools, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Concept Schools, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Concept Schools, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Concept Schools, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "PKF Mueller". The signature is written in a cursive, flowing style.

SINGLE AUDIT SECTION

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors of
Concept Schools, Inc.

Report on Compliance for Each Major Federal Program

We have audited Concept Schools, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Concept Schools, Inc.'s major federal programs for the year ended June 30, 2021. Concept Schools, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Concept Schools, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Concept Schools, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Concept Schools, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Concept Schools, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control over Compliance

Management of Concept Schools, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Concept Schools, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Concept Schools, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Orland Park, Illinois
September 28, 2021

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
Special Education Cluster (IDEA):				
U.S Department of Education Programs:				
Illinois State Board of Education:				
IDEA Pre-School Flow-through - Belmont	84.173	21-4600	\$ -	\$ 1,530
IDEA Pre-School Flow-through - McKinley	84.173	21-4600	-	2,003
Total for IDEA Pre-School Flow-through			-	3,533
IDEA Flow-through - Belmont	84.027	21-4620	-	124,739
IDEA Flow-through - McKinley	84.027	21-4620	-	178,243
Total for IDEA Flow-through			-	302,982
Total Special Education Cluster (IDEA)			-	306,515
Child Nutrition Cluster:				
U.S Department of Agriculture Programs:				
Illinois State Board of Education:				
Passed through Concept Schools, Inc.:				
National School Lunch - Belmont	10.555	20-4210	-	610
National School Lunch - McKinley	10.555	20-4210	-	293
Commodities - Belmont (noncash)	10.555	2021	-	8,132
Commodities - McKinley (noncash)	10.555	2021	-	12,746
Total for National School Lunch Program			-	21,781
Summer Food Service Program - Belmont	10.559	20-4225	-	20,376
Summer Food Service Program - Belmont	10.559	21-4225	-	119,852
Summer Food Service Program - McKinley	10.559	20-4225	-	9,787
Summer Food Service Program - McKinley	10.559	21-4225	-	136,845
Total for Summer Food Service Program			-	286,860
U.S Department of Defense Programs:				
Illinois State Board of Education:				
Passed through Concept Schools, Inc.:				
Fresh Fruit and Vegetables - Belmont	10.555	2021	-	613
Fresh Fruit and Vegetables - McKinley	10.555	2021	-	961
Total for Fresh Fruit and Vegetables Program			-	1,574
Total Child Nutrition Cluster			-	310,215

(continued)

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
Education Stabilization Fund:				
U.S Department of Education Programs:				
Illinois State Board of Education:				
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	20-4998-ER	-	263,132
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	21-4998-DE	-	62,036
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	21-4998-PL	-	3,000
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	21-4998-E2	-	140,154
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	20-4998-ER	-	373,295
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	21-4998-DE	-	74,306
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	21-4998-PL	-	6,498
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	21-4998-E2	-	123,870
Total for ESSER Program			-	1,046,291
Illinois State Board of Education:				
COVID-19 - American Resuce Plan -Elementary and Secondary School Emergency Relief (ARP ESSER) - Belmont (M)	84.425U	21-4998	-	86,642
COVID-19 - American Resuce Plan -Elementary and Secondary School Emergency Relief (ARP ESSER) - McKinley (M)	84.425U	21-4998	-	55,217
Total for ARP ESSER Program			-	141,859
Total Education Stabilization Fund			-	1,188,150
				(continued)

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S Department of Education Programs:				
Illinois State Board of Education:				
Title I - Low Income - Belmont	84.010	21-4300	-	347,709
Title I - Low Income - McKinley	84.010	21-4300	-	496,744
Chicago Public Schools:				
Title I - Low Income - Southwest	84.010	21-4300	-	577,134
Total for Title I - Low Income			-	1,421,587
Illinois State Board of Education:				
Title II - Effective Instruction - Belmont	84.367	21-4932	-	54,535
Title II - Effective Instruction - McKinley	84.367	21-4932	-	82,587
Chicago Public Schools:				
Title II - Effective Instruction - Southwest	84.367	21-4932	-	30,992
Total for Title II - Effective Instruction			-	168,114
Illinois State Board of Education:				
Title III - Language - McKinley	84.365	21-4909	-	2,344
Chicago Public Schools:				
Title IV - Student Support - Southwest	84.424	21-4400	-	32,503
Total Department of Education Programs			-	2,812,698
Total expenditures of federal awards			\$ -	\$ 3,429,428 (concluded)

(M) - Major program

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021

NOTE 1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Horizon Science Academy - McKinley Park Charter School, Horizon Science Academy - Belmont Charter School and Horizon Science Academy - Southwest Charter School, all of which are subsidiaries of Concept Schools, Inc. (Concept), and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE 2. INDIRECT FACILITIES AND ADMINISTRATION COSTS

Concept has elected not to use the 10-percent de minimis cost rate.

NOTE 3. NONCASH ASSISTANCE

Noncash assistance expended by Concept amounted to \$22,452 for commodities passed through the Illinois State Board of Education.

NOTE 4. OTHER INFORMATION

Insurance coverage in effect paid with federal funds during the fiscal year amounted to zero.

Loans/loan guarantees outstanding at June 30, 2021 amounted to zero.

Concept had no federal grants requiring matching expenses during the year ended June 30, 2021.

CONCEPT SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: UNMODIFIED

Internal control over financial reporting:

- Material weaknesses identified? Yes X None reported
- Significant deficiencies identified that are not considered to be material weaknesses? Yes X None reported
- Noncompliance noted? Yes X No

Federal Awards

Internal control over major programs:

- Material weaknesses identified? Yes X None reported
- Significant deficiencies identified that are not considered to be material weaknesses? Yes X None reported

Type of auditor's report issued on compliance for major programs: UNMODIFIED

Any audit findings disclosed that are required to be reported in accordance with §200.516 (a)? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
	Education Stabilization Fund:
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425U	American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? X Yes No

**CONCEPT SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021**

Section II - Financial Statement Findings

There were none.

Section III - Federal Award Findings and Questioned Costs

There were none.

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

There were none.

Attachment F: Concept Schools ESP Audit FY 2022

Assurance

CONCEPT SCHOOLS, INC.

Audited Consolidated Financial Statements

Year Ended June 30, 2022

LOCAL
KNOWLEDGE,
GLOBAL
EXPERTISE

CONCEPT SCHOOLS, INC.
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

CONTENTS

PAGE

Financial Statements

Independent Auditor's Report	1 - 3
Consolidated Statement of Financial Position	4
Consolidated Statement of Activities	5
Consolidated Statement of Functional Expenses	6
Consolidated Statement of Cash Flows	7
Notes to Consolidated Financial Statements	8 - 18

Supplementary Information

Consolidating Statement of Financial Position	19 - 20
Consolidating Statement of Activities	21
Consolidating Statement of Cash Flows	22 - 24

Single Audit Reports and Schedules

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Consolidated Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	25 - 26
Independent Auditor's Report on Compliance for each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	27 - 29
Schedule of Expenditures of Federal Awards	30 - 33
Notes to Schedule of Expenditures of Federal Awards	34
Schedule of Findings and Questioned Costs	35 - 36
Schedule of Prior Audit Findings and Questioned Costs	37

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Concept Schools, Inc.

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Concept Schools, Inc. (a nonprofit organization), which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements (collectively, financial statements).

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Concept Schools, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Concept Schools, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Concept Schools, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Concept Schools, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2022, on our consideration of Concept Schools, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Concept Schools, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Concept Schools, Inc.'s internal control over financial reporting and compliance.



CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

ASSETS

Current assets:

Cash	\$ 32,628,664
Accounts receivable	3,375,950
Grants receivable	2,546,738
Prepaid expenses and other current assets	<u>152,081</u>

Total current assets	<u>38,703,433</u>
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Property and equipment, net of accumulated depreciation	<u>34,963,360</u>
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Other assets:

Due from charter schools	1,100,000
Asset under interest rate swap contracts	<u>1,214,800</u>

Total other assets	<u>2,314,800</u>
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Total assets	<u><u>\$ 75,981,593</u></u>
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LIABILITIES AND NET ASSETS

Current liabilities:

Accounts payable	\$ 719,664
Accrued expenses	3,010,230
Current portion of notes payable	<u>1,665,707</u>

Total current liabilities	5,395,601
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Long-term liabilities:

Notes payable, less current portion	<u>16,950,340</u>
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Total liabilities	22,345,941
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Net assets:

Without donor restrictions	<u>53,635,652</u>
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Total liabilities and net assets	<u><u>\$ 75,981,593</u></u>
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The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENTS OF ACTIVITIES
YEAR ENDED JUNE 30, 2022

Net assets without donor restrictions:

Revenues:

Per capita tuition, net	\$ 32,068,472
Management fees	17,545,020
Change in fair value of interest rate swaps	1,438,305
Contributions	140,190
Grants	5,633,493
In-kind contributions - CPS	340,602
Other income	<u>852,445</u>
Total revenues	<u>58,018,527</u>

Expenses and losses:

Program services	36,412,318
Supporting services:	
Management and general	1,740,918
Fundraising	<u>368,073</u>

Total expenses	38,521,309
Loss on dispositions of property and equipment	<u>1,506,446</u>
Total expenses and losses	<u>40,027,755</u>

Change in net assets	17,990,772
Net assets at beginning of year	<u>35,644,880</u>
Net assets at end of year	<u><u>\$ 53,635,652</u></u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022

		SUPPORTING SERVICES		
	PROGRAM SERVICES	MANAGEMENT AND GENERAL	FUNDRAISING	TOTAL
Salaries and benefits	\$ 23,852,467	1,577,764	201,916	25,632,147
Advertising	135,735	-	-	135,735
Depreciation	1,559,157	3,785	-	1,562,942
Dues and subscriptions	23,113	-	-	23,113
Educational supplies and services	2,100,808	-	-	2,100,808
In-kind expenses - CPS	340,602	-	-	340,602
Insurance	91,443	4,812	-	96,255
Interest	499,751	15,456	-	515,207
Management services	943,234	-	-	943,234
Office supplies	746,889	31,614	3,101	781,604
Payroll taxes	716,770	55,039	-	771,809
Printing and reproduction	17,077	-	-	17,077
Professional fees	828,265	-	1,671	829,936
Pupil transportation	555,736	-	-	555,736
Rent	903,337	25,792	-	929,129
Repairs and maintenance	521,892	-	-	521,892
Scholarship expense	-	-	161,005	161,005
School program expense	1,703,062	-	-	1,703,062
Supplies and materials	52,789	1,633	-	54,422
Taxes	101,035	-	-	101,035
Telephone	105,275	3,256	-	108,531
Travel and entertainment	287,738	11,680	380	299,798
Utilities	326,143	10,087	-	336,230
Total expenses	<u>\$ 36,412,318</u>	<u>1,740,918</u>	<u>368,073</u>	<u>38,521,309</u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022

Cash flows provided (used) by operating activities:	
Change in net assets	\$ 17,990,772
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Change in fair value of interest rate swaps	(1,438,305)
Depreciation	1,562,942
Loss on dispositions of property and equipment	1,506,446
Effects of changes in operating assets and liabilities:	
Accounts receivable	(1,439,522)
Grants receivable	(1,294,944)
Prepaid expenses and other current assets	112,987
Accounts payable and accrued expenses	<u>473,551</u>
Net cash provided by operating activities	<u>17,473,927</u>
Cash flows provided (used) by investing activities:	
Payments for purchases of property and equipment	(6,063,600)
Proceeds from dispositions of property and equipment	17,939
Advances made to charter schools	(200,000)
Collection of advances made to charter schools	<u>625,389</u>
Net cash used by investing activities	<u>(5,620,272)</u>
Cash flows used by financing activities:	
Principal repayments of notes payable	<u>(3,431,510)</u>
Net increase in cash	8,422,145
Cash at beginning of year	<u>24,206,519</u>
Cash at end of year	<u>\$ 32,628,664</u>
Noncash investing and financing transactions:	
Purchase of land and building financed with note payable	<u>\$ 10,412,378</u>
Other cash flow information:	
Interest paid	<u>\$ 515,207</u>

The accompanying notes are an integral part of the consolidated financial statements.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 1 - NATURE OF OPERATIONS

Concept Schools, Inc. and its subsidiaries (Horizon Science Academy - Belmont Charter School ("Belmont"), Horizon Science Academy - McKinley Park Charter School ("McKinley Park"), Horizon Science Academy - Southwest Chicago Charter School ("Southwest") and CSMS, NFP were established to organize, operate and manage K - 12 charter schools. CSMS, NFP is a nonstock corporation that provides professional and technical services to the charter schools of Concept Schools, Inc.

Concept Schools, Inc. currently manages 24 charter schools and a special education cooperative under annual agreements and operates three charter schools (Belmont, McKinley Park and Southwest).

Belmont's and McKinley Park's charter school agreements with the Illinois State Board of Education expire in 2023. Southwest's charter school agreement with Chicago Public Schools ("CPS") expires in 2023.

Concept Schools, Inc., through the Future Institute, prepares seniors and graduates for success in college and their careers by providing various events, workshops, mentorships, and scholarships.

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The consolidated financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations (U.S. GAAP).

Principles of Consolidation

The accompanying consolidated financial statements (collectively, financial statements) include the accounts of Concept Schools, Inc. and its subsidiaries. Interentity transactions and balances have been eliminated in consolidation.

Concept Schools, Inc. and its subsidiaries will be referred to as "Concept."

Accounting Estimates

The preparation of financial statements in accordance with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash

For purposes of the consolidated statement of cash flows, Concept considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Concentration of Credit Risk

Concept maintains its cash balances in one financial institution located in Chicago, Illinois. The balances at the financial institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times Concept's cash deposits were in excess of the FDIC limit.

Accounts Receivable

Concept Schools, Inc. extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on its past collection experience, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible. Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2022.

Property and Equipment

Property and equipment have been recorded at cost if purchased or at fair value at time of donation if received as a gift. Concept capitalizes property and equipment over \$5,000 that have a useful life of more than one year. Depreciation of property and equipment is provided over the estimated useful lives of the respective assets on a straight-line basis. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed as incurred. The useful lives of property and equipment for purposes of computing depreciation are as follows:

Buildings and improvements	10 - 40 years
Equipment and furniture	3 - 10 years
Leasehold improvements	7 - 39 years
Vehicles	5 years

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor-imposed restrictions.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Net Assets, Continued

Net Assets With Donor Restrictions – Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the existence and/or nature of the restrictions. When a restriction is satisfied, net assets with donor restrictions are reclassified to net assets without donor restrictions.

Revenue and Support Recognition

Concept derives its revenue primarily from fixed-price single performance obligations contracts. Management fees are recognized as revenue over the period of time to which they apply, which is generally one year.

Concept recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

A portion of Concept's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenditures. Amounts received are recognized as revenue when Concept has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the consolidated statement of financial position. There were no such grants at June 30, 2022. No amounts have been received in advance under the federal and state contracts and grants.

Change in Accounting Principle – Contributed Nonfinancial Assets

In September 2020, the FASB issued ASU No. 2020-07, Presentation and Disclosure by Not-for-Profit Entities for Contributed Nonfinancial Assets. The ASU improves financial reporting by providing new presentation and disclosure requirements, including presenting contributed nonfinancial assets (in-kind contributions) as a separate line item in the consolidated statement of activities apart from contributions of cash and other financial assets. The ASU also requires additional qualitative and quantitative disclosures about the nature, amount, restrictions, and policies surrounding the contributed nonfinancial assets. For the year ended June 30, 2022, Concept adopted the ASU on a retrospective basis and has adjusted the presentation in these financial statements accordingly.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

In-Kind Contributions

Concept receives in-kind contributions of time and pro bono services from members of the community and volunteers related to program operations, special events, and fund-raising activities. Donated services are recognized as contributions if the services (a) create or enhance nonfinancial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the Concept. Concept also receives contributions of goods and facility space for use in its program operations.

The Concept recognizes in-kind contribution revenue and a corresponding expense in an amount approximating the estimated fair value at the time of the donation. Concept's policy related to in-kind contributions is to utilize the assets given to carry out the mission of Concept. If an asset is provided that does not allow Concept to utilize it in its normal course of business, the asset will be sold at its fair market value as determined by appraisal or specialist depending on the type of asset. See Note 8 for a description of the valuation techniques utilized for Concept's in-kind contributions.

Functional Expenses

The costs of program and supporting service activities have been summarized on a functional basis in the consolidated statement of activities. The consolidated statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and benefits and specific departmental expenses which are allocated on the basis of estimates of time and effort, as well as depreciation, occupancy and interest which are allocated on a square footage basis. The remainder of expenses are directly identified to the functional category to which it applies.

New Accounting Standard – Leases

In February 2016, the FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The FASB also subsequently issued additional ASUs, which amend and clarify Topic 842. The most significant change in the new leasing guidance is the requirement to recognize right-of-use (ROU) assets and lease liabilities for operating leases in the consolidated statement of financial position. The ASUs are effective for fiscal years beginning after December 15, 2021. Early adoption is permitted. Concept is currently evaluating the methods of adoption allowed and the effect that adoption is expected to have on its consolidated financial position, changes in net assets, cash flows, and related disclosures.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Subsequent Events

Subsequent events have been evaluated through October 31, 2022, the date that the financial statements were available to be issued.

Management's Evaluation of Going Concern

In accordance with U.S. GAAP, management performed an evaluation to determine if adverse conditions or events, considered in the aggregate, raise substantial doubt about the Concept's ability to continue as a going concern for the one-year period from the date the financial statements were available to be issued. Management's evaluation did not identify any conditions or events that raise substantial doubt about the Concept's ability to continue as a going concern for the period from October 31, 2022 to October 31, 2023.

NOTE 3 - AVAILABILITY AND LIQUIDITY

Financial assets available at June 30, 2022 to meet Concept's cash needs for general expenditure within one year were comprised of the following:

Financial assets:	
Cash	\$ 32,628,664
Accounts receivable	3,375,950
Grants receivable	<u>2,546,738</u>
Financial assets available to meet cash needs for general expenditure within one year	<u>\$ 38,551,352</u>

Concept's goal is to maintain available financial assets sufficient to meet its general expenditures, liabilities, and other obligations as they become due.

NOTE 4 - DUE FROM CHARTER SCHOOLS

Concept Schools, Inc. has made advances to charter schools. The advances are non-interest bearing, unsecured, and due on demand. The balance receivable at June 30, 2022 was \$1,100,000.

Although the advances are due on demand, management of Concept Schools, Inc. has indicated that demand for repayment will not be made during the year ending June 30, 2023; therefore, the advances receivable are classified as a non-current asset on the accompanying consolidated statement of financial position.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 5 - PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2022 consisted of the following:

Land	\$ 1,422,424
Buildings and improvements	29,156,795
Construction in progress	157,500
Equipment and furniture	4,731,349
Leasehold Improvements	3,883,799
Vehicles	254,617
Less accumulated depreciation	<u>(4,643,124)</u>
Property and equipment, net of accumulated depreciation	<u>\$ 34,963,360</u>

Southwest leased its facility on a month-to-month basis through September 2021, at which time it purchased the facility from the lessor. In accordance with U.S. GAAP, the net book value of leasehold improvements capitalized prior to the purchase of the facility of \$1,499,337 was written off and included in loss on dispositions of property and equipment on the consolidated statement of activities.

NOTE 6 - NOTES PAYABLE

Notes payable at June 30, 2022 consisted of the following:

McKinley Park has a note payable to a bank that is due in monthly principal installments of \$75,833 plus interest at one month LIBOR plus 1.30%, with the final payment due in April 2031. McKinley Park entered into an interest rate swap contract that converts the floating rate to a fixed rate of 2.86%. The note is collateralized by real estate.

\$ 8,038,333

Southwest has a note payable to a bank that is due in monthly principal installments of \$61,111, including interest at the Secured Overnight Financing Rate (SOFR) plus 1.90%, with the final balloon payment due in October 2031. Southwest entered into an interest rate swap contract that converts the floating rate to a fixed rate of 3.34%. The note is collateralized by real estate.

10,511,111

Southwest has a note payable to a bank that is due in monthly installments of \$2,098, including interest at 4.95%, with the final payment due in April 2025. The note is collateralized by two vehicles.

66,603

Total	18,616,047
Less current portion	<u>(1,665,707)</u>
Long-term portion	<u>\$ 16,950,340</u>

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 6 - NOTES PAYABLE, CONTINUED

Future maturities of the notes payable in years ending June 30 are as follows:

2023	\$ 1,665,707
2024	1,666,846
2025	1,664,046
2026	1,643,332
2027	1,643,332
Thereafter	<u>10,332,784</u>
Total	<u>\$ 18,616,047</u>

NOTE 7 - OBLIGATION UNDER INTEREST RATE SWAP CONTRACTS

McKinley Park

The note payable related to McKinley Park described in Note 6 bears interest at one month LIBOR plus 1.30%. In April 2021, McKinley Park entered into an interest rate swap contract that effectively converts the interest rate on the note to a fixed rate of 2.86%. Under the swap contract, the Company pays interest at one month LIBOR plus 1.56% and receives interest at one month LIBOR. The notional amount under the swap decreases as principal payments are made on the note so that the notional amount equals the principal outstanding under the note. The swap is designed to hedge the risk of changes in interest payments on the notes caused by changes in one month LIBOR.

U.S. GAAP requires interest rate swap contracts to be recognized at fair value as either assets or liabilities in the consolidated statement of financial position. The value of the interest rate swap contract is reported on the consolidated statement of financial position at June 30, 2022 as an asset of \$461,558. The change in the value of the interest rate swap for the year ended June 30, 2022 was \$685,063 and is reported on the consolidated statement of activities. Fair value has been measured based on an estimate of the amount needed to settle the contract as calculated by the counterparty to the swap contract. The calculation was based on changes in market conditions and/or assumptions underlying the valuation models used.

Interest expense on the underlying note payable for the year ended June 30, 2022 totaled \$126,675. Additional interest required to be paid under the interest rate swap contract for the year ended June 30, 2022 was \$118,596.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 7 - OBLIGATION UNDER INTEREST RATE SWAP, CONTINUED

Southwest

The note payable related to Southwest described in Note 6 bears interest at SOFR plus 1.90%. In October 2021, Southwest entered into an interest rate swap contract that effectively converts the interest rate on the note to a fixed rate of 3.34%. Under the swap contract, the Company pays interest at SOFR plus 1.44% and receives interest at SOFR. The notional amount under the swap decreases as principal payments are made on the note so that the notional amount equals the principal outstanding under the note. The swap is designed to hedge the risk of changes in interest payments on the notes caused by changes in SOFR.

U.S. GAAP requires interest rate swap contracts to be recognized at fair value as either assets or liabilities in the consolidated statement of financial position. The value of the interest rate swap contract is reported on the consolidated statement of financial position at June 30, 2022 as an asset of \$753,242. The change in the value of the interest rate swap for the year ended June 30, 2022 was \$753,242 and is reported on the consolidated statement of activities. Fair value has been measured based on an estimate of the amount needed to settle the contract as calculated by the counterparty to the swap contract. The calculation was based on changes in market conditions and/or assumptions underlying the valuation models used.

Interest expense on the underlying note payable for the year ended June 30, 2022 totaled \$172,839. Additional interest required to be paid under the interest rate swap contract for the year ended June 30, 2022 was \$87,978.

NOTE 8 - IN-KIND CONTRIBUTIONS

Southwest received the following in-kind contributions of goods, services, and other costs for the year ended June 30, 2022:

Food	\$ 194,683
Labor	113,873
Indirect cost	<u>32,046</u>
Total in-kind contributions	<u>\$ 340,602</u>

NOTE 9 - RETIREMENT PLAN

Concept Schools, Inc. sponsors a 401(k) plan ("Plan") that covers eligible employees of Concept Schools, Inc. and CSMS, NFP. Employees of Southwest, Belmont and McKinley participate in state-sponsored retirement plans making them ineligible to participate in the Plan. Under terms of the Plan, employees are entitled to defer a portion of their total compensation, within limitations established by the Internal Revenue Code. Concept Schools, Inc. and CSMS, NFP may make discretionary matching contributions. Matching contributions for the year ended June 30, 2022 totaled \$92,580.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 10 - OPERATING LEASES

Belmont conducts its operations from a facility that is leased under a noncancelable operating lease that expires in June 2026.

McKinley Park conducts a portion of its operations from a facility that is leased under a noncancelable operating lease that expires in August 2023.

Southwest conducted its operations from facilities that were leased on a month-to-month basis through September 2021. The facility was purchased in October 2021.

Rent expense for the year ended June 30, 2022 is summarized as follows:

Belmont	\$ 400,693
McKinley Park	114,000
Southwest	345,041
Other	<u>69,395</u>
Total	<u>\$ 929,129</u>

Future minimum rental payments required under the Belmont lease in years ending June 30 are as follows:

2023	\$ 408,675
2024	417,556
2025	426,614
2026	<u>435,854</u>
Total	<u>\$ 1,688,699</u>

NOTE 11 - MANAGEMENT FEE INCOME

Concept Schools, Inc., being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the consistent practice of Concept Schools, Inc. that any fees or charges associated with the charitable services and programs of Concept Schools, Inc. will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2022 is reported net of fee waivers and reductions totaling \$403,013.

NOTE 12 - INCOME TAXES

Concept Schools, Inc., including Belmont, McKinley Park and Southwest, operates as a nonprofit organization and has received exempt status under Section 501(c)(3) of the Internal Revenue Code. CSMS, NFP is taxed as a C corporation.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 12 - INCOME TAXES, CONTINUED

Concept Schools, Inc. and CSMS, NFP have evaluated the tax positions taken for all open tax years. Currently, the returns for the prior three fiscal years are open and subject to examination by the Internal Revenue Service; however, Concept Schools, Inc. and CSMS, NFP are not currently under audit nor has Concept Schools, Inc. and CSMS, NFP been contacted by this jurisdiction.

Based on the evaluation of Concept Schools, Inc. and CSMS, NFP's tax positions, management believes all positions would be upheld under an examination; therefore, no provision for the effects of uncertain tax positions has been recorded for the year ended June 30, 2022.

NOTE 13 - HEALTH INSURANCE PLAN

Concept sponsors a self-insured health insurance plan for its employees. The plan limits its losses through the use of stop-loss policies from reinsurers. Specific individual losses for claims are limited to \$100,000 per year. The plan's aggregate annual loss limitation is based on a formula that considers, among other things, the total number of employees. Expenses under the plan for the year ended June 30, 2022 totaled \$1,801,853. Concept's accrual for health insurance claims payable is based upon unpaid claims and an estimate of claims incurred but not yet reported as of year-end. Accrued health insurance claims payable, which are included in accrued expenses, at June 30, 2022 totaled \$603,522.

NOTE 14 - ENROLLMENT

Comparisons of budgeted and actual enrollment for Belmont and McKinley for the year ended June 30, 2022 are as follows:

	Enrollment	
	Funded	Actual
Belmont	534	507
McKinley	860	857

NOTE 15 - TEACHER RETIREMENT FUND COMMITMENTS

Belmont, McKinley Park and Southwest participate in the Public School Teachers' Pension and Retirement Fund of Chicago (the "Fund"), a cost sharing multiple employer defined benefit public employee retirement system. Members of the Fund include all active nonannuitants who are employed by a Fund-covered employer and who hold an Illinois State Teacher Certification Board certification.

Belmont and McKinley

During the year ended June 30, 2022, Belmont and McKinley Park made employer contributions to the Fund of \$220,508 and \$342,185, respectively.

CONCEPT SCHOOLS, INC.
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 15 - TEACHER RETIREMENT FUND COMMITMENTS, CONTINUED

Southwest

Southwest's employer's contribution expense is equal 11.16% of total qualified pensionable salaries. During the year ended June 30, 2022, Chicago Public Schools charged Southwest an estimated employer's contribution of \$553,171. The table below is a summary of the pension true-up for the year ended June 30, 2022.

Total pensionable salaries	<u>\$ 5,534,097</u>
Employee's contribution expenses picked up by employer (7%)	<u>\$ 291,334</u>
Employer's contribution expense (11.16%)	\$ 617,605
Less amount charged by CPS for employer's pension expense	<u>(553,171)</u>
Pension true-up amount	<u>\$ 64,434</u>

NOTE 16 - SPECIAL EDUCATION FUNDING

During the year ended June 30, 2022, Southwest received special education funding ("SPED") from CPS totaling \$980,988. These funds, in addition to other funds, were used for the following purposes:

<u>SPED Funding</u>	<u>FTEs</u>	<u>Total</u>
1. The number of SPED teachers (FTEs) and the total amount spent on SPED teachers (salaries + benefits)	11	\$ 552,039
2. The number of SPED paraprofessionals (FTEs) and the total amount spent on ParaPros (salaries + benefits)	9	308,105
3. The amount spent on related service providers, including the specific amounts spent on the following disciplines:		
a. Psychologists	-	22,771
b. Social workers	-	50,000
c. Speech-language pathologists	-	46,314
d. Occupational therapists	-	31,236
e. Registered nurses (RNs) or licenses practical nurses (LPNs)	-	<u>60,000</u>
Total	<u>20</u>	<u>\$ 1,070,465</u>

SUPPLEMENTARY INFORMATION

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

ASSETS

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	<u>CONSOLIDATED</u>
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Current assets:								
Cash	\$ 22,235,110	-	4,005,124	5,907,907	327,819	152,704	-	32,628,664
Accounts receivable	4,071,142	-	-	129,927	-	746,699	(1,571,818)	3,375,950
Grants receivable	-	-	664,474	995,202	887,062	-	-	2,546,738
Internal balances	741,716	(741,716)	-	-	-	-	-	-
Prepaid expenses and other current assets	9,266	2,500	26,882	75,346	38,087	-	-	152,081
Total current assets	<u>27,057,234</u>	<u>(739,216)</u>	<u>4,696,480</u>	<u>7,108,382</u>	<u>1,252,968</u>	<u>899,403</u>	<u>(1,571,818)</u>	<u>38,703,433</u>
Property and equipment, net of accumulated depreciation	<u>3,079,503</u>	<u>-</u>	<u>1,956,052</u>	<u>15,447,386</u>	<u>14,479,236</u>	<u>1,183</u>	<u>-</u>	<u>34,963,360</u>
Other asset:								
Due from charter schools	4,731,111	-	-	-	-	-	(3,631,111)	1,100,000
Asset under interest rate swap contracts	-	-	-	461,558	753,242	-	-	1,214,800
Total other assets	<u>4,731,111</u>	<u>-</u>	<u>-</u>	<u>461,558</u>	<u>753,242</u>	<u>-</u>	<u>(3,631,111)</u>	<u>2,314,800</u>
Total assets	<u>\$ 34,867,848</u>	<u>(739,216)</u>	<u>6,652,532</u>	<u>23,017,326</u>	<u>16,485,446</u>	<u>900,586</u>	<u>(5,202,929)</u>	<u>75,981,593</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

LIABILITIES AND NET ASSETS

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	CONSOLIDATED
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Current liabilities:								
Accounts payable	\$ 878,803	3,550	420,826	752,330	202,515	33,458	(1,571,818)	719,664
Accrued expenses	625,840	23,435	384,274	902,018	1,039,911	34,752	-	3,010,230
Current portion of notes payable	-	-	-	910,000	755,707	-	-	1,665,707
Total current liabilities	<u>1,504,643</u>	<u>26,985</u>	<u>805,100</u>	<u>2,564,348</u>	<u>1,998,133</u>	<u>68,210</u>	<u>(1,571,818)</u>	<u>5,395,601</u>
Long-term liabilities:								
Notes payable, less current portion	-	-	-	7,128,333	9,822,007	-	-	16,950,340
Due to charter schools	-	-	-	-	3,631,111	-	(3,631,111)	-
Total long-term liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>7,128,333</u>	<u>13,453,118</u>	<u>-</u>	<u>(3,631,111)</u>	<u>16,950,340</u>
Total liabilities	1,504,643	26,985	805,100	9,692,681	15,451,251	68,210	(5,202,929)	22,345,941
Net assets:								
Without donor restrictions	<u>33,363,205</u>	<u>(766,201)</u>	<u>5,847,432</u>	<u>13,324,645</u>	<u>1,034,195</u>	<u>832,376</u>	<u>-</u>	<u>53,635,652</u>
Total liabilities and net assets	<u>\$ 34,867,848</u>	<u>(739,216)</u>	<u>6,652,532</u>	<u>23,017,326</u>	<u>16,485,446</u>	<u>900,586</u>	<u>(5,202,929)</u>	<u>75,981,593</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022

	CONCEPT SCHOOLS, INC.		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	CONSOLIDATED
	OPERATIONS	FUTURE INSTITUTE						
Net assets without donor restrictions:								
Revenues:								
Per capita tuition, net	\$ -	-	7,909,334	12,770,876	11,388,262	-	-	32,068,472
Management fees	20,751,453	-	-	-	-	3,118,080	(6,324,513)	17,545,020
Change in fair value of interest rate swaps	-	-	-	685,063	753,242	-	-	1,438,305
Contributions	2,000	107,231	3,414	27,545	-	-	-	140,190
Grants	-	-	2,418,886	3,214,607	-	-	-	5,633,493
In-kind contributions - CPS	-	-	-	-	340,602	-	-	340,602
Other income	570,187	-	46,747	134,798	55,184	45,529	-	852,445
Total revenues	21,323,640	107,231	10,378,381	16,832,889	12,537,290	3,163,609	(6,324,513)	58,018,527
Expenses and losses:								
Program services	8,869,753	-	8,741,055	11,945,526	10,496,388	2,684,109	(6,324,513)	36,412,318
Supporting services:								
Management and general	421,563	-	289,244	376,098	401,268	252,745	-	1,740,918
Fundraising	-	368,073	-	-	-	-	-	368,073
Total expenses	9,291,316	368,073	9,030,299	12,321,624	10,897,656	2,936,854	(6,324,513)	38,521,309
Loss (gain) on dispositions of property and equipment	(16,189)	-	-	-	1,522,635	-	-	1,506,446
Total expenses and losses	9,275,127	368,073	9,030,299	12,321,624	12,420,291	2,936,854	(6,324,513)	40,027,755
Change in net assets	12,048,513	(260,842)	1,348,082	4,511,265	116,999	226,755	-	17,990,772
Net assets at beginning of year	21,314,692	(505,359)	4,499,350	8,813,380	917,196	605,621	-	35,644,880
Net assets at end of year	\$ 33,363,205	(766,201)	5,847,432	13,324,645	1,034,195	832,376	-	53,635,652

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	<u>CSMS, NFP</u>	<u>ELIMINATIONS</u>	<u>CONSOLIDATED</u>
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Cash flows provided (used) by operating activities:								
Change in net assets	\$ 12,048,513	(260,842)	1,348,082	4,511,265	116,999	226,755	-	17,990,772
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:								
Change in fair value of interest rate swaps	-	-	-	(685,063)	(753,242)	-	-	(1,438,305)
Depreciation	126,178	-	336,767	679,976	417,183	2,838	-	1,562,942
(Gain) loss on dispositions of property and equipment	(16,189)	-	-	-	1,522,635	-	-	1,506,446
Effects of changes in operating assets and liabilities:								
Accounts receivable	(1,736,180)	-	-	(84,607)	-	(165,634)	546,899	(1,439,522)
Grants receivable	-	-	(148,288)	(444,020)	(702,636)	-	-	(1,294,944)
Internal balances	(229,135)	229,135	-	-	-	-	-	-
Prepaid expenses and other current assets	193,676	(2,500)	2,355	(58,894)	(35,587)	13,937	-	112,987
Accounts payable and accrued expenses	<u>135,143</u>	<u>25,958</u>	<u>217,085</u>	<u>290,779</u>	<u>307,131</u>	<u>44,354</u>	<u>(546,899)</u>	<u>473,551</u>
Net cash provided (used) by operating activities	<u>10,522,006</u>	<u>(8,249)</u>	<u>1,756,001</u>	<u>4,209,436</u>	<u>872,483</u>	<u>122,250</u>	<u>-</u>	<u>17,473,927</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022

	<u>CONCEPT SCHOOLS, INC.</u>		HORIZON SCIENCE ACADEMY BELMONT	HORIZON SCIENCE ACADEMY MCKINLEY PARK	HORIZON SCIENCE ACADEMY SOUTHWEST	CSMS, NFP	ELIMINATIONS	CONSOLIDATED
	<u>OPERATIONS</u>	<u>FUTURE INSTITUTE</u>						
Cash flows provided (used) by investing activities:								
Payments for purchases of property and equipment	(1,052,182)	-	(196,637)	(667,299)	(4,147,482)	-	-	(6,063,600)
Proceeds from dispositions of property and equipment	17,939	-	-	-	-	-	-	17,939
Advances made to charter schools	(4,000,000)	-	-	-	-	-	3,800,000	(200,000)
Collections of advances made to charter schools	625,389	-	-	-	-	-	-	625,389
Net cash used by investing activities	<u>(4,408,854)</u>	<u>-</u>	<u>(196,637)</u>	<u>(667,299)</u>	<u>(4,147,482)</u>	<u>-</u>	<u>3,800,000</u>	<u>(5,620,272)</u>
Cash flows provided (used) by financing activities:								
Principal repayments of notes payable	(1,510,333)	-	-	(910,000)	(1,011,177)	-	-	(3,431,510)
Advances received from Concept Schools, Inc.	-	-	-	-	3,800,000	-	(3,800,000)	-
Net cash provided (used) by financing activities	<u>(1,510,333)</u>	<u>-</u>	<u>-</u>	<u>(910,000)</u>	<u>2,788,823</u>	<u>-</u>	<u>(3,800,000)</u>	<u>(3,431,510)</u>
Net increase (decrease) in cash	4,602,819	(8,249)	1,559,364	2,632,137	(486,176)	122,250	-	8,422,145
Cash at beginning of year	<u>17,632,291</u>	<u>8,249</u>	<u>2,445,760</u>	<u>3,275,770</u>	<u>813,995</u>	<u>30,454</u>	<u>-</u>	<u>24,206,519</u>
Cash at end of year	<u>\$ 22,235,110</u>	<u>-</u>	<u>4,005,124</u>	<u>5,907,907</u>	<u>327,819</u>	<u>152,704</u>	<u>-</u>	<u>32,628,664</u>

See Independent Auditor's Report.

CONCEPT SCHOOLS, INC.
CONSOLIDATING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022

	<u>CONCEPT SCHOOLS, INC.</u>	<u>HORIZON</u>	<u>HORIZON</u>	<u>HORIZON</u>			
	<u>FUTURE</u>	<u>SCIENCE</u>	<u>SCIENCE</u>	<u>SCIENCE</u>			
	<u>INSTITUTE</u>	<u>ACADEMY</u>	<u>ACADEMY</u>	<u>ACADEMY</u>			
	<u>OPERATIONS</u>	<u>BELMONT</u>	<u>MCKINLEY</u>	<u>SOUTHWEST</u>	<u>CSMS, NFP</u>	<u>ELIMINATIONS</u>	<u>CONSOLIDATED</u>
Noncash investing and financing transactions:							
Purchase of land and building financed with note payable	\$ -	-	-	10,412,378	-	-	10,412,378
Other cash flow information:							
Interest paid	\$ 9,119	-	-	333,249	-	-	515,207

See Independent Auditor's Report.

SINGLE AUDIT SECTION

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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF CONSOLIDATED FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Concept Schools, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Concept Schools, Inc. (a nonprofit organization), which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements (collectively, financial statements), and have issued our report thereon dated October 31, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Concept Schools, Inc.'s internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Concept Schools, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Concept Schools, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the organization's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Concept Schools, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Concept Schools, Inc.'s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Concept Schools, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "PKF Mueller". The signature is written in a cursive, flowing style.

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL
CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors of
Concept Schools, Inc.

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Concept Schools, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Concept Schools, Inc.'s major federal programs for the year ended June 30, 2022. Concept Schools, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Concept Schools, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Concept Schools, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Concept Schools, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Concept Schools, Inc.'s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Concept Schools, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Concept Schools, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Concept Schools, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Concept Schools, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on the internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Concept Schools, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope for our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022

<u>Federal Grantor/ Pass-through Grantor/ Program or Cluster Title</u>	<u>Federal Assistance Listing Number</u>	<u>Pass-through Entity Identifying Number</u>	<u>Passed Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
Special Education Cluster (IDEA):				
U.S. Department of Education Programs:				
Illinois State Board of Education:				
IDEA Pre-School Flow-through - Belmont	84.173	22-4600	\$ -	\$ 1,581
IDEA Pre-School Flow-through - McKinley	84.173	22-4600	-	2,084
Total for IDEA Pre-School Flow-through			-	3,665
IDEA Flow-through - Belmont	84.027	22-4620	-	129,151
IDEA Flow-through - McKinley	84.027	22-4620	-	182,651
Total for IDEA Flow-through			-	311,802
Total Special Education Cluster (IDEA)			-	315,467
Child Nutrition Cluster:				
U.S. Department of Agriculture Programs:				
Illinois State Board of Education:				
Passed through Concept Schools, Inc.:				
School Breakfast - Belmont	10.553	22-4220	-	50,228
School Breakfast - McKinley	10.553	22-4220	-	32,966
Total for program			-	83,194
National School Lunch - Belmont	10.555	22-4210	-	201,097
National School Lunch - McKinley	10.555	22-4210	-	337,600
Commodities - Belmont (noncash)	10.555	2022	-	11,188
Commodities - McKinley (noncash)	10.555	2022	-	17,499
Total for National School Lunch Program			-	567,384
Summer Food Service Program - Belmont	10.559	22-4225	-	20,291
Summer Food Service Program - McKinley	10.559	22-4225	-	15,285
Total for Summer Food Service Program			-	35,576
				(continued)

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Defense Programs:				
Illinois State Board of Education:				
Passed through Concept Schools, Inc.:				
Fresh Fruit & Vegetables - Belmont (noncash)	10.555	2022	-	5,761
Fresh Fruit & Vegetables - McKinley (noncash)	10.555	2022	-	9,011
Total for Fresh Fruit & Vegetables Program			-	14,772
Total Child Nutrition Cluster			-	700,926
Education Stabilization Fund:				
U.S. Department of Education Programs:				
Illinois State Board of Education:				
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	22-4998-ER	-	7,974
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	22-4998-ER	-	40,935
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	22-4998-DE	-	2,933
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	21-4998-PL	-	1,800
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	21-4998-E2	-	489,421
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	21-4998-E2	-	656,506
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	22-4998-CP	-	14,066
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	22-4998-D2	-	47,220
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	22-4998-D2	-	10,996
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	22-4998-ID	-	30,544
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	22-4998-ID	-	45,990
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - Belmont (M)	84.425D	22-4998-PS	-	3,013
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund - McKinley (M)	84.425D	22-4998-PS	-	1,115
Total for ESSER Program			-	1,352,513
				(continued)

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022

Federal Grantor/ Pass-through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
Illinois State Board of Education:				
COVID-19 - American Rescue Plan -Elementary and Secondary School Emergency Relief (ARP ESSER) - Belmont (M)	84.425U	22-4998	-	946,017
COVID-19 - American Rescue Plan -Elementary and Secondary School Emergency Relief (ARP ESSER) - McKinley (M)	84.425U	22-4998	-	1,122,682
Chicago Public Schools:				
COVID-19 - American Rescue Plan -Elementary and Secondary School Emergency Relief (ARP ESSER) - Southwest (M)	84.425U	22-4998-MFT	-	701,150
COVID-19 - American Rescue Plan -Elementary and Secondary School Emergency Relief (ARP ESSER) - Southwest (M)	84.425U	22-4998-OPERATING	-	<u>482,131</u>
Total for ARP ESSER Program			-	<u>3,251,980</u>
Total Education Stabilization Fund			-	<u>4,604,493</u>
U.S. Department of Education Programs:				
Illinois State Board of Education:				
Title I - Low Income - Belmont	84.010	22-4300	-	400,171
Title I - Low Income - McKinley	84.010	22-4300	-	619,987
Chicago Public Schools:				
Title I - Low Income - Southwest	84.010	22-4300	-	<u>579,223</u>
Total for Title I - Low Income			-	<u>1,599,381</u>
Illinois State Board of Education:				
Title II - Effective Instruction - Belmont	84.367	22-4932	-	56,765
Title II - Effective Instruction - McKinley	84.367	22-4932	-	86,273
Chicago Public Schools:				
Title II - Effective Instruction - Southwest	84.367	22-4932	-	<u>16,299</u>
Total for Title II - Effective Instruction			-	<u>159,337</u>
				(continued)

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022

<u>Federal Grantor/ Pass-through Grantor/ Program or Cluster Title</u>	<u>Federal Assistance Listing Number</u>	<u>Pass-through Entity Identifying Number</u>	<u>Passed Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
Illinois State Board of Education:				
Title III - Language - McKinley	84.365	22-4909	-	30,154
Chicago Public Schools:				
Title III - Language - Southwest	84.365	22-4909	-	7,323
Total for program			-	37,477
Chicago Public Schools:				
Title IV - Student Support - Southwest	84.424	22-4400	-	5,670
Total Department of Education Programs			-	6,406,358
Total expenditures of federal awards			\$ -	\$ 7,422,751 (concluded)

(M) - Major program

See independent auditor's report and notes to schedule of expenditures of federal awards.

CONCEPT SCHOOLS, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2022

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Horizon Science Academy - McKinley Park Charter School, Horizon Science Academy - Belmont Charter School and Horizon Science Academy - Southwest Charter School, all of which are subsidiaries of Concept Schools, Inc. (Concept) for the year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of the Uniform Guidance. Because the schedule presents only a selected portion of the operations of Concept, it is not intended to and does not present the financial position, changes in net assets, or cash flows of Concept.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the schedule of expenditures of federal awards are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 3 - INDIRECT FACILITIES AND ADMINISTRATION COSTS

Concept has elected not to use the 10% de minimis cost rate.

NOTE 4 - NONMONETARY ASSISTANCE

Noncash assistance expended by Concept totaled \$43,459 for commodities passed through the Illinois State Board of Education.

NOTE 5 - INSURANCE AND LOANS OR LOAN GUARANTEES

During the year ended June 30, 2022, Concept did not pay for any insurance coverage with federal funds and there were no loans, loan guarantees, or other federal assistance for the purpose of administering federal programs.

CONCEPT SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022

SECTION I: SUMMARY OF AUDITOR'S RESULTS

Financial Statement Section

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency(ies) identified not considered to be a material weakness?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards Section

Internal control over major programs:	
Material weakness identified?	No
Significant deficiency(ies) identified not considered to be a material weakness?	None reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	No

Identification of major programs:

<u>Federal Assistance Listing Number</u>	<u>Name of Federal Program or Cluster</u>
--	---

Education Stabilization Fund:

84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425U	American Rescue Plan - Elementary and Secondary School

Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

**CONCEPT SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

SECTION II: FINANCIAL STATEMENT FINDINGS

None noted.

SECTION III: FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None noted.

**CONCEPT SCHOOLS, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2022**

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

None noted.

Attachment G: Concept Schools Investment Policy

Investment Policy

I. Purpose

The purpose of this Investment Policy Statement (“Policy”) is to establish the philosophy and investment objectives of the School.

II. Authority

The School’s investment program shall be operated in conformance with federal, state, and other legal requirements.

III. Scope

This policy applies to the investment of all funds, excluding the investment of employees' retirement funds. Proceeds from certain bond issues, as well as separate foundation or endowment assets, are covered by a separate policy.

IV. Investment Objectives

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield:

A. Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

1. Credit Risk

The Board will minimize credit risk, which is the risk of loss due to the failure of the security issuer or backer, by:

- Limiting investments to the types of securities listed in Section VI of this Investment Policy
- Pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisers with which the Board will do business
- Diversifying the investment portfolio so that the impact of potential losses from any one type of security or from any one individual issuer will be minimized.

2. Interest Rate Risk

The Board will minimize interest rate risk, which is the risk that the market value of securities in the portfolio will fall due to changes in market interest rates, by:

- Maintaining adequate liquidity to pay current obligations;

- Investing operating funds primarily in shorter-term securities, money market mutual funds, or similar investment pools and limiting the average maturity of the portfolio in accordance with this policy
- Diversification of assets.

B. Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity).

C. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

V. Investment Responsibilities

- A. The Finance Committee. Accountable to the Board of Trustees, the Finance Committee is responsible for carrying out the investment policies of the Board including, but not limited to, selecting investment managers, reviewing the investment strategies of investment managers, selecting master record keepers and custodians, determining asset allocations, monitoring investment performance, setting standards for portfolio rebalancing and the like.
- B. Investment Managers. Upon the recommendation of the Finance Committee, the Board may authorize the delegation of discretionary investment responsibility to banking institutions and/or independent professional investment management firms. Subject to broad investment policies as outlined in this document and standards of fiduciary prudence, this discretionary responsibility includes the execution of day-to-day investment functions by responding to this Policy and the Finance Committee's recommendations as to asset mix, portfolio diversification and rebalancing, liquidity, market volatility, and management style. In addition, the investment managers are responsible for specific investment decisions with regard to security selection, timing and execution. In the absence of the Finance Committee appointing an Investment Manager, the Finance Committee shall act as the Investment Manager.

VI. Authorized Investments

The following investments will be permitted by this policy and are those defined by state and local law where applicable:

- U.S. Treasury obligations which carry the full faith and credit guarantee of the United States government and are considered to be the most secure instruments available;

- U.S. government agency and instrumentality obligations that have a liquid market with a readily determinable market value;
- Certificates of deposit and other evidences of deposit at financial institutions;
- Bankers' acceptances;
- Commercial paper issues of companies incorporated under the laws of the United States or any state, provided that such companies have assets in excess of \$500 million; eligible commercial paper shall also be rated in the highest classification [at the time of purchase] by at least two standard rating services. The final maturity of commercial paper shall be no longer than 180 days from the date of purchase;
- Investment-grade obligations of state, provincial and local governments and public authorities;
- Repurchase agreements whose underlying purchased securities consist of the aforementioned instruments;
- Money market mutual funds regulated by the Securities and Exchange Commission and whose portfolios consist only of dollar-denominated securities;
- The State treasurer's investment pool [STAR OHIO]; and

VII. Prohibited Investments

Without prior approval of the Board, the investment manager is prohibited from investments in the following:

- Fixed Income securities not denominated in U.S. Dollars or Eurodollars
 - Venture Capital
 - Guaranteed Insurance Contracts
 - Commodities
 - Precious Metals or Gems
 - Options, futures, or any contract whose value is derived from the price of an underlying asset or index (Derivatives)
 - Short-selling and other hedging strategies
 - Private Placements or "restricted" stock
 - No investments in securities deemed to be in violation of prohibited transaction standards of ERISA
 - Derivative securities
 - Loans at current market rates to other non profit, tax-exempt educational institutions.
- Such investments shall not exceed a repayment term of three (3) years and the total outstanding loans shall not exceed 50% of the School's unrestricted assets.

VIII. Reporting

- A. Activity of the portfolios held by the investment managers shall be reported at least monthly to the Board. The portfolio will be monitored on a continual basis relative to these investment objectives, to investment risk as measured by asset concentrations, exposure to extreme economic conditions and to market volatility. The manager's

activity will be reviewed by the Finance Committee on an annual basis, but results will be evaluated on a running five-year cycle. The Board may meet with the Investment Managers when necessary.

- B. Investment performance for each Investment Manager will be measured against market indices. The objective will be to track the appropriate indices closely.
- C. The investment managers will provide to the Finance Committee and the Board of Trustees on a quarterly basis, a complete listing of the composite portfolios, including income and disbursements, to serve as an operating statement.

IX. Evaluation of Investment Managers

The investment managers will be reviewed on an ongoing basis and will be evaluated based upon the following additional criteria:

- Ability to exceed the performance objectives stated in this Statement of Investment Objectives, Policies and Guidelines.
- Adherence to the philosophy and style which were articulated to the Finance Committee at, or subsequent to, the time the investment manager was retained.
- Continuity of personnel and practices at the firm.
- Compliance with Investment Policy requirements.
- Timeliness and accuracy of reporting.
- Reporting to the Board of market trends with recommendations.

Attachment H: Concept Schools 5-Year Budget Forecast

CONCEPT SCHOOLS 5-Year Budget Forecast

	FY 2024 Budget	FY 2025 Budget	FY 2026 Budget	FY 2027 Budget	FY 2028 Budget
Income					
Management Fees					
Management Fees	18,201,616	18,747,664	19,310,094	19,889,397	20,486,079
Reimbursements	2,621,439	2,700,082	2,781,085	2,864,518	2,950,453
Total Management Fees	20,823,055	21,447,747	22,091,179	22,753,914	23,436,532
Investment Income	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
Contributions and Donations	75,000	75,000	75,000	75,000	75,000
Program Registration Fees	119,236	119,236	119,236	119,236	119,236
Other Miscellaneous Revenues	50,000	50,000	50,000	50,000	50,000
Gain from Sale of Assets	0	0	0	0	0
Total Income	22,667,291	23,291,983	23,935,415	24,598,150	25,280,768
Gross Profit	22,667,291	23,291,983	23,935,415	24,598,150	25,280,768
Expense					
100-Payroll Expenses					
Salaries	4,692,127	5,126,733	5,583,069	6,062,223	6,565,334
Extra Time	5,000	5,250	5,513	5,788	6,078
Bonuses	300,000	256,337	279,153	303,111	328,267
Total 100-Payroll Expenses	4,997,127	5,388,319	5,867,735	6,371,122	6,899,678
200-Benefits					
Social Security	309,822	325,313	341,579	358,658	376,590
Medicare	72,458	76,081	79,885	83,880	88,074
Retirement- 401k	249,856	262,349	275,467	289,240	303,702
Medical Insurance	548,819	603,701	694,257	798,395	918,154
Dental Insurance	36,753	40,429	46,493	53,467	61,487
Supplementary Insurance	21,331	22,398	23,518	24,693	25,928
Workers Comp	5,617	5,898	6,193	6,502	6,827
Unemployment Compensation	7,500	7,875	8,269	8,682	9,116
Total 200-Benefits	1,252,157	1,344,044	1,475,659	1,623,517	1,789,879
400-Purchased Services					
Equipment Rental	500	525	551	579	608
Accounting Services	23,416	24,586	25,816	27,107	28,462
Advertisement & PR Services	83,008	87,159	91,516	96,092	100,897
Electricity	24,945	26,193	27,502	28,877	30,321
Gas	18,910	19,856	20,848	21,891	22,985
Facility Rental	208,959	219,407	230,378	241,897	253,991
Legal Services	126,717	133,053	139,706	146,691	154,026
Instructional Services	25,000	26,250	27,563	28,941	30,388
Maintenance & Repair	100,000	105,000	110,250	115,763	121,551
Management Services	3,645,000	3,827,250	4,018,613	4,219,543	4,430,520
Prof & Tech Serv- Other	742,946	780,093	819,098	860,053	903,055
Prof & Tech Serv- Events& Progs	85,490	89,765	94,253	98,965	103,914

Prof Develop-Seminars/Conferen	107,119	112,475	118,099	124,004	130,204
Phone & Internet	24,537	25,764	27,052	28,405	29,825
Postage & Shipping	25,530	26,806	28,147	29,554	31,032
Printing and Reproduction	46,076	48,380	50,799	53,339	56,006
Travel Expenses	323,990	340,190	357,199	375,059	393,812
Water & Sewer	7,450	7,823	8,214	8,625	9,056
Total 400-Purchased Services	5,619,595	5,900,574	6,195,603	6,505,383	6,830,652
500-Supplies and Materials					
Supplies & Materials for Events	63,694	66,878	70,222	73,733	77,420
Instruc/Acad Suplies&Materials	8,517	8,943	9,390	9,859	10,352
Company Vehicle Expenses	1,500	1,575	1,654	1,736	1,823
Electronics Equip & Softwar	162,535	170,662	179,195	188,155	197,563
Food & Snacks	78,321	82,237	86,349	90,666	95,200
Furniture	54,292	57,006	59,857	62,850	65,992
Maintenance & Celaning Supplies	16,202	17,012	17,862	18,755	19,693
Office Supplies	112,554	118,181	124,090	130,295	136,810
Total 500-Supplies and Materials	497,614	522,495	548,619	576,050	604,853
600-Capital Assets					
Automobibe	29,813	35,000		100,000	
Building Improvements		20,000	20,000	20,000	20,000
Electronic Equipment					
Furniture and Fixtures			20,000	20,000	20,000
Total 600-Capital Assets	29,813	55,000	40,000	140,000	40,000
800-Other Objects					
Transfers In/Out					
Awards and Gifts	165,924	182,517	200,768	220,845	242,930
Bank Charges	4,743	4,886	5,032	5,183	5,339
Contributions & Memberships	6,758	6,961	7,170	7,385	7,607
Interest	0	0	0	0	0
Licences, Fees & Other Dues	9,498	9,973	10,472	10,995	11,545
Property & Liability Insurance	30,297	34,842	38,326	42,158	46,374
Scholarships	300,000	350,000	400,000	450,000	500,000
Depreciation	190,998	190,998	190,998	190,998	190,998
Total 800-Other Objects	708,219	780,176	852,766	927,565	1,004,792
Total Expense	13,104,524	13,990,608	14,980,382	16,143,637	17,169,854
Net Income	9,562,767	9,301,375	8,955,033	8,454,513	8,110,914

Attachment I: Concept Schools List of Debts

List of Debts of ESP										
	Lender	DBA (School)	Facility	Inception	Loan Amount	Term	Amortization	Interest Rate	Monthly Payments	Current Balance
1	Fifth Third Bank	Horizon Science Academy McKinley	2245 W. Pershing Rd. Chicago,IL 60609	4/16/2021	\$ 9,100,000	120 months	120 months	2.86%	\$ 75,833.33	\$ 7,082,501
2	Fifth Third Bank	Horizon Science Academy Southwest	5401 S. Western Avenue Chicago, IL 60609	10/14/2021	\$ 11,000,000	120 months	180 months	3.34%	\$ 61,111.11	\$ 9,716,667



First Samuel Church (W)holistic Ministries

"A church manifesting, magnifying & glorifying God by serving mankind"
Ephesians 4:1-17; Romans 1:1; Philippians 4:13

Dear Mr. Bultman,

On behalf of First Samuel Church (W)holistic Ministries, I want to express my sincere support for the launch of the new school in our community.

It was a privilege to host your team and learn more about your efforts to provide high-quality, innovative education through your program. After watching the informative video and hearing about your commitment to academic excellence, I am confident that the addition of a third school will be a tremendous asset to our neighborhood.

We are deeply invested in the well-being and growth of the families in our community, and your school's vision to cultivate student achievement, especially in STEM areas, aligns with our values. It is evident that your approach not only focuses on academic rigor but also on fostering a positive and inclusive learning environment, which is essential for the success of our children.

We believe that this new school will make a significant difference in the lives of students and their families, and we look forward to working alongside you to support its success. Our church community is excited about the possibility of contributing to the school's growth, whether through volunteering, mentoring, or other forms of collaboration.

Thank you again for the opportunity to engage with you on this important initiative. We look forward to being part of the ongoing success and expansion of your educational efforts in our neighborhood.

Sincerely,


Bishop Peter Fenton, Pastor

First Samuel Church (W)holistic Ministries
1402 N. Belleview Place, Indianapolis, IN 46222
Bishop Peter Fenton, Pastor
Phone: 317-635-1942 Fax: 317-635-2133



Family and Community Center

ESTABLISHED 1905

To Whom it May Concern,

On behalf of Christamore House, it is my pleasure to offer this letter of support for Indiana Math and Science Academy. I feel that families in Haughville will benefit from IMSA expanding their educational model to our neighborhood. High-quality choices in education for the children of Haughville is something that the families we serve deserve. IMSA's goal to open a new school would be a beneficial addition to our community.

While serving and supporting the community has remained the cornerstone of Christamore House's mission, our building itself has changed substantially in its 100+ year history, which mirrors the demographic changes in the Haughville neighborhood itself. Opening its doors in the early 1900s, the Christamore House primarily served Indianapolis's immigrant population for the first 50 years of operation and then supported the area's African American community. Today our community is again changing with nearly half of our residents being Latino.

The Christamore House offers before and after care, music programs, reading tutoring, homework assistance, and a family strengthening program that includes a wide range of services, among many other programmatic offerings. Our staff of roughly 20 individuals help a diverse age group in our community, from youth in our preschool programs, to our House of Teens program, on up through our Senior programs (55+). Our Summer Camp serves over 150 students annually with a large focus on literacy and math skills. We also have a lot of fun! We go swimming, skating, visit amusement parks and infuse educational field trips with the goal of showing our kids that there is a world outside of Haughville and expose them to a variety of opportunities.

Regarding before and after care at Christamore House, one of our pickup locations is IMSA West. We've had a working relationship with them for many years. IMSA communicates well with us, and they are easy to work with. Our students who attend IMSA seem to exhibit characteristics of hard work, strong understanding of math and science concepts, and positive behaviors.

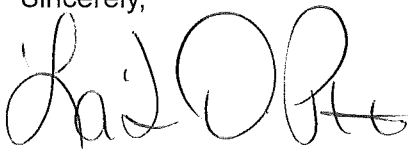
In my professional past, I have served on the board of a local charter school. I understand the many factors that can contribute to a school's success or failure. With that in mind, I am encouraged that IMSA has been a stable school system in Indianapolis since 2007 and it's likely due to maintaining strong financial viability, robust board governance, hitting enrollment goals, and, importantly, their very high scores on ILEARN and other standardized tests.

I also grew up in Haughville and can see first-hand how high-quality education can positively change the trajectory of a student's life and open a world of options compared to students who lack this access and choice. IMSA's vision to cultivate student achievement, especially in STEM

areas, would be beneficial to our community for many reasons, but especially to help lift up our families struggling with poverty. Careers in STEM tend to pay above average salaries and since our community's median income is below that of most other areas in Indiana, high-quality, college-preparatory options in Haughville are critical. From my experience, it seems like IMSA's approach not only focuses on being rigorous academically but also offers an inclusive learning environment where students feel a sense of belonging and that celebrates diversity – which is very important in our community.

In this letter, I have outlined my close relationship with the Haughville community, provided an overview of the suite of services that Christamore House offers, discussed my positive experiences as a partner of IMSA, and offered my support of their goal to open a school in Haughville. We look forward to continued collaboration and partnership with IMSA and are excited to deepen our relationship with a forthcoming local IMSA campus here in Haughville.

Sincerely,

A handwritten signature in black ink, appearing to read 'La'Toya D. Pitts', written in a cursive style.

La'Toya D. Pitts, MBA

CEO & Executive Director

Christamore House



2/11/2025

To Whom it May Concern,

On behalf of the International Marketplace Coalition, I want to express my sincere support for Indiana Math and Science Academy and their goal to expand their educational model on the Near Westside of Indianapolis. Westside families deserve high-quality choices for their children's education and IMSA's goal to open a new school would be a benefit to our community.

I have lived in the Pike Township area since the 1970s and have seen the Westside of Indianapolis change and develop significantly through the years. I founded the International Marketplace Coalition in 2005 as Indiana's premiere cultural hub, bringing businesses and families together while supporting the community. To celebrate our community's rich diversity the International Marketplace Coalition operates the Indy's Global Village, which includes event space and a robust gallery of important cultural artifacts donated by our community members, themselves. Our community sees themselves in our exhibits and our Gallery helps them feel a sense of belonging.

Not long after I founded the International Marketplace Coalition, IMSA opened their first school just down the street in 2007. Initially I was skeptical about the school, and still have concerns about some charter schools, but over the years I have seen IMSA prove themselves by providing high-quality, innovative education, engaging and supporting their students and families, and impacting our local community in positive ways.

At the International Marketplace Coalition, we are deeply invested in the well-being and growth of the families and businesses in our community, and IMSA's vision to cultivate student achievement, especially in STEM areas, aligns with our values. It is evident that IMSA's approach not only focuses on academic rigor but also on fostering a positive and inclusive learning environment, which is essential for the success of our children. I especially appreciate IMSA's commitment to serving and celebrating their diverse student population, representing countless nationalities, races, languages, and religions.

I am excited to hear that IMSA is expanding their educational offerings on the Near West side of Indianapolis. I feel that this new school will make a significant



difference in the lives of students and their families, and we at the International Marketplace Coalition look forward to working alongside IMSA to support its success. We are also excited about the possibility of IMSA's students volunteering at our Gallery and community events, and for us to collaborate with IMSA to develop youth programming and cultural exposure opportunities for IMSA's CYSP program (Concept Young Scholars Program).

IMSA began impacting the community at nearly the same time that the International Marketplace Coalition began its work, and I can see the positive impact of IMSA on our community. It's my pleasure to offer this letter of support for IMSA's new school.

Sincerely,

Mary Clark
Founder and Executive Director
International Marketplace Coalition

To Whom It May Concern,

I am Dr. Kevin Berkopes, the Co-Founder and CEO of MathTrack Institute. I am writing to express my enthusiastic support for the Indiana Math and Science Academy's (IMSA) initiative to expand its educational model in the Haughville neighborhood of Indianapolis. My businesses have been located in Haughville, and my family immigrated to Indianapolis from Slovenia and made Haughville our home.

For several years, MathTrack Institute and my other businesses have been aware of the great work of IMSA, and I have witnessed firsthand the transformative impact of their STEM-focused curriculum and dedicated staff. IMSA excels in nurturing college-ready scholars, equipping students with the skills they need to thrive in a competitive world. Something that we desperately need in our Indianapolis community.

I wholeheartedly endorse IMSA's plans to grow in Indianapolis, as this will provide high-quality STEM education to even more students in underserved communities. Their commitment to excellence aligns perfectly with our community's educational needs.

Thank you for considering my support for this critical initiative. Should you have any questions, please contact me.

Respectfully,



Dr. Kevin Berkopes
CEO, CoFounder
MathTrack Institute



Centro de Avivamiento Casa de Dios y Luz para las Naciones
2447 W. 14th St. Indianapolis, In 46222
(317)455-4818

To Whom It May Concern,

On behalf of Centro de Avivamiento Casa de Dios y Luz para las Naciones, I am pleased to express my full support for Indiana Math and Science Academy (IMSA) expanding into our community.

Since our initial meeting in November 2024, we have been impressed by IMSA's commitment to education, equity, and community upliftment. Their dedication to providing STEM-focused, high-quality education aligns with our church's mission to empower and support youth.

In February 2025, we had the privilege of touring IMSA West, where we saw students thriving in a diverse, engaging, and academically rigorous environment. We were especially touched to see one of our own church members excelling in the classroom. The visit provided us with deeper insight into IMSA's positive impact and strengthened our commitment to supporting their expansion.

We believe IMSA's expansion into the near Westside community will provide life-changing opportunities for students and families. Our church is eager to continue discussions regarding IMSA's acquisition of our facility, and we look forward to the next steps in this partnership.

Sincerely,

Wilfredo Alvarez

Pastor Wilfredo Alvarez
Centro de Avivamiento Casa de Dios y Luz para las Naciones

February 14, 2025

Dear IMSA Concept Schools Team,

I am writing to express my support for the Indiana Math and Science Academy's (IMSA) proposed future school on the west side of Indianapolis. I have lived in the Haughville community for over 50 years. My children attended IPS School #75 up to the 8th grade in the eighties at a time when there was a limit on exposure to science and technology.

As a long-term resident of the Haughville community, I believe this school is needed to provide our children with STEM based curriculum and higher quality educational experiences. Over the years I have witnessed the struggle of parents to find educational opportunities for their children that will prepare them for success in college and in life. The opening of a new IMSA school in our community will offer families unique opportunities to provide their children with a quality education rich in math, science and technology.

I truly believe that the presence of IMSA on the westside would be transformative. It would not only address a growing demand for educational choices but also act as a catalyst for future growth and prosperity within our community.

I wholeheartedly support the proposed opening of the IMSA in the Haughville community. Thank you for considering our community.

Sincerely,

A handwritten signature in cursive script that reads "Hattie Cole". The signature is written in black ink and is positioned above the printed name.

Mrs. Hattie Cole
Haughville Resident

February 13, 2025

RE: Letter of Support for Indiana Math and Science Academy – Haughville Westside, Indiana

To Whom It May Concern,

I am writing to express my full support for the establishment of a new K-12 school in the Haughville Westside area of Indianapolis, focused on STEM education. As a member of this vibrant community, I believe that Indiana Math and Science Academy (IMSA) is uniquely positioned to provide high-quality, accessible, and innovative educational opportunities to students and families in this area.

The Haughville Westside community has long needed a school that offers a specialized curriculum in Science, Technology, Engineering, and Mathematics (STEM) to prepare students for success in an increasingly digital and technological world. IMSA's strong track record in fostering a rich STEM-centered academic experience makes it an ideal candidate for this new school. By introducing IMSA's proven model of academic excellence, we will give our students the skills they need to thrive, whether in higher education or in their chosen careers.

This school will not only address the immediate educational needs of our community but will also create long-term positive impacts by opening doors for future careers in fields that are critical to our society's growth and success. Our students will benefit from a curriculum that emphasizes critical thinking, problem-solving, and innovation—skills that are essential in today's job market.

Indiana Math and Science Academy has consistently demonstrated a commitment to excellence, and I am confident that its expansion into the Haughville Westside area would be an asset to both our students and the community as a whole. I strongly support the establishment of this school and encourage all stakeholders to provide their support for this important initiative.

Thank you.

Sincerely,



Karen Quarles
Resident of Haughville

February 14, 2025

Dear IMSA Concept Schools Team,

I hope this letter finds you well. I am writing to express my strong support for the Indiana Math and Science Academy's (IMSA) proposed future school on the west side of Indianapolis. As a proud resident of the Haughville community, I believe this school will be a significant asset for both our neighborhood and the broader region, and I am excited about the possibilities it holds for our children's futures.

The emphasis on Science, Technology, Engineering, and Math (STEM) education, combined with the integration of the arts, is exactly what our community needs. Offering access to a high-quality educational institution will prepare our students for the rapidly evolving job market in the field of technology. By focusing on STEM, the Indiana Math and Science Academy will provide a well-rounded education that empowers students to think critically, and to problem-solve.

I see firsthand how important it is to have robust K-12 education options right here in our neighborhood. Families in Haughville currently face a scarcity of options that provide comprehensive educational opportunities from elementary through high school. The opening of a new IMSA school will not only alleviate this issue but also offer a unique opportunity for our young people to stay in the community and grow academically without needing to travel far from home. A local, innovative school will build a sense of pride, ownership, and investment in our future.

I truly believe that the presence of IMSA on the westside would be transformative. It would not only address a growing demand for educational choices but also act as a catalyst for future growth and prosperity within our community. I wholeheartedly support this vision and look forward to the positive changes it will bring.

Thank you for considering the importance of such a vital resource for our neighborhood. I am confident that IMSA will be a beacon of opportunity, excellence, and innovation for generations to come.

Sincerely,



Q. Clemons
Haughville Resident



Parent PERSPECTIVES

WHAT INDIANAPOLIS
PARENTS AND RESIDENTS
WANT FROM THEIR
PUBLIC SCHOOLS

SEPTEMBER 2023

A JOINT
REPORT
FROM



The Mind Trust
Transformative education. Rooted in equity.





TABLE OF CONTENTS

- 1** About the Report
- 3** Indianapolis enrollment: Who are schools serving?
- 4** Resident and family views on education
- 5** Top areas of concern: citywide
- 6** Top areas of concern: public charter and innovation network
- 7** Charter and innovation parents weigh in on school choice
- 8** What public charter and innovation network families love about their schools
- 12** What public charter and innovation families want to improve at their schools
- 14** Recommendations: How should parent views shape our system?

About the Report

Parent Perspectives is a joint report from The Mind Trust, an Indianapolis-based education nonprofit, and EmpowerED Families, a local parent advocacy group. Both organizations are focused on creating better educational outcomes for Indianapolis students.

THIS REPORT HAS ONE MAIN GOAL: Amplify the voices of Indianapolis parents, especially those who make up the majority of public school families in Indianapolis Public School (IPS) boundaries: public charter and innovation network school families.

The research in this report comes from more than 2,000 survey responses and 1:1 interviews with adults living in Marion County and parents who have children in public charter, innovation, and district-run schools. Respondents shared demographic and school attendance information. Responses were anonymized so that parents could feel comfortable sharing their views, so no individual or school names are shared in this report.

Over the last two decades, Indianapolis has become a city of school choices. In the 2022–2023 school year, 58.3% of students attending public schools in IPS boundaries attended a public charter or innovation school. As the report shows, this is because the majority of families believe they should have the ability to choose the school that best fits their child's needs.

The Mind Trust and EmpowerED Families believe those most impacted by the education system should influence future change. This report looks into what families want their schools to keep doing, as well as areas they'd like to see improve. We also share recommendations based parents' views.

As our city, state, and country continue to recover from learning loss caused by the COVID-19 pandemic, parent views and experiences must be included as we find solutions that move us forward. We look forward to working with families to keep them at the center of decision-making.



+2,000

Research in this report comes from more than **2,000 1:1 INTERVIEWS** and survey responses.

1



To learn more about this report, scan the QR code or visit **THEMINDTRUST.ORG/PARENTREPORT.**

A City of Public School Options

Indianapolis is a city of public school options. All of the school types listed below are free to attend, public, and must enroll any student who would like to attend, when space is available.

Independent charter schools: Schools that hold a charter with an authorizer and are operated by a nonprofit board of directors. They are held accountable for results by their authorizer and nonprofit board.

Innovation network schools: Schools that are part of a district, but have the autonomy to make decisions for their own school community, such as teacher pay, special programming, and school calendar. Some hold a charter and some do not, but all are public and held accountable for results.

Direct-run schools: Schools that are directly run by a district. Decisions about how these schools work are made at the district level.

HOW ARE CHARTER AND INNOVATION SCHOOLS HELD ACCOUNTABLE?

- All public charter and innovation network schools in Indianapolis are managed by a nonprofit board of directors.
- All charter schools have an authorizer, which is a governing body that permits them to operate in the state. Most charter schools in Indianapolis are authorized by the Indianapolis Mayor's Office of Education Innovation.
- Innovation network schools are also held accountable by the district they partner with and often times their authorizer as well.



Independent charter schools, innovation network schools, and direct-run schools are:

FREE TO ATTEND



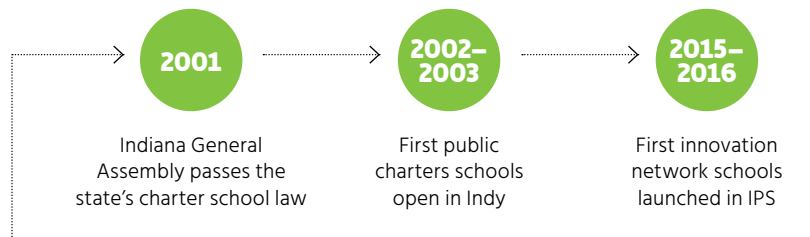
PUBLIC

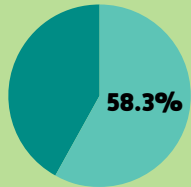


SPACE PERMITTING, MUST ENROLL ANY STUDENT



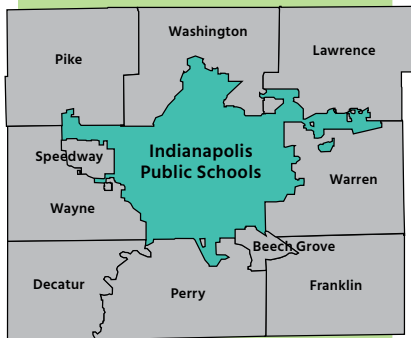
SCHOOL CHOICE TIMELINE





58.3% of students enrolled in a public school in IPS boundaries attend a **PUBLIC CHARTER or **INNOVATION NETWORK SCHOOL**.**

MARION COUNTY SCHOOL DISTRICTS



View a map of all public schools in IPS boundaries at [THEMINDTRUST.ORG/PARENTREPORT](https://themindtrust.org/parentreport) or scan this QR code.

ENROLLMENT IN IPS BOUNDARIES: SHAPED BY PARENT ACTION

Indianapolis is a city of school choices. Since public charter schools first opened in Indianapolis in the fall of 2002, students and families have shown growing interest in learning about their options and finding a school community that best meets their needs.

What schools are families choosing in IPS boundaries?

- 58.3% of students enrolled in a public school in IPS boundaries attend a public charter or innovation network school.

What are enrollment trends over time?

Over five school years (2018–2019 to 2022–2023):

- Enrollment at IPS direct-run schools decreased by 15%.
- Enrollment at charter and innovation network schools grew by 14%.

Over ten years (2013–2014 to 2022–2023):

- Enrollment at IPS direct-run schools decreased by 38%.
- Enrollment at charter schools increased by 89%.

What students do charter and innovation network schools serve?

In the 2022–2023 school year:

- 85.8% of charter and innovation school students were students of color, and 75.7% qualified for free or reduced lunch.
- 26,000+ students attended a charter or innovation network school.

What's causing these changes in enrollment?

1. A growing number of high-quality, K–12 school options and awareness in the community that these options are available.
2. The creation of a unified enrollment system, Enroll Indy, that streamlined information and enrollment processes.
3. Parent and student interest in different school models and parents making school choices based on student needs and preferences.



CITYWIDE VIEWS ON EDUCATION AND SCHOOL OPTIONS

To understand how the views of charter and innovation school parents compare with the general population, we surveyed Indianapolis residents to learn more about broad, citywide views on education.

Indianapolis residents overwhelmingly believe a strong education system is essential for our city. In our survey of the general population:

- 9 in 10 Marion County respondents agree parents should have the choice to send their kids to schools that best fit their children's needs.

However, Indianapolis residents—and parents especially—believe there's work to be done to ensure every student can access a high-quality school.

- Less than half (47%) of Indianapolis residents who responded rate the city as very good or excellent in ensuring that every student has access to an excellent education.
- 35% of Indianapolis parents of school-aged children rate the city as very good or excellent in terms of ensuring that every student has access to an excellent education.

When facts about public charter schools and innovation network schools are explained in clear terms, the public indicates support.

- Once provided a definition for innovation network schools, more than three-fourths (78%) of Indianapolis residents say it is "very or extremely" important for parents to have access to these schools.

Indianapolis residents surveyed also feel it is important to allow schools to make decisions based on the needs of their school community.

- 83% of respondents agree teachers and school leaders should have the ability to make key decisions about conditions such as length of the school day, curriculum, staff, student support, and more, without strong input from a school district.
- 75% of the population who live in Marion County believe government leaders should enact policies that help parents make the best decisions for their child's education.



90%

or 9 out of 10 Marion County residents agree parents should have the choice to send their kids to schools that **BEST FIT THEIR CHILDREN'S NEEDS.**

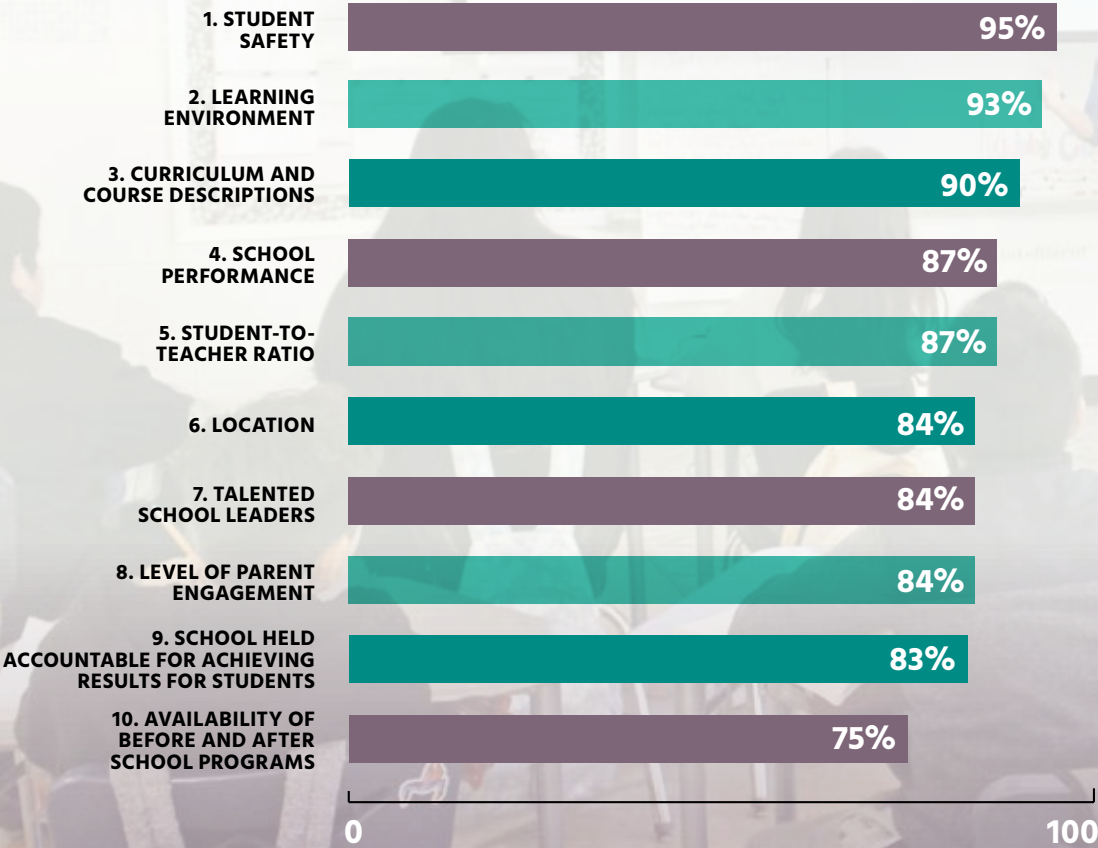
75%

of Marion County residents believe **GOVERNMENT LEADERS SHOULD ENACT POLICIES** that help parents make the best decisions for their child's education.

CITYWIDE VIEWS

TOP 10 SCHOOL CHOICE FACTORS FOR MARION COUNTY PARENTS

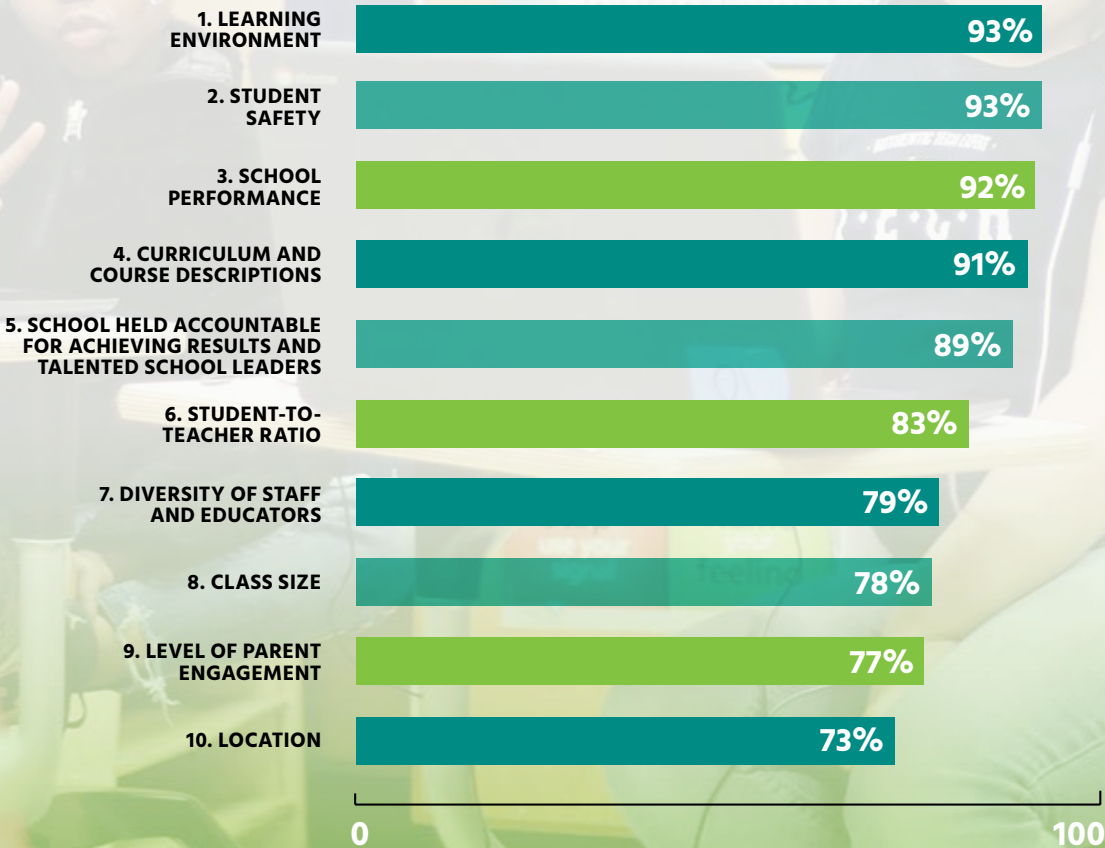
IMPORTANT FACTORS MARION COUNTY PARENTS RANKED AS EXTREMELY OR VERY IMPORTANT IN CHOOSING THEIR CHILD’S SCHOOL WERE:



CHARTER & INNOVATION PARENT VIEWS

TOP 10 SCHOOL CHOICE FACTORS

WHEN ASKED WHAT FACTORS WERE EXTREMELY OR VERY IMPORTANT IN THEIR SCHOOL CHOICE, THE TOP AREAS FOR CHARTER AND INNOVATION SCHOOL FAMILIES WERE:





On the 2022 ILEARN exam, independent charter school students made **LARGER PROFICIENCY GAINS** than the state overall and for Black, Latino, low-income, special education, and English Language Learner student groups.

7.5x

Innovation charter school 2022 SAT college readiness rates were **7.5X HIGHER** than IPS direct-run high schools and almost double the township average.

PUBLIC CHARTER AND INNOVATION SCHOOL PARENT VIEWS ON THEIR SCHOOL CHOICE

With the majority of public school students attending a public charter or innovation school, it is important to understand their unique views on education so we can create a system that reflects the current needs of our community.

Our survey of public charter and innovation school parents shows that the majority are pleased with their school choice.

- 68% of respondents rated their schools as very good or excellent at having high expectations for their students.
- 57% rated them very good or excellent for ensuring students learn what they need for future success.

About one-third of parents surveyed previously sent their student to an IPS direct-run school.

- “Learning Environment” was the top reason these parents chose to look for a different school option.

The majority of public charter and innovation school parents feel that their student has a good learning environment and are supported.

- 70% rated their schools as very good or excellent in terms of making their students feel welcomed and valued.
- More than half (58%) of autonomous school parents surveyed rated their school as very good or excellent at supporting families with needs outside of education.

Most charter and innovation network school parents (67%) would recommend their school to another family.

WHAT CHARTER AND INNOVATION PARENTS LOVE ABOUT THEIR SCHOOLS

A safe and welcoming community, high expectations, and academics are common themes for parents who choose charter and innovation network schools.

When surveyed about the strengths of their school, charter and innovation network school parents rated several factors highly:

1. The school has a diverse student population. (85%)
2. The school has high expectations for my student(s). (82%)
3. The school provides a safe environment. (81%)
4. The school has the appropriate curriculum for my student. (80%)
5. The school makes me and my student(s) feel welcomed and valued. (79%)

SENSE OF COMMUNITY

Charter and innovation network families believe their school's teachers and staff demonstrate love and genuine care toward them and their students. Relationships are at the center of what autonomous schools do. Many parents interviewed elevated a few key ways their schools do this:

- Teachers and staff build strong relationships that feel more like family than a transactional school relationship.
- There is open and frequent communication from school to families. Many parents applauded how well their schools keep them informed.
- Parents like that charter and innovation schools center student voice.
- More than half (58%) of families surveyed rated their school as very good or excellent at supporting their needs outside of school.

More than a school: One mom shared, "They had a pantry for kids who go home and don't have enough food. They have hair supplies for the young ladies who don't have the money to get their hair braided. That was the selling piece—they were trying to meet the child's needs on every level."

85%

When surveyed, 85% of charter and innovation network parents rated a **DIVERSE STUDENT POPULATION** as one of their child's school's strengths.



Parents appreciate a school that challenges their student(s): **82% RATED HIGH EXPECTATIONS** as one of their chosen school's strengths.



70%

In a survey of 100 parents of autonomous school students conducted in spring 2023, 70% rated their school as **VERY GOOD OR EXCELLENT** in terms of making their students feel welcomed and valued.



Scan this QR code to learn more about charter and innovation school performance or visit [THEMINDTRUST.ORG/PARENTREPORT](https://themindtrust.org/parentreport).

PERSONALIZED ATTENTION AND HIGH EXPECTATIONS CREATE BETTER ACADEMIC OUTCOMES

Charter and innovation network schools have smaller class sizes that allow for students to receive personal support from teachers. In 1:1 interviews and our survey with charter and innovation families, they shared a few key ways they are seeing this benefit their students:

- Teachers are able to identify when students need additional support faster than they would if they had a larger class.
- Students can get tailored instruction if they need coursework that is above their current grade level.
- 68% of respondents rated their schools as very good or excellent at having high expectations for their students.

State assessments, like the ILEARN and SAT, as well as independent national research from the Center for Research on Education Outcomes at Stanford University, show public charter and innovation network school students outpacing their peers in district-run schools. Scan the QR code to learn more about charter and innovation school academic performance or visit themindtrust.org/parentreport.

Meeting individual needs: One parent noticed her son was struggling with reading in second grade. His teacher shared her hypothesis: He was bored. To address this, the teacher assigned him work that was more challenging, including tougher reading assignments and a book report. His mom saw a transformation in him. “He’s loving it,” she said. “I really appreciate she has taken the time to sit down with him individually.”

CONTINUED ON PG 10

When asked why she chose to transfer her 13-year-old son from an IPS direct-run school to a public charter school, one mom shared it was strong communication between the school staff and families and the strong academic tenets of the school that appealed to her. “It was the curriculum, the homework, the smaller classes, and the expectations they held for our children.”



WHAT CHARTER AND INNOVATION PARENTS LOVE ABOUT THEIR SCHOOLS

CONTINUED FROM PG 9

DIVERSE TEACHERS AND STAFF

In the 2022–2023 school year, 86% of public charter and innovation network school students identified as students of color. More than 22,500 students of color attended a charter or innovation network school, with that number growing year after year.

In 1:1 interviews and a survey, charter and innovation school parents indicate having diverse teachers is an important piece of their school choice. 79% of charter and innovation network families surveyed rated staff diversity as very or extremely important.

Charter and innovation network schools tend to have more diverse staff than other types of schools, with higher percentages of Black, Latino, and multiracial teachers. In 2022, the percentages of teachers of color were: 29% at public charters, 28% at innovation schools, and 18% at school corporations.

Shared backgrounds create trust: One mom reflected on her son's transfer from a township high school to a charter high school that weaves cultural competency into its school model. She shared, "Our current school is the ideal situation for a Black male, and I say that because they understand the needs of our particular demographic," she said. "I think it's important for students to see Black male teachers. I think it's important for teachers to be able to understand the students. They all speak the same language."

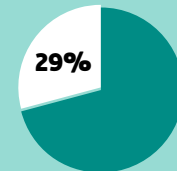
INNOVATIVE CURRICULUM AND 21ST CENTURY APPROACH

Parents of charter and innovation school students care deeply about a school's academic offerings. They want schools that prepare their students for the rest of their lives. Now that students and families have options to choose from, they are paying close attention to the unique school models available to them.

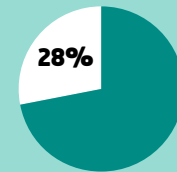
- 93% of charter and innovation families surveyed ranked learning environment as an important factor in school choice.
- 90% of charter and innovation school families ranked curriculum and course descriptions as important to their school choice.

PERCENTAGES OF TEACHERS OF COLOR PER SCHOOL TYPE IN 2022:

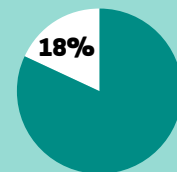
PUBLIC CHARTER SCHOOLS



INNOVATION SCHOOLS



SCHOOL CORPORATIONS





Visit **INDYSCHOOLS.ORG**
or scan this QR code to
learn more about school
options in Indianapolis.



Want to get involved in
Indianapolis education?
Connect with EmpowerED
Families at **EMPOWERED
FAMILIESINDY.ORG**, or
scan this QR code.

Innovative schools across the city: Indianapolis high school students in particular have a wide range of high-quality, innovative school models to choose from. Almost 20 public charter high schools are serving students with unique offerings like early college, STEM-related course options, tech-focused internships, healthcare certifications, and more.

A SAFE LEARNING ENVIRONMENT

All Indianapolis parents surveyed, including charter and innovation network school parents, ranked safety as a top concern when choosing a school. In 1:1 interviews, parents shared what their child's safety at school means to them:

- Parents feel safer when their student is in a smaller environment, which charter and innovation network schools can provide.
- Parents perceive larger district schools to be less secure, with bigger class sizes giving students the ability to be more anonymous.
- Families want safety concerns to be addressed as soon as possible and believe smaller schools can do this better.
- Indianapolis parents know that safety is a growing concern nationwide and want schools to communicate proactively about their plans to keep their children safe.
- Safe facilities and procedures are key for parents. Locked doors, cameras, buzzers, ID checks, and other building updates are noticed and appreciated.

Keeping parents informed: In a 1:1 interview, one parent shared that she appreciates her school's regular communication to keep parents updated. "I love how serious they are about safety. If a bus is late or something else happens, they waste no time getting to the bottom of it and communicate to parents."

Families: Looking for ways to deepen your involvement in Indianapolis education? Connect with EmpowerED Families to learn more about advocating for equitable public education, upcoming parent trainings, and more! Visit empoweredfamiliesindy.org or scan the QR code at left to get connected.



WHAT CHARTER AND INNOVATION PARENTS WOULD IMPROVE AT THEIR SCHOOLS

While most charter and innovation network families would recommend their school to other families, there are a few ways they would like to see their schools improve. These insights are valuable to organizations and leaders who support our city's schools.

● ENSURE SCHOOLS FOCUS ON TEACHER RETENTION

Retaining teachers is a challenge for schools of all types across the country, especially since the pandemic. Charter and innovation network families want their schools to continue focusing on this issue because they know how important great teachers are for their children.

An analysis by Chalkbeat published in March 2023 shows that the in eight states examined over the 2022–2023 school year, turnover was as high as it has been in five years. Additionally, across those states, turnover was about two percentage points higher than before the pandemic.

While there is room for improvement, innovation network schools outperformed local school districts in teacher retention rates. According to the Community Data Snapshot published by the Richard M. Fairbanks Foundation, in 2022:

- Innovation network schools had a teacher retention rate of 82% compared with the 71% average retention rate for school corporations in Marion County.
- IPS' overall teacher retention rate was 74%.



82%

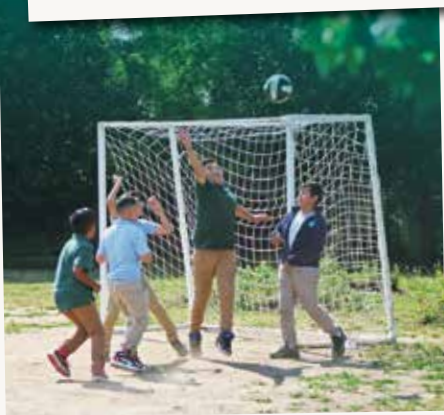
IPS innovation network schools had a **TEACHER RETENTION RATE of 82% in 2022, while IPS's overall retention rate was 74% and Marion County's was 71%.**

12



Families want more resources for their schools: When asked in the autonomous parent survey about their suggestions to ensure every child has access to an excellent education, many raised this idea.

One parent wrote: "They need more resources and the [money] to hire more qualified adults such as counselors, teachers' aids, reading specialists, etc."



Many parents hope their charter or innovation network school can **INCREASE THE NUMBER OF EXTRACURRICULAR ACTIVITIES AND ELECTIVE CLASSES** they offer.

GROW ACCESS TO TRANSPORTATION

While many charter and innovation school families are willing to drive to their chosen school, this isn't an easy option for every family. To make sure they can access their school, families want more student transportation support.

- Multiple parents mentioned a lack of transportation as one of the only drawbacks of their chosen school.
- Families who have multiple children who attend different schools mention the importance of transportation access.
- Parents know that their student needs to get to school on time, so for some families, access to school-provided transportation is a deciding factor in their choice to enroll in or stay at a school.
- Unfortunately, a few parents shared that they had to leave a school of their choice due to moving farther away.

ADDITIONAL ACTIVITIES AND SPECIALIZED CLASSES

When asked about the things they would like to see change about their schools, many parents hope their charter or innovation network school can increase the number of extracurricular activities and elective classes they offer.

- While families are looking for smaller schools to get a personal touch, these schools might have fewer opportunities for extracurricular activities.
- Some families noted that schools are still building back more course options and activities after the pandemic. They want this to be a priority for their school's leadership.
- Parents recognize that their school's facility might not be able to accommodate all options, especially for athletics.
- This concern also overlaps with transportation. If activities are offered after school, they may need transportation services to participate.

USING THE PARENT PERSPECTIVES REPORT

How charter and innovation network school parent views should shape our public education system.

School leaders, lawmakers, community leaders, and other stakeholders should take the views of charter and innovation network school parents seriously as they represent the majority of public school families in IPS boundaries.

Continue to expand property-tax sharing with charter schools.

Closing the funding gap between public charter and district schools will help fund solutions to areas parents want to see improve, like transportation and additional extracurricular activities. In 2023, our state took a big step in the right direction to decrease this gap by:

- Sharing future operating referendum proceeds proportionately with charter schools in four counties, including Marion County.
- Sharing future increases in local property taxes proportionally with charter schools.
- Giving charter schools access to state funding sources that support facility costs.

Our state should build upon this success by continuing to push for access to tax dollars that support a growing number of public school students, not only in Indianapolis but across the state. Indianapolis charter and innovation school families are paying taxes that don't end up making it to the schools their children attend.

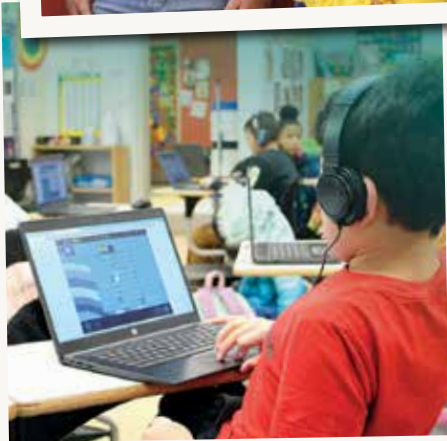
Embrace partnerships with innovation network schools.

Since innovation network schools first opened in IPS in the 2015–16 school year, they've become well-established choices for families in Indianapolis. With 31 schools serving more than 12,400 students in the 2022–2023 school year, these options have been a win-win for the district and for families and students. For IPS, innovation network schools have enabled the district to grow enrollment and offset the declines seen in other urban school systems. Innovation network schools have also helped increase the district's academic achievement results, particularly through high-performing high schools.

-\$7,863

A 2023 study from the University of Arkansas found that **INDIANAPOLIS CHARTER SCHOOLS RECEIVE \$7,863 LESS** in total annual funding than the city's district-run schools.





To learn more about
this report, scan
this QR code or visit
[THEMINDTRUST.ORG/
PARENTREPORT](https://themindtrust.org/parentreport).

Families and students are finding schools that fit their needs, drive strong academic outcomes, and are held accountable for results. Because of this, the district should continue to support and build upon its innovation network school strategy, as they are a vital part of Indianapolis' education system.

Create solutions to transportation challenges.

Providing efficient transportation is a challenge schools of all types are facing. While choices have increased, the way children get to school has largely not changed. This lack of innovation has created challenges that affect students across the state, like driver shortages, long travel times, and high costs for smaller schools.

Indianapolis is a hub of education collaboration, as shown by innovation network schools. Public schools of all types should be open to solutions that could create shared routes, management services, drivers, and vehicles.

Focus on collaboration over competition.

Major shifts in public school enrollment have happened over the last ten years. Indianapolis parent and student choices have driven these changes and have shown our community what is possible when family needs are put at the center of education decisions. While our city has made strides to grow access to more high-quality schools, there is still work to do to ensure all schools are serving students well.

Specifically in Marion County, families want charter schools and IPS to work collaboratively with each other, rather than looking out for their own interests separately. Our city is a national model for improving academic achievement, collaboration, and innovation. Families want schools and districts to continue to lean into those values to ensure progress isn't lost.



PARENT
PERSPECTIVES
IS A JOINT
REPORT
FROM



The Mind Trust
Transformative education. Rooted in equity.



TheMindTrust.org
   @themindtrust

EmpoweredFamiliesIndy.org
  @EmpowerEDFamIN

IMSA BOARD RESOLUTION- 06/15/2024

Support for Growth and Expansion Opportunities within Indianapolis

WHEREAS, The IMSA Board of Directors (the "Board") recognizes the importance of providing quality education and fostering academic excellence in the Indianapolis area and across the state of Indiana; and

WHEREAS, The Board acknowledges the potential for growth and the demand for high-quality educational institutions within many communities; and

WHEREAS, The Board values its partnership with Concept Schools and appreciates the successful collaboration to date; and

WHEREAS, The Board is committed to exploring opportunities for the expansion of an existing charter or the establishment of a new campus under an existing or new charter to better serve the educational needs of Indianapolis or across the state; and

WHEREAS, The Board recognizes the expertise and resources offered by the Mind Trust in supporting educational growth and development;

NOW, THEREFORE, BE IT RESOLVED THAT:

1. Support for Expansion:

The IMSA Board hereby recognizes and supports opportunities for growth within Indianapolis. The Board expresses its willingness to continue the partnership with Concept Schools and its current charter authorizer to explore the expansion of an existing charter or the opening of a new campus under an existing or new charter.

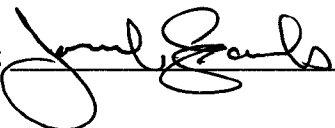
2. Partnership with the Mind Trust:

The IMSA Board recognizes and supports opportunities to partner with the Mind Trust to assist in the growth process, leveraging their expertise and resources to ensure successful expansion and continued educational excellence.

3. Support for Expansion:

The IMSA Board hereby further recognizes and supports opportunities for growth across the state of Indiana. The Board expresses its willingness to continue the partnership with Concept Schools and seek a new charter authorizer to explore the opening of a new campus under a new charter.

Adopted by the IMSA Board of Directors on this 15th day of June 2024.

Board President:  6/15/2024

**Education Management Agreement
Between
Indiana Math and Science Academy-North and Concept Schools**

THIS EDUCATION MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of this 15 day of August 2020, by and between Concept Schools, NFP ("**Concept**"), an Illinois non-profit corporation and Indiana Math and Science Academy-North Indianapolis, Inc. (the "**School**"), an Indiana non-profit corporation. (Each a "**Party**" and collectively the "**Parties**").

WHEREAS, both Concept and the School have qualified as tax-exempt organizations under Section 501(c) (3) of the Internal Revenue Code;

WHEREAS, School has been granted a charter (the "**Charter**") to organize and operate a charter school, by the Mayor of the Consolidated City of Indianapolis and Marion County, Indiana (the "**Sponsor**") pursuant to the State of Indiana Charter Schools Law, as amended (the "**Charter Schools Law**");

WHEREAS, the School and the Sponsor entered into a Charter School Agreement on August 26, 2010 (the "**Charter Agreement**") which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, the School is governed by a Board of Directors (the "**School Board**"), which is responsible for overseeing the operations of School;

WHEREAS, Concept desires to provide management services to the School;

WHEREAS, Concept assigns a Superintendent (the "Superintendent") in order to oversee the school operations and ensure the successful implementation of the Concept model. The Superintendent is employed by Concept and reports to both Concept and the School Board.

WHEREAS, the School and Concept now desire to enter into this Agreement to govern their relationship beginning by August 15, 2020 (the "**Effective Date**");

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following terms and conditions:

1. Term

- a. Initial Term: Unless terminated earlier in accordance with this Agreement, the term of this Agreement (the "**Term**") shall be effective on the Effective Date and continue until the end of the Charter Agreement.
- b. Extensions: This Agreement will automatically renew for additional, successive terms commensurate with the Charter Agreement unless one party notifies the other party on or before the April 1st prior to the expiration of the then-current term of its intention to renegotiate

or not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the Charter Agreement granted to the School, as such charter may be extended from time to time.

- c. In cases of Concept being a guarantor for a facility or any other long-term financial responsibility for the School, the term of this Agreement will automatically extend to appropriately reflect such commitment

2. Responsibilities.

Concept assigns Superintendent to ensure the successful implementation of the Concept model. Superintendent oversees the school principal and major school business operations. Superintendent may at the request of the School Board represent the School Board in front of state departments of education, authorizers/sponsor, and any other parties. Superintendent shall report to the School Board and in regards to managerial duties shall report to Concept Schools. Superintendent shall always seek the best interest of the School in any case.

Provision of Services: Concept shall provide the services described herein (the "**Services**") to the School subject to the direction, oversight and policies of the School, and the requirements of the Charter Agreement and all Federal, State and Local Laws to the extent applicable to such Services. Regardless of the Services provided by Concept under this Agreement, the School remains responsible for the administration of the School. In this respect, Concept in no way serves as a joint or co-employer with the School. Concept has no obligation to provide any Service that is not specifically listed below, unless otherwise agreed upon by both parties in writing.

- i. Concept shall provide consulting and liaison services with the Sponsor and other governmental and quasi-governmental offices and agencies to ensure that the School may continue its operation.
- ii. Concept shall assist in the preparation of a projected budget for the academic year, in reasonable detail, for Board approval not later than May 30 of each year in a format required by the Indiana Department of Education (if any). The School must approve such budget before June 30 annually. Notwithstanding, during any school year, the budget may be amended by mutual agreement of the Parties.
- iii. All school personnel (the "School Employees") shall be exclusively employed by the School. The School retains the exclusive authority for making any employment-related decisions including but not limited to hiring, firing, promotion, work assignment, compensation, evaluation, discharge or other disciplinary decisions regarding the School Employees excluding the school principal and assistant principal (if any). The school principal and assistant principal will be assigned by mutual agreement of the Parties. The

School is solely responsible for determining any salaries, fringe benefits, employment taxes and other employment related costs. Notwithstanding the foregoing, Concept will provide consultation and recommendations for advertising, interviewing, hiring and firing, transferring, discharging and/or disciplining employees, including international employees.

- iv.** Concept shall monitor whether the School Employees meet all local, state, and federal regulations related to school personnel and any Federal, State or Local Laws for all School Employees.
- v.** Concept shall make recommendations regarding staffing needs at the School, provide revisions to position descriptions, and provide sample employment contracts for all School Employees. The School remains responsible for determining what (if any) of these recommendations will apply to School Employees.
- vi.** Concept shall monitor whether the School complies with all applicable federal and state laws and regulations, concerning School Employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.
- vii.** Concept shall monitor whether the School complies with all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School Employees.
- viii.** Concept shall monitor the School's compliance with all applicable state and local civil rights laws, and assess whether the School may be illegally discriminating against any School Employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, sexual orientation, or any other legally protected characteristics in its recruitment, selection, training, utilization, termination or other employment-related activities.
- ix.** Except to the extent expressly waived by state authorities, Concept shall, assure that School Employees and all other officers and employees abide by all applicable State and Federal law and regulations including but not limited to, (A) comply with the Charter School Law, the Charter Agreement, and all applicable federal and state laws and regulations, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy Act, and except for the Superintendent to the extent necessary to fulfill responsibilities at the School, Concept has no rights in such records whatsoever, that it shall maintain such records on behalf of the School and may use such records only in connection with its duties under this Agreement, and that it will follow the School's instructions in connection with such records. Based on the foregoing, the School hereby designates employees of Concept as having a legitimate educational interest such

that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act. Concept also agrees that it will assist the School in responding to any Indiana Access to Public Records Act requests and will not withhold documents that the School is required to produce in response to such a request.

- x.** Concept shall provide the coordination, communication, and leadership in order to ensure continuity, quality, effectiveness, and conformity with the terms of this Agreement by employing a qualified person incumbent in the positions of the Superintendent and the Treasurer. The School acknowledges and agrees that, by entering into this Agreement, the Concept-employed Superintendent and Treasurer shall be assigned and empowered with the authority to perform all School duties and responsibilities that would typically be assigned to such positions. Notwithstanding the foregoing, the Concept-employed Superintendent and Treasurer will have no authority or responsibility for making employment-related decisions for School Employees, including but not limited to hiring and firing, promotion, transfer, work assignment, compensation, discharge or discipline.
- xi.** Concept will recommend a calendar for the academic year and shall ensure the following:
 - a.** that the School opens in August and will continue until June,
 - b.** that the academic year consist of a minimum 185 school days, provided that the number of school days will meet or exceed Indiana requirements, and
 - c.** that the length of the school days at the School will meet or exceed Indiana requirements.
- xii.** Concept will recommend the size of the School and each class according to the School's Charter Agreement, facility and budget.
- xiii.** Concept will monitor enrollment to ensure that the School enrolls students in full compliance with the requirements of the Charter Agreement and the Charter School Law.
- xiv.** Each year Concept shall develop a student recruitment plan working with the Principal of the School. Any cost associated with such student recruitment shall be incurred by the School unless otherwise agreed by the Parties.
- xv.** Concept shall provide
 - a.** a day long teachers' institute and teacher induction at the beginning of the year;
 - b.** principal's professional development twice a year;
 - c.** Summer Leadership Summit at the beginning of the year;
 - d.** monthly Superintendent Leadership Seminars;

- e. trainings in Concept's methods, curriculum, program, and technology for School Employees, including administrators, teachers and support staff through Concept's staff up to twice per year upon request;
 - f. any additional professional development services required by state or federal law or regulation.
 - g. any additional professional development services reasonably necessary or expedient for the successful implementation of the Concept model as agreed to in writing from time to time by Concept and the School*.
- xvi. Concept shall provide the School and all of its students at the School with a complete educational program based on (A) the requirements of the Charter Agreement, and (B) the Charter School Laws, except as may be further required by this Agreement.
- xvii. Concept shall provide the management and administrative services necessary to implement its educational program at the School.
- xviii. Concept shall be responsible for and accountable to the School for the academic performance of students who attend the School, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law, and Concept shall coordinate such testing as is required to permit the evaluations contemplated by each of the foregoing.
- xix. Concept shall measure the success of the School based on absolute levels of student achievement in terms of test scores, and among other measures, on comparative measures against students in the local school district who have backgrounds and achievement levels similar to the School's students, and on measures of parent and student satisfaction.
- xx. Concept shall provide educational performance data, and any information required or requested by the School Board, Sponsor, State, the Charter Agreement, and Charter School Laws.
- xxi. Concept shall provide a Student Information System (Concept SIS) that includes, but is not limited to, the following:
 - a. Online student registration and data maintenance
 - b. Student records and employee files management
 - c. Parent access (assignments, discipline, attendance, etc.)
 - d. Report Cards and Transcripts
 - e. Student discipline management
 - f. Student/staff/course schedules

- g. Compliance with state requirements for reporting of student enrollment information
- h. Attendance, grading, and log book
- i. Curriculum and lesson planning
- j. Online assessment & data reporting
- k. Extra-curricular activities management
- l. Staff performance management
- m. E-forms (leave request, reimbursements, purchase request, etc.)
- n. Clock in/out system for staff
- o. Employee attendance management
- p. Dashboard for administrators
- q. Online Job applications module
- r. System alerts

The School acknowledges that in designating employees of Concept as school officials with a legitimate educational interest in the School student records, Concept employees will have access to student records and employee files to perform necessary functions for the same purposes as the School Employees. Concept shall make all reasonable efforts to establish and maintain, and have established, maintained, implemented and complied with, reasonable information technology, information security, cyber security and data protection controls, policies and procedures that are designed to protect against and prevent breach, destruction, loss, unauthorized distribution, use, access, disablement, misappropriation or modification, or other compromise or misuse of or relating to student records.

- xxii.** Concept shall develop a variety of extra-curricular* activities which are critical components to a well-rounded educational experience that may include, but not limited to, the following:

- a. CONSEF - Concept Schools Science & Engineering Fair
- b. STEM Expo
- c. MathCON
- d. RoboCON
- e. Spoken Word Competition
- f. Writing Contest
- g. D.E.A.R.
- h. ALF
- i. Art Fair
- j. Teacher of the Year
- k. Concept Young Scholars Program

***Registration fees and additional costs may apply.**

- xxiii.** Concept shall develop and coordinate Concept Young Scholars Program (CYSP), which is a multifaceted program, designed to prepare students to become future leaders in their communities. This program offers a more challenging curriculum and engaging activities such as advanced study programs in math, science, robotics, and preparation for Concept Academic Competitions, college trips, overnight events, and Congressional Award Program.
- xxiv.** Unless otherwise prohibited, Concept shall manage all the School financial operations, including but not limited to; payroll, HR services, purchasing, accounts payables, accounts receivables, grant management, development and monitoring of financial policies and procedures, bookkeeping, budget preparation and management, audit preparation and coordination, and reporting. Concept shall:
- a. Prepare and present all financial reports at the School Board meetings;
 - b. Prepare annual budget in coordination with the school administration, which shall be approved by the School Board;
 - c. Prepare an independently audited annual financial report, as required by the Charter School Law not later than any applicable deadline required by the State;
 - d. Prepare and submit any other financial and operational reports relating to the School which may be required pursuant to the Charter Agreement and the Charter School Law in accordance with the requirements thereof;
 - e. Maintain all financial books and records;
 - f. Manage payroll functions in order to ensure efficient operation, as well as creation and maintenance of proper personnel records;
 - g. Develop purchasing policies and procedures and oversee all purchasing operations including administration of bidding process for major purchases and projects;
 - h. Apply and manage all federal and state grants including preparation and filing of final expenditure reports.
- xxv.** Provide HR Support services such as benefit administration, employee surveys, revision of employment documents, performance evaluations, and coordination of public records requests.
- xxvi.** Concept shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting. If Concept fails to meet a 90% benchmark in terms of either accuracy or timeliness in a fiscal quarter, the School shall notify Concept in writing that such benchmark was not met. If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in two consecutive fiscal quarters, the School shall be entitled to hire the staff necessary to complete the compliance work for Concept for the next two fiscal

quarters, and Concept shall reimburse the School for all expenses related to the hiring, training, and supervision of the compliance workers.

- xxvii.** Concept shall ensure that the School complies with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education)
- xxviii.** Concept shall assist the School in identifying and applying for grants. Concept shall have the right to apply for and receive grant money on its own or together with the School, so long as such applications (i) are approved by the School Board and (ii) the received funds are utilized for their intended purpose and in a manner consistent with the requirements of the grant. Concept must keep the School informed prior to any application's submission, at the level of detail that the School reasonably requests.
- xxix.** Concept shall provide guidance in community outreach activities to generate greater awareness and build credibility and positive reputation for the School.
- xxx.** Concept shall provide marketing services by designing school brochures, fliers, business cards, letterheads, envelopes, newsletters, program books, invitations and the School's Annual Report.
- xxxi.** Concept shall (i) provide guidance for the technology plan on a regular basis, (ii) provide web design and hosting services, (iii) advise on the integration of new technology into the School, and (iv) provide technology support services as may be requested by the School.
- xxxii.** Concept shall provide guidance for successful implementation of STEM focused programs such as robotics, GTT, PLTW engineering courses, etc.
- xxxiii.** Concept shall assist (upon request) schools in recruiting hard to find subject area teachers such as Math, Science, Technology, Engineering and Foreign Language.
- xxxiv.** Concept shall assist in coordinating the transition of high school graduates into college and provide continued support through the Concept dba Future Institute to the graduates as they embark on the next stages of their lives in college, careers and beyond.
- xxxv.** The School shall be responsible for coordinating the cleaning, maintenance and operation of the School Facility. Concept shall make reasonable suggestions to the School regarding potential improvements to the School Facility.
- xxxvi.** Concept shall also coordinate additional programs as may be mutually agreed upon by the Parties.

3. Tax-Exempt Status.

Concept acknowledges and agrees that this Agreement is intended to be consistent with the School's status as a Federal tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing the School to lose such status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply.

4. Intellectual Property.

Both parties acknowledge that they mutually own all proprietary rights to curriculum or educational materials that (i) are developed by the School or (ii) are developed by Concept with funds from the School. Concept and the School understand that Concept's educational materials and teaching techniques and other documents used by or in the School may be disclosed in accordance with applicable law and the legal opinion of legal counsel of the School.

5. Real and Personal Property.

Upon termination or expiration of this Agreement by either party for any reason, all real and personal property leased by Concept to the School will remain the real and personal property and leases of Concept, and all other personal property purchased by Concept with the funds provided to Concept by the School will be the personal property of the School.

6. Subcontracts.

Subject to prior approval by the School Board, Concept may subcontract services provided to the School except for the management, oversight, or implementation of the teaching and instructional program.

7. Authority.

Concept shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by Indiana Charter School Law or the Charter Agreement.

8. Fees.

In consideration of the Services to be provided to the School by Concept, the School shall pay Concept a fee equal to twelve percent (12%) of the per pupil revenues received by the School to be paid in monthly installments. In the event School is unable to meet the management fee, Concept agrees to reduce fees to allow School to continue to operate as mutually agreed by Concept and School

9. Termination by the School.

The School may terminate this Agreement in the event Concept materially breaches this Agreement. A material breach, without limitation, shall include:

- a. Concept substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from the School;
- b. Concept is liquidated or dissolved;
- c. Concept files a voluntary petition under any federal or state bankruptcy statute;
- d. A third party files an involuntary petition against Concept under any federal or state bankruptcy statute, which involuntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;
- e. Failure to take necessary actions in reasonable time in case the School does not meet academic goals as set forth in the Charter Agreement;
- f. Concept fails to meet any of the material terms as required by the Charter Agreement and causes the Charter Agreement to be revoked, terminated, suspended, or reconstituted; or causes the Charter Agreement to be put in jeopardy of suspension, revocation, termination, or reconstitution under the Charter Agreement; or
- g. Concept assigns this Agreement without the prior written consent of the School.

10. Termination Notice.

If any of the events set forth in Section 9 shall occur, in addition to any other notice required to be delivered under Section 9, the School may send to Concept written notice of its intention to terminate this Agreement, specifying the section(s) of this Agreement upon which the School is relying for the termination (a "Termination Notice"). This Agreement shall terminate thirty (30) days after the receipt of a Termination Notice by Concept or another date if mutually agreed in writing (the "Termination Date").

11. Termination by Concept.

Concept may terminate this Agreement in the event the School materially breaches this Agreement. A material breach, without limitation, shall include:

- a. The School declines to approve hiring of the Executive Director and teachers recommended by Concept.
- b. The School substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from Concept;
- c. The School is liquidated or dissolved;
- d. The School files a voluntary petition under any federal or state bankruptcy statute;
- e. A third party files an involuntary petition against the School under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

- f. The School fails to pay any fees due to Concept within thirty (30) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between the School and any funding entity;
- g. The School assigns this Agreement without the prior written consent of Concept; or
- h. Termination of the Charter Agreement by the Sponsor.

12. Termination Notice.

If any of the events set forth in Section 11 shall occur, in addition to any other notice required to be delivered under Section 11, Concept may send to the School written notice of its intention to terminate this Agreement, specifying the section(s) of this Agreement upon which Concept is relying for the termination (a "Termination Notice"). This Agreement shall terminate thirty (30) days after the receipt of a Termination Notice by the School or another date if mutually agreed in writing (the "Termination Date")

13. Duties upon Notice of Termination and Termination.

The Parties agree to continue charter school operations through the end of the "**Termination Date**" provided that the School continues to pay Concept the management fee on a prorated basis through the Termination Date. Concept's obligations under this Agreement and other expertise shall not cease until the Termination Date. The School shall pay to Concept all outstanding payments on or before the Termination Date.

14. Indemnification.

Except as otherwise stated in this Agreement, each Party agrees to indemnify, defend and hold harmless the other from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by either as a result of any claims, actions or lawsuits brought against either as a result of the negligence, recklessness or intentional misconduct of the other. This indemnification provision shall survive the termination of this Agreement.

15. Insurance.

Each party shall maintain general liability insurance in the amount of One Million Dollars (\$1,000,000.00) per occurrence (or such greater amount if required by the terms of the School's Charter Agreement or applicable law). On all policies of commercial general liability insurance carried by a Party, such Party shall name the other Party as additional insured. Anything in this Agreement to the contrary notwithstanding, each Party hereby waives and releases the other Party and the other Party's Directors, officers, successors, or assigns (collectively, the "**Released Parties**"), from any and all claims and right of recovery against any of the Released Parties, to the extent that any such claims or

right of recovery is for any loss, damage, or liability that is covered by any insurance carried by the Party incurring such loss, damage, or liability, regardless of the cause of origin, including the negligence of the Released Parties. Each of the Parties hereby waives any right of subrogation that might otherwise arise out of any claims against the Released Parties. The Parties agree immediately to give their respective insurance companies which issued policies of insurance written notice of the terms of the mutual waivers and releases contained in this Section, and have the insurance policies properly endorsed, if necessary, to prevent the invalidation of the insurance coverage by reason of the mutual waivers.

16. Relationship of the Parties.

The Parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other Party. Nothing contained herein shall be construed to create a partnership, joint or co-employer relationship or joint venture between the Parties. This Agreement shall not be construed as an abdication of the School's responsibilities and authority for making any and all employment-related decisions, policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of the School. The School at all times maintains the right to accept or reject Concept's recommendations.

17. No Third Party Beneficiaries.

This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

18. Headings.

Headings used herein are for reference only and are not intended, nor shall they be used, in interpreting this instrument.

19. Notices.

Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Concept, to:

Attention: Sedat Duman, CEO/President
Concept Schools, NFP
1336 Basswood Rd, Schaumburg, IL 60173
Facsimile: (847) 824-4382

With a copy to:

Attn: Mustafa GENC, Esq. CLO
Legal Department of Concept Schools, NFP
1336 Basswood Rd, Schaumburg, IL 60173
Facsimile: (847) 277-9867

If to the School, to:

Attention: David Coats, Board President
Indiana Math and Science Academy-North Indianapolis, Inc.
7435 N. Keystone Ave
Indianapolis, IN 46240
Phone: 317-259-7300
Fax: 317-449-5775

With a copy to: Attention: Amy Fox

Church Church Hittle + Antrim
Lincoln Tower, Suite 548
116 East Berry Street
Fort Wayne, IN 47802

Phone: 260.428.2207
Fax: 260.426.3360

20. Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

21. Waiver and Delay.

No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

22. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of Indiana.

23. Assignment.

Neither Party shall assign this Agreement without the written consent of the other Party. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and permitted assigns.

24. Amendment.

This Agreement may not be modified or amended except by a writing signed by each party hereto.

25. Counterparts.

This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

26. Conflicting Provisions.

Any provisions that are contrary to or conflicting with the Charter shall be superseded by the terms and conditions of the Charter.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.


INDIANA MATH AND SCIENCE ACADEMY - NORTH INDIANAPOLIS, INC.

Signature: 

By: David Coats

Its: Board Chair

CONCEPT SCHOOLS NFP

Signature:  _____

By: Sedat DUMAN

Its: President & CEO



CERTIFICATE OF LIABILITY INSURANCE

Attachment 11.5 Page 1 of 2

DATE (MM/DD/YYYY)

6/26/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS **WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER HUB International Midwest Limited 55 East Jackson Boulevard Chicago IL 60604		CONTACT NAME: CSU Chicago Midwest PHONE (A/C, No, Ext): 312-922-5000 E-MAIL ADDRESS: CSUChicago@hubinternational.com		FAX (A/C, No):
		INSURER(S) AFFORDING COVERAGE		NAIC #
		INSURER A: LM Insurance Corporation		33600
		INSURER B: Liberty Insurance Corporation		42404
		INSURER C: Liberty Mutual Fire Insurance Company		23035
		INSURER D:		
		INSURER E:		
		INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** 1764903539 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:			TB5-Z51-293858-023	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AS5-Z51-293858-013	7/1/2023	7/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			TH7-Z51-293858-043	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N	N/A	WC7-Z51-293858-103	7/1/2023	7/1/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	School & Educators Legal Liabilit			R62-Z51-293858-063	7/1/2023	7/1/2024	Each Claim Aggregate Deductible \$1,000,000 \$3,000,000 \$10,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Indiana Math & Science Academy North 7435 N. Keystone Ave., Indianapolis, IN 46240; Indiana Office of Education is listed as Additional Insured; Coverage afforded the Additional Insureds is Primary & Non-Contributory

CERTIFICATE HOLDER

CANCELLATION

Indiana Office of Education

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

Attachment 11.5 Page 2 of 2

DATE (MM/DD/YYYY)

6/26/2023

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PRODUCER HUB International Midwest Limited 55 East Jackson Boulevard Chicago IL 60604	CONTACT NAME: CSU Chicago Midwest PHONE (A/C, No, Ext): 312-922-5000 E-MAIL ADDRESS: CSUChicago@hubinternational.com	FAX (A/C, No):
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INSURER C: Liberty Mutual Fire Insurance Company		23035
INSURER D:		
INSURER E:		
INSURER F:		

COVERAGES**CERTIFICATE NUMBER:** 1000362678**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:			TB5-Z51-293858-023	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AS5-Z51-293858-013	7/1/2023	7/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			TH7-Z51-293858-043	7/1/2023	7/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	WC7-Z51-293858-113	7/1/2023	7/1/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	School & Educators Legal Liabilit			R62-Z51-293858-063	7/1/2023	7/1/2024	Each Claim Aggregate Deductible \$1,000,000 \$3,000,000 \$10,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Indiana Math & Science Academy West 4575 W. 38th St., Indianapolis, IN 46254; Indiana Office of Education is listed as Additional Insured; Coverage afforded the Additional Insureds is Primary & Non-Contributory

CERTIFICATE HOLDER**CANCELLATION**

Indiana Office of Education

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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School Location Services Consulting Agreement

This School Location Consulting Agreement ("Agreement") is made as of this 7th day of August, 2024, by and between Charter School Finance and Development, Inc., an Illinois non-profit corporation ("CSFD"), the mailing address of which is 1300 Basswood Road, Suite 200G, Schaumburg, IL 60173, and Concept Schools – Indiana Region, ("Client"), and mailing address of which is 7002 Graham Road STE: 216, Indianapolis IN 46220

RECITALS:

- A. Client desires to locate a charter school facility in Indianapolis, IN (the "Target Area").
- B. Client does not have the background, expertise, and experience to select a suitable location for a charter school in the Target Area or to identify the steps that need to be completed to develop a location for use as a charter school.
- C. CSFD is willing to endeavor to locate a suitable property for the development of a charter school and consult regarding the development of such property for use as a charter school (hereinafter, "Facility Location Consulting Services"), and Client desires to retain CSFD for Facility Location Consulting Services on the terms and conditions set forth herein.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1. **SERVICES.** CSFD shall make reasonable efforts to identify a property suitable for the location of a charter school in the Target Area and to advise Client as to the development of the identified property for use as a charter school. In order to facilitate the likelihood of a successful search, Client shall from time to time provide CSFD information as to exact locations Client is willing to consider and the parameters of improvements that Client finds suitable. Client shall have discretion to accept or reject any location identified as CSFD as an option, and CSFD makes no warranty that any property proposed by CSFD offers the best possible property in the Target Area for the location of a charter school or whether the amount to be paid for such location is the most advantageous possible price for Client.
2. **COMPENSATION.** In the event that Client accepts a proposed location for a charter school and closes as to such location, whether through a lease or through a purchase, then Client shall pay to CSFD a service fee in the amount of 1% of the amount paid by Client for the property. In the event that the property is leased to Client, the amount paid by Client for the property shall be the aggregate amount of all rent specified in the lease. Unless otherwise agreed by CSFD, the amount payable under this Section 2 shall be payable at the closing of any transaction the purchase of the Property. In the event that the property is leased to Client, the term "closing" shall mean the first day of the term of the lease.
3. **COSTS AND EXPENSES.** CSFD may incur various costs and expenses in connection with Facility Location Consulting Services (collectively, "Expenses"). Client shall pay all such Expenses and reimburse CSFD for all out-of-pocket Expenses that the CSFD pays on behalf of Client. Whenever possible, CSFD will forward bills for any Expenses incurred on behalf of Client directly to Client, and Client agrees to make prompt payment directly to the originator of these bills. Expenses that may be incurred include, but are not necessarily limited to, copying expenses, shipping expenses, and commercially reasonable travel expenses. Expenses for copying may be billed at a rate of up to \$0.10 per copy. Expenses for shipping will be billed to Client at cost. In the event of any driving required in connection with the representation, any mileage incurred

while traveling to perform services on behalf of Client will be billed at the then current federal mileage rate. Expenses incurred by CSFD in connecting with Facility Location Consulting Services are due and payable without regard to whether Client accepts any property proposed by CSFD. Client shall pay all Expenses with thirty (30) days after receiving an invoice for Expenses together with reasonable supporting documentation.

4. **CLIENT'S RIGHT TO TERMINATE OF REPRESENTATION.** Client may terminate the representation contemplated by this Agreement at any time with or without cause by notifying CSFD in writing of Client's desire to do so. Upon receipt of the notice to terminate representation, CSFD will stop all work on Client's behalf immediately. Client will be responsible for paying all Expenses incurred on Client's behalf before the date of written notice of termination was received by CSFD. Notwithstanding any provision of this Agreement, in the event that a property in the Target Area that was proposed by CSFD to Client is the acquired by Client by lease or by purchase acquires a property within five hundred thirty (530) days after the termination of this Agreement by Client, CSFD shall be entitled to a commission calculated pursuant to Section 2 of this Agreement upon the closing of the acquisition of the property by Client (whether by lease or by purchase).
5. **CSFD'S RIGHT TO TERMINATE REPRESENTATION.** CSFD may terminate the representation contemplated by this Agreement at any time if Client breaches any material term of this Agreement or for any reason in CSFD's sole discretion on not less than 30 days prior notice. In such case, Client agrees to pay for all Expenses incurred before the termination of CSFD's representation of Client in accordance with the provision of this Agreement.
6. **SEVERABILITY.** If any provisions of this Agreement are contrary to, prohibited by, or deemed invalid by applicable laws or regulations of any jurisdiction in which it is sought to be enforced, then said provisions shall be deemed inapplicable and omitted and shall not invalidate the remaining provisions of this Agreement. In the event any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
7. **NON-ASSIGNMENT.** A party may not assign any rights or obligations of this Agreement without the prior written consent of the other party. The Agreement shall be binding upon each party and its successors and assigns, if any.
8. **NON-WAIVER.** No waiver by any party of any default or nonperformance shall be deemed a waiver of any subsequent default or nonperformance.
9. **COUNTERPARTS.** This Agreement may be executed in two or more counterparts, all of which shall be considered one and the same instrument and shall become effective when one or more counterparts have been signed by each of the parties and delivered to the other party. This Agreement may be executed by facsimile or .pdf signature and a facsimile or .pdf signature shall constitute an original for all purposes
10. **AMENDMENT.** The Agreement shall be amended only in a writing duly executed by all the parties to this Agreement.
11. **ATTORNEY'S FEES.** If a party brings an action to enforce the obligations of the other party under the terms and conditions of this Agreement, the prevailing party shall be entitled to all reasonable attorney's fees, court costs and expenses incurred. For the purpose of this provision, the term "prevailing party" means the party that has obtained substantially the remedy sought, whether through compromise, settlement, or judgment.

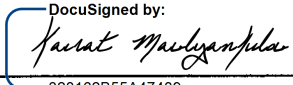
12. **NOTICE.** Any notice given pursuant to the Agreement shall be in writing and delivered and sent by United States mail, postage prepaid, to the parties at their respective addresses below unless notice of a different address is provided as herein described by a party.
13. **GOVERNING LAWS AND JURISDICTION.** The terms of the Agreement shall be governed and construed under the laws of the state of Indiana. Jurisdiction and venue regarding any dispute hereunder shall be vested in either the state courts of Marion County, Indiana, or the United States District Court for the Southern District of Indiana.
14. **LEGAL AUTHORITY.** The person executing this Agreement on behalf of each party represents and warrants that it possesses the legal authority to enter into this Agreement and that the execution of this Agreement has been approved by any and all necessary entity action.
15. **INDEPENDENT CONTRACTOR STATUS.** The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.
16. **NONDISCRIMINATION.** CFSD certifies that it does not discriminate against any employee or applicant for employment to be employed in the performance of this Agreement, with respect to hiring, tenure, terms, conditions or privileges of employment or any matter directly or indirectly related to employment, because of race, religion, color, sex, disability, national origin, or ancestry. Breach of this provision may be regarded as a material breach of this Agreement.
17. **EMPLOYMENT ELIGIBILITY VERIFICATION.** CFSD affirms under penalties of perjury that it does not knowingly employ an unauthorized worker. CFSD shall enroll in and verify the work eligibility status of all its newly hired employees through the E-Verify Program as defined in IC 22-5-1.7-3. CFSD shall not retain an employee or contract with a person it subsequently learns is an unauthorized worker. CFSD shall require its subcontractors, who perform work under this Agreement, to certify that the subcontractor does not knowingly employ or contract with an unauthorized alien and that the subcontractor has enrolled and is participating in the E-Verify Program. This Agreement may be terminated if CFSD fails to comply with this provision.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

CSFD:

CHARTER SCHOOL FINANCE AND
DEVELOPMENT, INC., an Illinois non-profit
corporation

By:  _____
328162B55A47489...

Name: Kairat Mavlyankulov _____

Title: CEO _____

8/21/2024

CLIENT:

Concept Schools – Indiana Regional Office, an
Illinois non-profit corporation,

By:  _____

Name: James Sparkle _____

Title: Board President _____

Task: Concept Teacher Formal Observation

CONCEPT TEACHER FORMAL OBSERVATION

Evidence of Teaching

DOMAIN 1: PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.

1a Artifacts/Evidences

(Answer bank to bottom left will have artifact/evidence options)

	Unsatisfactory	Basic	Proficient	Distinguished
1b Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.

1b Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
1c Setting Instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.

1c Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
1d Using Resources Effectively	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement

1d Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
1e Planning Coherent Instruction	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.

1e Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
1f Designing and Analyzing Assessments	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.

1f Artifacts/Evidences

DOMAIN 2: LEARNING ENVIRONMENTS

	Unsatisfactory	Basic	Proficient	Distinguished
2a Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity,	Learning environments are partially characterized by caring and	Learning environments are characterized by positive developmental relationships that	Students play an active role in creating learning environments characterized by a sense of

disrespect, inappropriateness, insensitivity, and/or unresolved conflict.

respectful interactions.

are intentionally nurtured and celebrated.

community, where each member feels safe, valued, and connected.

2a Artifacts/Evidences

Direct Observations – Interactions between teacher and students; interactions among students

	Unsatisfactory	Basic	Proficient	Distinguished
2b Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.

2b Artifacts/Evidences

Direct Observations – Student pride in work; energy and commitment displayed by the teacher

	Unsatisfactory	Basic	Proficient	Distinguished
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.

2c Artifacts/Evidences

Direct Observations – Smooth functioning of the classroom

	Unsatisfactory	Basic	Proficient	Distinguished
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.

2d Artifacts/Evidences

Direct Observations – Student conduct; teacher response to misbehavior

	Unsatisfactory	Basic	Proficient	Distinguished
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

2e Artifacts/Evidences

Direct Observations - Physical space conducive to the lesson and learning

DOMAIN 3: LEARNING EXPERIENCES

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.

3a Artifacts/Evidences

Direct Observations - Physical space conducive to the lesson and learning

	Unsatisfactory	Basic	Proficient	Distinguished
3b Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.

3b Artifacts/Evidences

Direct Observations - Quality of teacher and student questions and the discussion

	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students	Learning experiences do not	Learning experiences	Learning experiences support	Students take initiative to

in Learning	require active intellectual engagement by students.	partially engage students intellectually; the activities require students to do some thinking.	curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance.
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3c Artifacts/Evidences

Direct Observations – Quality of student activities; structure and pacing of the lesson

	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Assessment for Learning	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.

3d Artifacts/Evidences

Direct Observations – Students receiving feedback; students engaged in self-assessment; teacher monitoring of student learning

	Unsatisfactory	Basic	Proficient	Distinguished
3e Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.

3e Artifacts/Evidences

Direct Observations –Teacher adjusting lesson when needed; teacher responding to student interests

DOMAIN 4: PRINCIPLED TEACHING

	Unsatisfactory	Basic	Proficient	Distinguished
4a Engaging in Reflective Practice	The teacher does not appear to engage in reflective	The teacher's reflective practice leads to some	The teacher's reflective practice, based on	The teacher consistently engages in

	practice or misjudges the success of instruction.	accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.
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4a Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
4b Documenting Student Progress	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	The teacher documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families.

4b Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
4c Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.

4c Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
4d Contributing to	The teacher is not an active member of the school	The teacher makes some contributions to the school	The teacher takes initiative in contributing to and	The teacher takes a leadership role in deining, modeling,

School Community and Culture	community or contributes negatively to the culture of learning and values of the school.	culture, supporting professional learning and upholding the values of the school.	leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
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4d Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
4e Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

4e Artifacts/Evidences

	Unsatisfactory	Basic	Proficient	Distinguished
4f Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

4f Artifacts/Evidences

Average for the domain 1

Average for the domain 2

Average for the domain 3

Average for the domain 4

Average for the Domains

Formal Observation Rating

Attached Workflow DR approve/reject + SV Sign + DR sign

Current Status Draft

Workflow Steps

1	Approval	Direct Report
2	Signature	Supervisor/Evaluator
3	Signature	Direct Report

Principal Evaluation Rubric

A . ACADEMIC SKILLS (30%)

A.1 - High School 4-Year Graduation Rate (2%)

- 5 - Graduation rate is more than 90 %
- 4 - Graduation rate is at least 85%
- 3 - Graduation rate is at least 80%
- 2 - Graduation rate is at least 75%
- 1 - Graduation rate is less than 75 %

A.2 - High School 5-Year Graduation Rate (1%)

- 5 - Graduation rate is more than 95 %
- 4 - Graduation rate is at least 90%
- 3 - Graduation rate is at least 85%
- 2 - Graduation rate is at least 80%
- 1 - Graduation rate is less than 80 %

A.3 – 4-Year College Acceptance Rate (2%)

- 5 - College Acceptance rate is 100%
- 4 - College Acceptance rate is at least 98%
- 3 - College Acceptance rate is at least 95 %
- 2 - College Acceptance rate is at least 90%
- 1 - College Acceptance rate is less than 90 %

A.4 – ACT Average (1%)

- 5 - ACT composite average score of graduating class is at least 20 or improved 5 points compared to the previous year.
- 4 - ACT composite average score of graduating class is at least 19 or improved 4 points compared to the previous year.
- 3 - ACT composite average score of graduating class is at least 18 or improved 3 points compared to the previous year.
- 2 - ACT composite average score of graduating class is at least 17.
- 1 - ACT composite average score of graduating class is less than 17.

A.5 – AP Participation Rate of Graduating Class (1%)

- 5 - AP Participation rate of graduating class is at least 6%
- 4 - AP Participation rate of graduating class is at least 5%
- 3 - AP Participation rate of graduating class is at least 4%
- 2 - AP Participation rate of graduating class is at least 3%
- 1 - AP Participation rate of graduating class is less than 3%

A.6 – Dual Credit (CC+) Participation Rate (1%)

- 5 - Dual credit/CC+ participation rate of graduating class is at least 6%
- 4 - Dual credit/CC+ participation rate of graduating class is at least 5%
- 3 - Dual credit/CC+ participation rate of graduating class is at least 4%
- 2 - Dual credit/CC+ participation rate of graduating class is at least 3%
- 1 - Dual credit/CC+ participation rate of graduating class is less than 3%

A.7 - Value Added Growth (2%)

- 5 - A - +2 and higher
- 4 - B - Greater or equal to +1 but less than +2
- 3 - C - Greater or equal to -1 but less than +1
- 2 - D - Greater or equal to -2 but less than -1
- 1 - F - Less than -2

A.8 – Gap Closing/Annual Measureable Objectives (AMO) (2%)

- 5 - School met at least 90% of eligible points on AMO
- 4 - School met at least 80% of eligible points on AMO
- 3 - School met at least 70% of eligible points on AMO
- 2 - School met at least 60% of eligible points on AMO
- 1 - School met less than 60% of eligible points on AMO

A.9 - School Designation (2%)

- 5 - Excellent - A
- 4 - Effective - B
- 3 - Continuous Improvement - C
- 2 - Academic Watch - D
- 1 - Academic Emergency – F

A.10 - Performance Index Score Percent (2%)

- 5 - PI Percent on Vendor/State ASSESSMENT is at least 80%
- 4 - PI Percent on Vendor/State ASSESSMENT is at least 70%
- 3 - PI Percent on Vendor/State ASSESSMENT is at least 60%
- 2 - PI Percent on Vendor/State ASSESSMENT is at least 50%
- 1 - PI Percent on Vendor/State ASSESSMENT is less than 50 %

A.11 - Grade Promotion (1%)

- 5 - At least 98 % Promotion rate
- 4 - At least 95 % Promotion rate
- 3 - At least 90 % Promotion rate
- 2 - At least 85 % Promotion rate
- 1 - Less than 85 % Promotion rate

A.12 – K-3 Literacy Improvement-Helping Students who are reading below grade level(NWEA/State) (2%)

- 5 - At least 80% of not on track K-3 students improved to on track status on NWEA/State
- 4 - At least 60% of not on track K-3 students improved to on track status on NWEA/State
- 3 - At least 45% of not on track K-3 students improved to on track status on NWEA/State
- 2 - At least 25% of not on track K-3 students improved to on track status on NWEA/State
- 1 - Less than 25% of not on track K-3 students improved to on track status on NWEA/State

A.13 – NWEA Reading Fall to Spring Growth (2%)

- 5 - At least 70% of students make one year or more/expected growth on NWEA.
- 4 - At least 60% of students make one year or more/expected growth on NWEA.
- 3 - At least 55% of students make one year or more/expected growth on NWEA.
- 2 - At least 50% of students make one year or more/expected growth on NWEA.
- 1 - Less than 50% of students make one year or more/expected growth on NWEA.

A.14 – NWEA Reading Projected Proficiency (1%)

- 5 - At least 70% of students score “proficient” or better on NWEA.
- 4 - At least 60% of students score “proficient” or better on NWEA.
- 3 - At least 55% of students score “proficient” or better on NWEA.
- 2 - At least 50% of students score “proficient” or better on NWEA.
- 1 - Less than 50% of students score “proficient” or better on NWEA.

A.15– NWEA Math Fall to Spring Growth (2%)

- 5 - At least 70% of students make one year or more/expected growth on NWEA.
- 4 - At least 60% of students make one year or more/expected growth on NWEA.
- 3 - At least 55% of students make one year or more/expected growth on NWEA.
- 2 - At least 50% of students make one year or more/expected growth on NWEA.
- 1 - Less than 50% of students make one year or more/expected growth on NWEA.

A.16 – NWEA Math Projected Proficiency (1%)

- 5 - At least 70% of students score “proficient” or better on NWEA
- 4 - At least 60% of students score “proficient” or better on NWEA
- 3 - At least 55% of students score “proficient” or better on NWEA
- 2 - At least 50% of students score “proficient” or better on NWEA
- 1 - Less than 50% of students score “proficient” or better on NWEA

A.17– NWEA Science Fall to Spring Growth (2%)

- 5 - At least 70% of students make one year or more/expected growth on NWEA.
- 4 - At least 60% of students make one year or more/expected growth on NWEA.
- 3 - At least 55% of students make one year or more/expected growth on NWEA.
- 2 - At least 50% of students make one year or more/expected growth on NWEA.
- 1 - Less than 50% of students make one year or more/expected growth on NWEA.

A.18 - CYSP Program Participation Rate (1%)

- 5 - At least 30% of eligible students(grades 5-12) participate in the program
- 4 - At least 20% of eligible students(grades 5-12) participate in the program
- 3 - At least 10% of eligible students(grades 5-12) participate in the program
- 2 - Less than 10% of eligible students(grades 5-12) participate in the program
- 1 - The school does not implement CYSP program

A.19 - CYSP Program Goal Attainment Rate (1%)

- 5 - At least 70% of eligible students(grades 5-12) attain their program set goals.
- 4 - At least 60% of eligible students(grades 5-12) attain their program set goals.
- 3 - At least 40% of eligible students(grades 5-12) attain their program set goals.
- 2 - At least 20% of eligible students(grades 5-12) attain their program set goals.
- 1 - 0% of eligible students(grades 5-12) attain their program set goals.

A.20 - Advanced Study Teams--- CYSP Program Participation (1%)

- 5 - Three or more advanced study teams with more than 5 students in each
- 4 -
- 3 - Less than three advanced study teams with couple students in each
- 2 -
- 1 - No advanced study teams

A.21 - Extracurricular Activities (1%)

- 5 - At least 75 % of the students have participated in extracurricular activities at least once.
- 4 - At least 50% of the students have participated in extracurricular activities at least once
- 3 - At least 30% of the students have participated in extracurricular activities at least once
- 2 - At least 20% of the students have participated in extracurricular activities at least once
- 1 - Less than 20% of the students have participated in extracurricular activities at least once

A.22 - CS Activities (1%)

- 5 - Participated in all applicable CS Activities and received some recognitions
- 4 - Participated in all but one applicable CS Activities and received some recognitions
- 3 - Participated in 75 % of all applicable CS Activities and received some recognitions
- 2 - Participated in half of the applicable CS Activities
- 1 - Participated in less than half of the applicable CS Activities

C . COMPLIANCE (10%)**C.1 - Board Relations (1%)**

- 5 - Exemplary(The board members show support beyond the scheduled meeting. They attend school-wide programs including but not limited to community breakfasts, school support rallies, graduation etc)
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

C.2 - Sponsor/Authorizer Document Submission On Time Percentage and Accuracy (2%)

- 5 - 100 % on time and accurate
- 4 - More than 90 % on time and accurate
- 3 - 80-90 % on time and accurate
- 2 -
- 1 - 1- Less than 80% on time and accurate

C.3 - Personnel Folders (1%)

- 5 - CSIS Employment Documents completion rate is at least 98%
- 4 - CSIS Employment Documents completion rate is at least 95%
- 3 - CSIS Employment Documents completion rate is at least 92%
- 2 - CSIS Employment Documents completion rate is at least 85%
- 1 - CSIS Employment Documents completion rate is at least 80%

C.4 - Student Folders (1%)

- 5 - Perfect, includes all needed
- 4 -
- 3 - Some missing documents
- 2 -
- 1 - Have many missing documents and unorganized

C.5 - ESL Surveys (1%)

- 5 - Have been conducted on time and filed properly
- 4 -
- 3 - Have been conducted late but filed properly
- 2 -
- 1 - Have never been conducted

C.6 - Special Education (1%)

- 5 - Have been involved with RTI process, classroom adaptations and implementations
- 4 -
- 3 - Have been aware of special education issues before they occur
- 2 -
- 1 - Have only been involved during the IEP conferences

C.7 - Special Education State/Sponsor Compliance (2%)

- 5 - The school receives 4.0 out of 4 (100%) state indicators and "Meets Requirements" Rating
- 4 - The school receives 3 out of 4 (75%) state indicators
- 3 -
- 2 - The school receives at least 2 out of 4 (50%) state indicators and "Needs Intervention" Rating
- 1 - The school receives less than 2 out of 4 (50%) state indicators and "Needs Substantial Intervention" Rating

C.8 - Safety (2%)

- 5 - All safety procedures and emergency plans are in place, readily accessible in every classroom, and practiced, including completing all of the yearly required drills (fire, disaster, tornado, lockdown, evacuation, etc.) in cooperation with local fire and police departments
- 4 -
- 3 - Safety procedures and emergency plans are in place, but not readily accessible or regularly practiced, including the completion of required drills
- 2 -
- 1 - Vague, out-of-date, and/or incomplete safety procedures and emergency plans are present, but are not regularly practiced and required drills are not met

C.9 - State Data Submission such as EMIS, ESIS, etc. (2%)

- 5 - Perfect, all needed information were submitted on time
- 4 -
- 3 - Some missing information and/or late submission
- 2 -
- 1 - Have many missing information and/or may not be submitted

P . PEOPLE SKILLS (10%)**P.1 - Student Relations & Recognition: Greeting in the morning, student assemblies, award ceremonies, knowing names, attending student events, etc.. (1%)**

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

P.2 - Staff Relations & Recognition: Greeting in the morning, building a rapport with staff , class visits, incentives, out of school activities, home visits, etc.. (2%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

P.3 - Parent Relations & Recognition: Parent orientations, parent teacher conferences, parent organization, home visit, activities with parents, parent university (free courses for parents), etc... (1%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

P.4 - Supervisor Relations (2%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

P.5 - Staff Development (1%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

P.6 - Student Survey (2%)

- 5 - Exemplary – Survey satisfaction rate is at least 75%
- 4 - Effective – Survey satisfaction rate is at least 70%
- 3 - Satisfactory – Survey satisfaction rate is at least 65%
- 2 - Below Average – Survey satisfaction rate is at least 55%
- 1 - Needs Improvement – Survey satisfaction rate is less than 55%

P.7 - Staff Survey (2%)

- 5 - Exemplary – Survey satisfaction rate is at least 75%
- 4 - Effective – Survey satisfaction rate is at least 70%
- 3 - Satisfactory – Survey satisfaction rate is at least 65%
- 2 - Below Average – Survey satisfaction rate is at least 55%
- 1 - Needs Improvement – Survey satisfaction rate is less than 55%

P.8 - Parent Survey (2%)

- 5 - Exemplary – Survey satisfaction rate is at least 90%
- 4 - Effective – Survey satisfaction rate is at least 85%
- 3 - Satisfactory – Survey satisfaction rate is at least 80%
- 2 - Below Average – Survey satisfaction rate is at least 75%
- 1 - Needs Improvement – Survey satisfaction rate is less than 75%

S . SOCIAL SKILLS (15%)**S.1 - Community Outreach - Breakfast/Luncheon/Dinner/Open House (1%)**

- 5 - Organizes more than one event per quarter
- 4 - Organizes one event per quarter
- 3 - Organizes one event per semester
- 2 - Organizes one event per year
- 1 - No event was held

S.2 - Business Partnership or Affiliations (1%)

- 5 - Have at least four partnerships
- 4 - Have at least three partnerships
- 3 - Have at least two partnerships
- 2 - Have at least one partnership
- 1 - Have no partnership

S.3 - Newsletter/E-Newsletter (1%)

- 5 - Newsletter is consistently distributed on a month to month basis and is of high quality and creativity
- 4 - Newsletter is distributed on a month to month basis as per template without extended creativity
- 3 - A simple and a basic newsletter is distributed on a month to month basis
- 2 - School does not distribute newsletter on a month to month basis
- 1 - School does not create newsletter

S.4 - Social Media - Facebook/Twitter (1%)

- 5 - Both Facebook and Twitter pages have been created and are frequently updated
- 4 -
- 3 - Both Facebook and Twitter pages have been created, but are not frequently updated
- 2 -
- 1 - No attempt has been made to establish or maintain Facebook and Twitter pages

S.5 - News Media (1%)

- 5 - School has been cited positively by local news mainstream media(including community newspapers)at least once in the given school year
- 4 -
- 3 - School has been cited positively by local news media(including community newspapers,etc)at least once in the given school year
- 2 -
- 1 - School has not been cited by local news media or relations have not been made

S.6 - VIP Visit (1%)

- 5 - More than one distinguished VIP visit in the given school year
- 4 -
- 3 - One distinguished VIP visit in a given school year
- 2 -
- 1 - School has not had a distinguished VIP visit during the given year

S.7 - Guest Speakers (1%)

- 5 - More than one distinguished guest speaker has visited in the given school year
- 4 -
- 3 - One distinguished guest speaker visited in a given school year
- 2 -
- 1 - School has not had a distinguished guest speaker visit during the given year

S.8 - Web Site (1%)

- 5 - Website page has been created and is current and frequently updated
- 4 -
- 3 - Website page has been created, but is not current or frequently updated
- 2 -
- 1 - No attempt has been made to establish or maintain the school webpage

S.9 - Alumni Relations (1%)

- 5 - Communicates regularly with alumni (both in college and not) and has a clearly defined plan/network for following alumni, including their return visits as guest speakers or VIPs
- 4 -
- 3 - Some communication with alumni, not a clear plan/network in place, or rare alumni/guest/VIP visits
- 2 -
- 1 - No active communication with alumni is present and no alumni has served as guest speakers or VIPs

T . TECHNICAL SKILLS (20%)

T.1 - Admin License (1%)

- 5 - Professional License
- 4 -
- 3 - Alternative/Emergency License
- 2 -
- 1 - No License

T.2 - Professional Growth (1%)

- 5 - Masters Degree in Ed. Leadership
- 4 - Taking Courses towards Masters Degree Ed. Leadership
- 3 - Taking courses
- 2 -
- 1 - Taking no course

T.3 - Student Attendance (2%)

- 5 - Average daily student attendance rate is at least 95%
- 4 - Average daily student attendance rate is at least 94%
- 3 - Average daily student attendance rate is at least 93%
- 2 - Average daily student attendance rate is at least 91%
- 1 - Average daily student attendance rate is at less 91%

T.4 – Home Visits (2%)

- 5 - At least 50% parents of unique students receive home visits
- 4 - At least 40% parents of unique students receive home visits
- 3 - At least 30% parents of unique students receive home visits
- 2 - At least 25% parents of unique students receive home visits
- 1 - Less than 25% parents of unique students receive home visits

T.5 – Parent Involvement (2%)

- 5 - At least 95% parents are involved in combination of home visits, parent activity at school, parent activity outside of the school, PTO, PTC
- 4 - At least 90% parents are involved in combination of home visits, parent activity at school, parent activity outside of the school, PTO, PTC
- 3 - At least 85% parents are involved in combination of home visits, parent activity at school, parent activity outside of the school, PTO, PTC
- 2 - At least 80% parents are involved in combination of home visits, parent activity at school, parent activity outside of the school, PTO, PTC
- 1 - Less than 80% parents are involved in combination of home visits, parent activity at school, parent activity outside of the school, PTO, PTC

T.6 – Per Student Activity (1%)

- 5 - Activity averages per student on Activity Counts report of CSIS is at least 20.
- 4 - Activity averages per student on Activity Counts report of CSIS is at least 17.
- 3 - Activity averages per student on Activity Counts report of CSIS is at least 15.
- 2 - Activity averages per student on Activity Counts report of CSIS is at least 10.
- 1 - Activity averages per student on Activity Counts report of CSIS is less than 10.

T.7 – Per Student Incident Counts (1%)

- 5 - Incident averages per student on Incident Counts report of CSIS is less than 1.7
- 4 - Incident averages per student on Incident Counts report of CSIS is less than 2
- 3 - Incident averages per student on Incident Counts report of CSIS is less than 3
- 2 - Incident averages per student on Incident Counts report of CSIS is less than 4
- 1 - Incident averages per student on Incident Counts report of CSIS is more than 4

T.8 - Student Retention (2%)

- 5 - Student retention rate from May 15th to October 1st is at least 85%
- 4 - Student retention rate from May 15th to October 1st is at least 80%
- 3 - Student retention rate from May 15th to October 1st is at least 75%
- 2 - Student retention rate from May 15th to October 1st is at least 70%
- 1 - Student retention rate from May 15th to October 1st is less than 70%

T.9 - Teacher Retention (2%)

- 5 - Teacher retention rate is at least 85%
- 4 - Teacher retention rate is at least 80%
- 3 - Teacher retention rate is at least 75%
- 2 - Teacher retention rate is at least 70%
- 1 - Teacher retention rate is less than 70%

T.10 – Staff License (1%)

- 5 - All of the teachers have their regular teaching licenses. (Professional, Resident, Provisional or Alternative)
- 4 - At least 95% of the teachers have their regular teaching licenses. (Professional, Resident, Provisional or Alternative)
- 3 - At least 90% of the teachers have their regular teaching licenses. (Professional, Resident, Provisional or Alternative)
- 2 - At least 85% of the teachers have their regular teaching licenses. (Professional, Resident, Provisional or Alternative)
- 1 - Less than 85% of the teachers have their regular teaching licenses. (Professional, Resident, Provisional or Alternative)

T.11 - Hiring Quality Staff, Providing Extensive Support and Dismissing Poor Performers (1%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

T.12 - Accomplishment of Enrollment Target (2%)

- 5 - Reaching at least 100% of enrollment target
- 4 - Reaching at least 95% of enrollment target
- 3 - Reaching at least 90% of enrollment target
- 2 - Reaching at least 85% of enrollment target
- 1 - Reaching less than 85% of enrollment target

T.13 – Enrollment Sustainability (2%)

- 5 - Year End FTE is at least 98% of beginning FTE
- 4 - Year End FTE is at least 95% of beginning FTE
- 3 - Year End FTE is at least 90% of beginning FTE
- 2 - Year End FTE is at least 85% of beginning FTE
- 1 - Year End FTE is less than 85% of beginning FTE

T.14 - Physical Environment (2%)

- 5 - Appealing, welcoming, informative, and current entry and common area displays that include student-generated items and a visible mission statement and/or school motto
- 4 - Appealing and informative displays or motto but without student-generated items
- 3 - Common and basic printed news and information is posted plainly
- 2 - No school mission statement or motto is present and news/information is vague, disorganized, or unavailable
- 1 - No attempt is made to post news or information or motto

T.15- Physical Environment / Cleanliness and Neatness (2%)

- 5 - School environment is extremely clean and neat; no trash anywhere.
- 4 - School environment is mostly clean and neat; occasional piece of trash outside and inside
- 3 - School environment is clean and neat; some trash or dirty floors
- 2 - School environment is not so clean and neat; easily visible dirt and trash; walls are not clean
- 1 - School environment is dirty and messy; uninviting

T.16 - Instructional Resources (2%)

- 5 - Has all resources available for all stakeholders (teacher resources, student resources, technological resources, parent resource room, board room, etc.)
- 4 - Has most resources available
- 3 - Has most resources available but some parties report needs that have not been met resource-wise
- 2 - Shows some resource needs that are affecting instruction
- 1 - Too many gaps in instructional resources; clear and apparent needs

T.17 - Staff Evaluation (1%)

- 5 - has completed 100% of staff evaluations according to Concept Schools Evaluation Protocol
- 4 - has completed 95 % of staff evaluations according to Concept Schools Evaluation Protocol
- 3 - has completed 90% of staff evaluations according to Concept Schools Evaluation Protocol
- 2 - has completed 85% of staff evaluations according to Concept Schools Evaluation Protocol
- 1 - has completed less than 85% of staff evaluations according to Concept Schools Evaluation Protocol

T.18 – CSIS Curriculum Module (2%)

- 5 - At least 90% of teachers regularly complete lessons and units
- 4 - At least 80% of teachers regularly complete lessons and units
- 3 - At least 70% of teachers regularly complete lessons and units
- 2 - At least 60% of teachers regularly complete lessons and units
- 1 - Less than 60% of teachers regularly complete lessons and units

T.19 - Concept Schools Student Information System (2%)

- 5 - Teacher participation and compliance rate is more than 95 %
- 4 - Teacher participation and compliance rate is 90-95 %
- 3 - Teacher participation and compliance rate is 85-90 %
- 2 - Teacher participation and compliance rate is 80-85 %
- 1 - Teacher participation and compliance rate is lower than 80 %

T.20 - Concept Schools Student Information System Student/Parent Login Rates (In the last 30 days) (1%)

- 5 - Student/Parent login rate(in the last 30 days) is at least 60% .
- 4 - Student/Parent login rate(in the last 30 days) is at least 50% .
- 3 - Student/Parent login rate(in the last 30 days) is at least 40% .
- 2 - Student/Parent login rate(in the last 30 days) is at least 30% .
- 1 - Student/Parent login rate(in the last 30 days) is less than 30% .

T.21 - Awareness of Educational Developments, Policies and Implementations (1%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

T.22 - Compliance with School Budget and its Implementations (2%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

T.23- Compliance with School Budget and its Implementations-Expense Variance (2%)

- 5 - The expense variance is less than 98% of projected budget
- 4 - The expense variance is less than 100% of projected budget
- 3 - The expense variance is less than 105% of projected budget
- 2 - The expense variance is less than 110% of projected budget
- 1 - The expense variance is more than 110% of projected budget

T.24 - Staff and Student Discipline Implementations (1%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

W . WORK ETHIC SKILLS (15%)**W.1 - High Expectations for all stakeholders (1%)**

- 5 - Sets high and clear expectations for all stakeholders and students are consistently progressing
- 4 - Sets clear expectations for teachers and students and follows with consistent practices
- 3 - Demands academic success from teachers and students but has inconsistency in implementation
- 2 - Accepts poor academic performance
- 1 - Lives in survival mode, does not have any expectation but a lot of excuses

W.2 - Punctuality (2%)

- 5 - Always on time and punctual to school days, meetings, school events, and e-mail/telephone correspondence
- 4 -
- 3 - Frequently on time and punctual to school days, meetings, school events, and e-mail/telephone correspondence
- 2 -
- 1 - Seldomly on time and punctual to school days, meetings, school events, and e-mail/telephone correspondence

W.3 - Data Analysis (2%)

- 5 - Establishes a meaningful teamwork to create and implement an action plan by using data available
- 4 - Shares the data with the staff and asks them to come up with action plans and follows them
- 3 - Asks staff members to use the data and create an action plan
- 2 - Uses the data as a hammer but not as a flashlight
- 1 - Never looks for the data, swims with the wave

W.4 - Sharing Experience (1%)

- 5 - Always eager and willing to share his/her experience in PD days, via e mails, or in meetings
- 4 -
- 3 - Frequently willing to share his/her experience in PD days, via e mails, or in meetings
- 2 -
- 1 - Seldomly willing to share his/her experience in PD days, via e mails, or in meetings

W.5 - Meeting Applications (1%)

- 5 - Has scheduled all meetings in advance at the beginning of the year and always follows meeting protocol with expected norms
- 4 - Has scheduled all meetings in advance at the beginning of the year and usually follows meeting protocol with expected norms
- 3 - Has scheduled all meetings in advance at the beginning of the year and sometimes follows meeting protocol with expected norms
- 2 - Inconsistent scheduling of meetings and protocol is loosely in place
- 1 - Inconsistent scheduling of meetings and no protocol or established norms are present at all

W.6 - Delegation Skills (2%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

W.7 - Professional Attire (1%)

- 5 - Men with shirt and tie, Women in professional suit attire
- 4 -
- 3 - Men without a tie or women in business casual attire
- 2 -
- 1 - Less than business casual attire

W.8 - Communication Skills (2%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

W.9 - Creating Consensus for Change (1%)

- 5 - Exemplary
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

W.10 - Non-negotiables (2%)

- 5 - willingly communicates and effectively implements non-negotiables of board and management company
- 4 - communicates and implements non-negotiables of board and management company
- 3 - communicates and implements if it does not conflict with his/her personal approach
- 2 - usually misinterprets non-negotiables
- 1 - always implements his/her approach by not paying attention to non-negotiables

W.11 – Shared vision of continuous improvement (2%)

- 5 - Principal collaboratively develops and communicates a shared vision
- 4 -
- 3 - Principal has shared the school vision
- 2 -
- 1 - Principal neither developed nor shared the vision

W.12 – Promotion of a Collaborative Learning Culture (1%)

- 5 - Exemplary:(Team teaching, following CS meeting protocol, partnering with families via targeted parent teacher(GCC) conference etc.)
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

W.13 – Ensure Tolerance and Promote Diversity (1%)

- 5 - Exemplary(Celebration of Black History and Hispanic Heritage Month, attending intercultural events such as International Festival, Organizing International Dinner at the School etc.)
- 4 - Effective
- 3 - Satisfactory
- 2 - Below Average
- 1 - Needs Improvement

Sample Fiscal Management Policies

- [F-01. Annual Financial Report](#)
- [F-02. Audit Committee Policy](#)
- [F-03. Cash Collection](#)
- [F-04. Check Usage](#)
- [F-05. Consumable Fee](#)
- [F-06. Fixed Assets](#)
- [F-07. Financial Emergency Policy](#)
- [F-08. Investment Policy](#)
- [F-09. Procurement With Federal Funds](#)
- [F-10. Purchasing Process](#)
- [F-11. Returned Checks & Uncollected Funds Policy](#)

Annual Financial Report

An audit of the school's finances shall be conducted annually by an outside, independent contractor retained by the school board. To ensure financial accountability for the use of public funds, on or before December 31st of every year of operation, the school shall submit to its authorizer and the State Board of Education a copy of its audit report and a copy of Form 990, Federal Tax Return for Exempt Organization submitted to Internal Revenue Service.

Audit Committee Policy

If it is required by state auditors, the school will establish an Audit Committee including the School's Treasurer, Principal, and one of the Board Members. Audit committee will meet at least once every year and discuss Audit results and address any concerns in the Audit report.

Cash Collection

Cash might be collected at the school by staff members for various reasons included but not limited to lunch sales, consumable fees, shirt sales, field trips, extracurricular activities and fundraisings.

Secretaries collect lunch fees, consumable fees and shirt sale monies at the office. Secretary must keep a receipt book for all types of receipts and issue a receipt for all collections. All collections must be deposited to the School Administration within 48 hours with a Deposit Form created by Concept-SIS, listing sources of each and every collection. The School Administration will have the funds deposited to the School's bank account in the same business day. If the collected cash is less than \$100, deposit can be delayed until the end of the week.

Teachers may collect fees for field trips and organize extracurricular activities and fundraisings with the approval of the School Principal. All receipts from these activities must be submitted to the School Principal with an Activity Report Form within 48 hours. The School Administration will have the funds deposited to the school's bank account in the same day.

Check Usage

- The School allows the use of pre-numbered checks at the school site in order to make immediate purchases not to exceed \$1,000 per check.
- Any amount over \$1,000 needs the school treasurer's approval.
- The school principal, as the authorized signer at the school is responsible for the safe-keeping of the checks at all times.
- Purchase vouchers will be submitted to the central office once the purchase is complete.

Checks will be used only for immediate needs.

- No blank checks should be handed to the staff members without typing the name of the vendor.
- No checks can be issued to the staff members for reimbursements.
- It is not permitted to pay sales tax while using school checks.

Consumable Fee

If the State statutes allows, the school requires parents to pay a one time consumable fee, that is \$25 to \$50, which is to be used for student paperwork, classroom supplies, classroom projects, after school activities and so forth.

For more than one child from the same family, the fee will be \$25 or \$50 for the first child and \$15 or \$30 for each additional child.

The fee is not refundable to any students after the school starts.

Consumable material fee is waived for eligible parents, if they request a waiver in writing.

Fixed Assets

Fixed Assets include such items as land, buildings, equipment, and fixtures that are tangible in nature with a useful life of greater than three (3) years and satisfy the threshold test. The school distinguishes between inventory assets such as furniture and equipment and capitalized assets such as infrastructure and improvements to the facilities that are not mobile. The threshold for inventory assets is \$1,000. If an inventory asset consists of several components whose combined cost is at or above \$1,000 then it will be regarded and recorded as a single item. The threshold for capitalized improvements (including labor, equipment, and materials) is \$10,000.

All acquired fixed assets will be assigned and labeled with an asset number and recorded on a ledger with the purchase date, the total cost (including shipping, taxes and other related costs), vendor, useful life, brand/model, quantity (if the assets consists of several items), and location of the item.

Straight-line depreciation will be used in depreciation of the fixed assets. If an asset is placed in service on or before the 15th of the month, that month is included in the depreciation calculation.

The following useful life criteria will be used in depreciation;

Buildings	40 years
Improvements	5 to 10 years
Heavy Duty Office or Classroom Furniture	5 to 10 years
Computers and Other Electronic Equipment	3 to 5 years
Vehicles	3 to 10 years

A fixed asset can be discarded upon completing its useful lifetime, theft or damage. A report will be filed, if an asset is discarded because of theft or damage. In addition,

disposal report will be filed for disposal of fully depreciated assets.

Financial Emergency Policy

A state of financial emergency will be declared whenever the educational and general budget allocations to the school necessitates reductions in staff or reductions in operational budgets that would seriously erode program quality.

The Board President will decide and declare when the School is in a state of financial emergency. Based upon input received, the Board President will submit a plan of action to the school board for approval.

While it is assumed that the administration of the school has a continuing responsibility for maintaining a sound budget and that through responsible financial management and appropriate retrenchment policies all approaches for averting a financial crisis will be utilized, it is possible that a financial emergency might become inevitable. The following statement outlines the administrative policies and the procedures for such an eventuality.

The school board has ultimate responsibility for the financial integrity of the school. Decisions resulting from these policies and procedures are subject to the approval of the board, which may take into consideration such factors, as it deems appropriate.

Investment Policy

Purpose

The purpose of this Investment Policy Statement ("Policy") is to establish the philosophy and investment objectives of the School.

Authority

The School's investment program shall be operated in conformance with federal, state, and other legal requirements.

Scope

This policy applies to the investment of all funds, excluding the investment of employees' retirement funds. Proceeds from certain bond issues, as well as separate foundation or endowment assets, are covered by a separate policy.

Investment Objectives

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield:

Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

Credit Risk

The Board will minimize credit risk, which is the risk of loss due to the failure of the security issuer or backer, by:

Limiting investments to the types of securities listed in Section VI of this Investment Policy

Pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisers with which the Board will do business

Diversifying the investment portfolio so that the impact of potential losses from any one type of security or from any one individual issuer will be minimized.

Interest Rate Risk

The Board will minimize interest rate risk, which is the risk that the market value of securities in the portfolio will fall due to changes in market interest rates by maintaining adequate liquidity to pay current obligations;

Investing operating funds primarily in shorter-term securities, money market mutual funds, or similar investment pools and limiting the average maturity of the portfolio in accordance with this policy.

Diversification of assets.

Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity).

Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

Investment Responsibilities

The Finance Committee. Accountable to the Board of Trustees, the Finance Committee is responsible for carrying out the investment policies of the Board including, but not limited to, selecting investment managers, reviewing the investment strategies of investment managers, selecting master record keepers and custodians, determining asset allocations, monitoring investment performance, setting standards for portfolio rebalancing and the like.

Investment Managers. Upon the recommendation of the Finance Committee, the Board may authorize the delegation of discretionary investment responsibility to banking institutions and/or independent professional investment management firms. Subject to broad investment policies as outlined in this document and standards of fiduciary prudence, this discretionary responsibility includes the execution of day-to-day investment functions by responding to this Policy and the Finance Committee's recommendations as to asset mix, portfolio diversification and rebalancing, liquidity, market volatility, and management style. In addition, the investment managers are responsible for specific investment decisions with regard to security selection, timing and execution. In the absence of the Finance Committee appointing an Investment Manager, the Finance Committee shall act as the Investment Manager.

Authorized Investments

The following investments will be permitted by this policy and are those defined by state and local law where applicable:

U.S. Treasury obligations which carry the full faith and credit guarantee of the United States government and are considered to be the most secure instruments available;

U.S. government agency and instrumentality obligations that have a liquid market with a readily determinable market value;

Certificates of deposit and other evidences of deposit at financial institutions;

Bankers' acceptances;

Commercial paper issues of companies incorporated under the laws of the United States or any state, provided that such companies have assets in excess of \$500 million; eligible commercial paper shall also be rated in the highest classification [at the time of purchase] by at least two standard rating services. The final maturity of commercial paper shall be no longer than 180 days from the date of purchase;

Investment-grade obligations of state, provincial and local governments and public authorities;

Repurchase agreements whose underlying purchased securities consist of the aforementioned instruments;

Money market mutual funds regulated by the Securities and Exchange Commission and whose portfolios consist only of dollar-denominated securities; and

The State treasurer's investment pool.

Prohibited Investments

Without prior approval of the Board, the investment manager is prohibited from investments in the following:

Fixed Income securities not denominated in U.S. Dollars or Eurodollars

Venture Capital

Guaranteed Insurance Contracts

Commodities

Precious Metals or Gems

Options, futures, or any contract whose value is derived from the price of an underlying asset or index (Derivatives)

Short-selling and other hedging strategies

Private Placements or "restricted" stock

No investments in securities deemed to be in violation of prohibited transaction standards of ERISA

Derivative securities

Loans at the current market relate to other non profit, tax-exempt educational institutions. Such investments shall not exceed a repayment term of three (3) years and the total outstanding loans shall not exceed 50% of the School's unrestricted assets.

Reporting

Activity of the portfolios held by the investment managers shall be reported at least monthly to the Board. The portfolio will be monitored on a continual basis relative to

these investment objectives, to investment risk as measured by asset concentrations, exposure to extreme economic conditions and to market volatility. The manager's activity will be reviewed by the Finance Committee on an annual basis, but results will be evaluated on a running five-year cycle. The Board may meet with the Investment Managers when necessary.

Investment performance for each Investment Manager will be measured against market indices. The objective will be to track the appropriate indices closely.

The investment managers will provide to the Finance Committee and the Board of Trustees on a quarterly basis, a complete listing of the composite portfolios, including income and disbursements, to serve as an operating statement.

Evaluation of Investment Managers

The investment managers will be reviewed on an ongoing basis and will be evaluated based upon the following additional criteria:

Ability to exceed the performance objectives stated in this Statement of Investment Objectives, Policies and Guidelines.

Adherence to the philosophy and style which were articulated to the Finance Committee at, or subsequent to, the time the investment manager was retained.

Continuity of personnel and practices at the firm.

Compliance with Investment Policy requirements.

Timeliness and accuracy of reporting.

Reporting to the Board of market trends with recommendations.

Procurement With Federal Funds

It is the objective of the school to provide equal educational opportunities for all students within the school. Therefore, it is the intent of the school to study federal legislation to enhance the educational opportunities, the educational environment, and the physical and mental growth for each and every student.

The treasurer and principal shall review new Federal and State education legislation and prepare proposals for programs s/he deems would be of aid to the students of the school. The school principal and treasurer shall approve each such proposal prior to its submission, and the Board shall approve all grants resulting from such proposals.

The board regards available federal and state funds of aid to local schools and communities as a public trust. It forbids the use of such federal and state monies for partisan political activities and for any use that would not be in accord with federal or state guidelines on discrimination. The principal and treasurer shall ensure that each draw of federal monies is as close as administratively feasible to the related program

expenditures. In spending federal funds, the school will comply with the requirements of OBM 2 C.F.R. 200.318 through 200.326.

Purchasing Process

Whenever an employee identifies a need, the employee fills out a Requisition Form and submits it electronically to the principal's approval. After the approval, the principal forwards the form to the central office.

After the treasurer's approval, the central office places the order with the vendor either with PO or debit card.

When the goods are received, the employee notifies the central office that all the items in the order are received in good shape. If the order is not complete or includes defective items, the central office holds the payment until the order is complete.

When needed, a staff member can make minor purchases out of pocket with the approval of the principal and can request reimbursement by filling out a Reimbursement Form. The reimbursements will be processed within two weeks after the principal's electronic approval of the Reimbursement Form.

No individual employee can place orders or sign contracts on behalf of the school without the approval of the school principal. The employee will be personally liable for unauthorized purchases or orders.

A board approval is required for any orders or agreements that sum up at or above \$5,000. Such board approval may be general as to a category of contracts that are reasonably similar. Such board approval shall, to the extent practicable, be given in advance of entering into the contract. However, when obtaining pre-approval is not reasonably possible, such as when the need for the contract is of an urgent nature, then the board may ratify the contract at the immediately following board meeting.

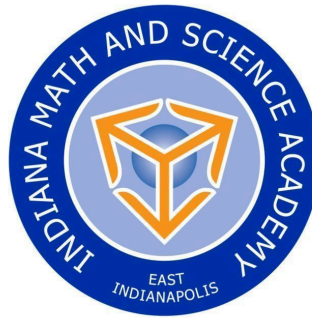
For major contracts over \$25,000 at least three bids shall be acquired except in the event of an emergency in which it is not possible to obtain bids prior to the award of the contract. The most reasonable one, not necessarily the lowest one, will be chosen. The bid documents will be kept in the School's files.

Returned Checks & Uncollected Funds Policy

Whenever a student/parent check is returned unpaid from the financial institution, the school is authorized to assess a \$15 service charge to the student's balance. The school secretary will mail a collection letter with the copy of the returned check to the parents. For all sorts of uncollected student balances the School has the right not to release the student's records until the full balance is paid.

Revised : 6/19/2024 Page: 1

SAFETY AND EMERGENCY MANAGEMENT PLAN



**INDIANA MATH AND SCIENCE ACADEMY WEST
4575 W38TH ST.
INDIANAPOLIS
46254**

Revised : 6/19/2024 Page: 2

Table of Contents

EMERGENCY CONTACTS	2
EMERGENCY CONDITION DRILLS	3
Fire/Explosion Drill Guidelines	3
Tornado/Severe Weather Drill Guidelines	4
Earthquake Drill Guidelines	5
Evacuation Drill Guidelines	5
Fire/Explosion Guidelines	9
Tornado/Severe Weather Guidelines	9
Earthquake Guidelines	9
Evacuation Guidelines	9
Environmental Disaster Guidelines	9
Disaster Aftermath Procedures	11
Lock Down Procedure	12
Drive-By Shooting Procedure	13
Suspicious Vehicle Procedure	13
Weapons on School Property or School Bus Procedure	14
Hostage or Abduction on School Premises Procedure	15
Bomb Threat Procedure	16
Bomb Threat Report	16
Field Trip or Off-Site Emergency / Crisis Procedure	17
Suicide Prevention and Response	18
Building Plan	19
Staff Responsibilities during Emergencies	19
School Administrator	19
Support Staff	21
Nurse	21
Plan Maintenance and Dissemination	21
TO-DO:	22

EMERGENCY CONTACTS

IMSA West is dedicated to maintaining a safe orderly learning environment. This set of guidelines is a practical guide providing general procedures to follow in case of an emergency. Staff is expected to know these procedures as they pertain to the specific work area for which they are responsible.

If an emergency arises:

- Be sure the school office and administrative staff is notified and help is summoned.
- Follow the guidelines in this booklet.
- Reassure the students, your calm approach will help students follow instructions and could save lives during an emergency.
- Be prepared to react to instructions from law enforcement personnel or school administrators; keep your phone line **CLEAR**.

All of us, working together, will help make a very safe place to work and learn.

In Case of Emergency

Police / Fire & Rescue / Environmental Hazard / Ambulance

Dial 911

Additional Emergency Notification numbers:

- Indianapolis Police Department Downtown District: 317-327-6500
- Indianapolis Fire Department : 317-327-6041
- School Principal: Adam Atlihan 317 480 7003
- School Safety Coordinators:
- Assistant Principals: Warren Terrell 317 674 2952
- Teresa Tschaenn 317 446 8179
- Justin Kirby 317 473 5977
- Mayor's Charter Schools Director: 317-327-3794
- Indiana Department of Environmental Management: 317-233-7745
- CERES: 317-222-9751
- Safety Zone Location: Lafayette Square Mall (3919 Lafayette Rd., Indianapolis, IN 46254)

EMERGENCY CONDITION DRILLS

Fire/Explosion Drill Guidelines

1. When school alarm sounds,

Revised : 6/19/2024 Page: 4

- a. Teachers should
 - Collect class roster and pen and prepare to exit.
 - Lead class and follow evacuation route for your area
 - Close all classroom and bathroom doors
 - Reassemble class at designated area, take roll, report missing students to an administrator
 - b. All other personnel
 - evacuate building and reassemble at designated area
 - report missing personnel to an administrator
 - c. The school administrator will immediately ensure the following contacts are made, (as appropriate):
 - 911
 - IFD
 - IDEM
 - Mayor's Charter School Director
 - Food Service Provider
2. When an "All Clear" is announced, reoccupy the building.

Tornado/Severe Weather Drill Guidelines

1. When Sirens or CERT alert sounds,
 - a. Teachers should
 - Collect class roster and pen and prepare to exit.
 - Lead class and follow the evacuation route for your area.
 - Close all classroom and bathroom doors.
 - Reassemble class at designated area, take roll, and report missing students to an administrator.
 - Ensure students assume the duck and cover position, sitting with backs against an interior wall.
 - If instructed, follow the "Tornado Aftermath" guidelines.
 - b. All other personnel
 - Report to designated area and assume the duck and cover position
 - Report missing personnel to an administrator
 - If instructed, follow the "Tornado Aftermath" guidelines.
 - c. The school administrator will immediately ensure the following contacts are made, (as appropriate):
 - 911
 - IFD
 - IDEM

- Mayor's Charter School Director
- Food Service Provider

2. When an "All Clear" is announced, return to previous activity.

Earthquake Drill Guidelines

1. No alarm will sound, an Administrator will announce, "Earthquake, take cover."

a. Teachers should

- Collect class roster and pen
- Everyone should assume the duck and cover position under the nearest desk or table. Second floor classrooms should evacuate to the first floor designated area.
- If instructed follow the "Earthquake Aftermath" guidelines.

b. All other personnel

- Assume the duck and cover position under the nearest desk or table
- If instructed, follow the "Disaster Aftermath" guidelines.

c. The school administrator will immediately ensure the following contacts are made, (as appropriate):

- 911
- IFD
- IDEM
- Mayor's Charter School Director
- Food Service Provider

2. When an "All Clear" is announced, return to previous activity.

Revised : 6/19/2024 Page: 6

Evacuation Drill Guidelines

1. An announcement will be made that we are to evacuate the building or leave from a designated area outside the building.
- a. School Administrator should update all emergency contacts of this decision ^(911, IFD, IDEM, Mayor's Charter School Director, Food Service Provider)
- b. Teachers should
 - Collect class roster and pen and prepare to exit.
 - Lead class and follow evacuation route for your area
 - Close all classroom and bathroom doors
 - Reassemble class at designated area, take roll, report missing students to an administrator
2. Let students know they will be evacuating the school building
 - a. Traveling by bus to an off-site location
 - Students will board the buses in an orderly fashion seating in order of entry from the back to the front, two to a seat. Teachers will board with students.
 - As quickly as possible the bus driver will take the students to the approved "Safety Zone"
 - Advise students that parents will be informed of evacuation and their designated "Safety Zone" location
 - b. Walking to an offsite "Safety Zone"
 - Teachers will lead their classes in an orderly fashion to a nearby "Safety Zone"
 - Advise students that parents will be informed of evacuation and their designated "Safety Zone" location
 - c. All other personnel
 - Report to designated area and walk or board buses once students have been termed "in route" to the "Safety Zone"
 - Prepare to assist Emergency personnel or school administrator while at "Safety Zone"
3. Upon arrival at the "Safety Zone"
 - Report any missing or injured person to an administrator
 - If indicated, follow the "Aftermath" guidelines

4. "Safety Zone"

Our current "Safety Zone" is Lafayette Square Mall, (3919 Lafayette Rd, Indianapolis, IN 46254) during an Emergency Crisis Evacuation from IMSA West Academy.

Revised : 6/19/2024 Page: 7

1. We will leave the IMSA West parking lot heading north into the New Wineskin Ministry Church parking lot. (At this time, we will conduct a check in and headcount).
2. Next, administration and teachers will escort students through the parking lot to the crosswalk at the corner of Lafayette and 38th St.
3. We will cross Lafayette first and then 38th St. and head North on Lafayette St. towards the mall.
4. Walk until the Lafayette Mall and walk through its parking lot to the main entrance.
5. We have arrived at our destination on the left (Lafayette Square Mall).

All staff members will bring walkie talkies for communication purposes and set them to channel #1. We will assign duties once arriving to Lafayette Square Mall

Revised : 6/19/2024 Page: 8



School Evacuation Sites

Kindergarten	Evacuates to	North Parking Lot
First Grade	Evacuates to	North Parking Lot
Second Grade	Evacuates to	North Parking Lot
Third Grade	Evacuates to	South Parking Lot
Fourth Grade	Evacuates to	South Parking Lot
Fifth Grade	Evacuates to	South Parking Lot
Sixth Grade	Evacuates to	South Parking Lot
Seventh Grade	Evacuates to	South Parking Lot
Eighth Grade	Evacuates to	South Parking Lot
GYM Class	Evacuates to	South Parking Lot

Revised : 6/19/2024 Page: 9

Fire/Explosion Guidelines

Follow the Fire Drill procedure and await further instructions from the Fire Marshall or School Administrator

Tornado/Severe Weather Guidelines

Follow the Tornado Drill procedure and await further instructions from Emergency Personnel or School Administrator

Earthquake Guidelines

1. Follow the Earthquake Drill procedure and await further instructions from Emergency Personnel or School Administrator
2. Be alert to aftershocks

Evacuation Guidelines

Follow Evacuation Drill procedures

Environmental Disaster Guidelines

1. Contamination of Water Supply

- a. An announcement will be made to alert every one of the specific problem
- b. No water should be consumed for any reason from any water supply in the building
- c. School personnel should stay alert to instructions for evacuation.
 - If instructed to evacuate, follow the Evacuation Drill Guidelines
 - Follow instructions of emergency management personnel
- d. The building administrator will immediately ensure the following contacts are made, (as appropriate):
 - 911
 - IFD
 - IDEM
 - Mayor's Charter School Director
 - Food Service Provider

2. Contamination of Air Supply

- a. An announcement will be made to alert every one of the specific problem.
 - I. If the air supply INSIDE the building is contaminated
 - follow fire drill procedure
 - follow evacuation procedure
 - II. If the air supply OUTSIDE the building is contaminated
 - students and staff will remain inside building
 - follow instructions of emergency management personnel
- b. School personnel should stay alert to instructions for evacuation.
 - If instructed to evacuate, follow the Evacuation Drill Guidelines
 - Follow instructions of emergency management personnel
- c. The building administrator will immediately ensure the following contacts are made, (as appropriate):
 - 911
 - IFD
 - IDEM
 - Mayor's Charter School Director
 - Food Service Provider

3. Nuclear or Chemical Contamination

- a. An announcement will be made to alert every one of the specific problem
- b. School personnel should stay alert to instructions for evacuation.
 - If instructed to evacuate, follow the Evacuation Drill Guidelines

Revised : 6/19/2024 Page: 11

- Follow instructions of emergency management personnel
- c. The building administrator will immediately ensure the following contacts are made, (as appropriate):
 - 911
 - IFD
 - IDEM
 - Mayor's Charter School Director
 - Food Service Provider

Disaster Aftermath Procedures

1. If there is structural damage
 - a. Move students and staff out of the way of any damaged portion of the building to undamaged portion of the structure
 - b. Keep classes together as much as possible
 - c. Follow the evacuation procedure if needed. Be alert to obstacles, it may not be possible to follow precise routes, forge an alternative route if necessary
2. If there is no structural damage
 - a. Reassure students, encourage them to talk or write about their concerns
 - b. Let students know that when information is available it will be shared
 - c. Establish a system of bathroom breaks, if possible
 - d. Remain alert to instructions from school administrator or emergency personnel
 - e. Make a list of students who leave, why and with whom
3. If there are injuries
 - a. Assess the extent of the injury - restore breathing (CPR), and stop serious bleeding
 - b. Make a list of any injured person and injury
 - c. Report the nature of injuries to school administrator or emergency personnel
 - d. Make all injured persons as comfortable as possible—keep individuals warm
4. Once the "All Clear" has been given
 - a. If at the school location
 - Use the school "Check Out" system to release students
 - Leave no student alone
 - b. If at a "Safety Zone" location, follow release as instructed by emergency personnel

Lock Down Procedure

If a lockdown occurs Police or Administrative Personnel will determine if a critical situation exists that threatens the safety of students. Staff is required to remain in the safest area possible

1. School Administrator or designee will give the signal or codeword to begin a LOCK DOWN
 - a. Lock all outside doors
 - b. Wait for emergency personnel
2. All students should be in a secure area.
 - a. Clear common areas, redirect students to a classroom or office
 - b. Inform students that a “lock down” is underway
 - c. Keep students away from doors and windows and mute phones and lock doors
 - d. Reassure students that things are under control
 - e. Make a list of all students not in classroom and those that should be when lock down was declared and record names of students who enter a room after the lock down
 - f. Remember this could be a volatile situation, keep calm
3. **No one** is to leave the locked safe areas
 - a. Await arrival of emergency personnel
 - b. Continue teaching or initiate other classroom activity
4. During some lockdowns evacuation may be necessary. An administrator or law enforcement official will come into the safe area and initiate the evacuation.
 - a. Take student roster with previous notations of missing and added students
 - b. Follow evacuation guidelines
5. Lock down concludes only with notification of administration or emergency personnel

Drive-By Shooting Procedure

1. When shots are heard, instruct students, “DROP TO THE FLOOR!”
2. School administrator should
 - a. Be advised of injuries /property damage
 - b. Declare a lock down if warranted
 - c. Initiate contact to:
 - 911
 - IFD
 - Mayor’s Charter School Director
 - Contact school nurse if there are injuries
 - Contact school Social Worker for support services
 - Food Service Provider
3. Discourage discussion and gawking

Revised : 6/19/2024 Page: 13

4. Remain calm and await emergency responders
5. Assist the police with locating and identifying suspects and victims

Suspicious Vehicle Procedure

A suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved, one that appears abandoned, or one that has been occupied for a period of time without any apparent school-related purpose

1. Alert school administrator immediately, be specific as possible concerning location and description of vehicle
2. If car is on the move, get a description of the driver and license plate number
3. If car is parked or standing still do not approach vehicle
4. Share information with IPD and await further instructions

Weapons on School Property or School Bus Procedure

1. Gun or Weapon suspected in school building, car or locker
 - a. Notify administrator ASAP (*do not send a student*)
 - Call for LOCKDOWN
 - The building administrator will immediately make the following contacts, (as appropriate):
 - 911
 - Mayor's Charter School Director
 - Food Service Provider
 - b. Wait for Emergency responders and further instructions
2. Gun pulled or displayed
 - a. Notify administrator ASAP (*do not send a student*)
 - Call for LOCKDOWN
 - The building administrator will immediately make the following contacts, (as appropriate):
 - 911
 - Mayor's Charter School Director
 - Food Service Provider
 - b. Remain calm and stay away from person with gun, follow their instructions in a controlled manner
 - c. DO NOT TRY TO TAKE THE GUN AWAY
 - d. Wait for Emergency responders and further instructions
3. Gun on school bus
 - a. Instructions for the driver
 - I. Calmly radio your location to school dispatcher
 - II. Do not attempt to disarm
 - III. Continue driving but **not on your route**

Revised : 6/19/2024 Page: 14

- Proceed to nearest police or fire station
 - Tell students you are going to the garage for repairs
 - If person with gun is threatening, pull the bus over
- IV. Keep track of happenings so report can be made to law enforcement
- b. Instructions for school administrator
- I. The building administrator will immediately make the following contacts, (as appropriate):
- 911
 - Custodial parent if necessary
 - Mayor's Charter School Director
- Evaluate need to contact parents of students on board
- c. Wait for emergency responders and further instructions
4. If a gun or weapon is seen at or near bus stop, driver should calmly radio dispatcher and report location
5. If shots are fired at bus
- a. Driver should continue driving until it is safe to pull over then radio dispatcher
 - b. Tend to anyone that is hurt
 - c. Notify School administrator, who will immediately contact, (as appropriate):
- 911
 - Mayor's Charter School Director
- d. Wait for emergency responders

Hostage or Abduction on School Premises Procedure

1. If Crisis is in a classroom or office:
 - a. Do not intervene. Observe and record as much information while remaining out of sight
 - b. Notify administrator ASAP (*do not send a student*)
 - II. Call for LOCKDOWN
 - III. The building administrator will immediately make the following contacts, (as appropriate):
 - 911
 - Custodial parent if necessary
 - Mayor's Charter School Director
 - Food Service Provider
 - c. If you must communicate with the perpetrator,

Revised : 6/19/2024 Page: 15

- IV. Ask permission to speak
- V. Do not bargain or negotiate
- d. Wait for Emergency responders and further instructions
- 2. If crisis is outside the school building but observed:
 - a. Do not intervene, observe and record as much information while remaining out of sight
 - b. Notify administrator ASAP (*do not send a student*)
 - I. Call for LOCKDOWN
 - II. The building administrator will immediately make the following contacts, (as appropriate):
 - 911
 - Custodial parent if necessary
 - Mayor's Charter School Director
 - Food Service Provider
 - c. Wait for Emergency responders and further instructions

Bomb Threat Procedure

1. An employee who answers a school phone when the caller threatens that a bomb is in the building should
 - a. Listen carefully to caller's voice and for any background noise
 - b. Write down exactly what is said
 - c. If possible ask
 - 1) When is the bomb set to explode
 - 2) What does the bomb look like
 - 3) Where is the bomb
 - 4) Why was the bomb placed
 - 5) Who placed the bomb
 - d. Once the phone call ends, notify the school administrator
 - e. Immediately complete a "Bomb Threat Report" [See next page]
2. School Administrator should:
 - a. Begin a preliminary search and contact, (as appropriate):
 - 911
 - Mayor's Charter School Director
 - Food Service Provider
 - b. Advise staff and students that cell phones and electrical devices should not be used until further notice due to possible interference with a computer problem IT is having (Wireless computers should be turned off as well)
 - c. Wait for emergency responders and follow instructions

Revised : 6/19/2024 Page: 16

Bomb Threat Report

Caller Demeanor and Tone
Circle all that apply

Calm	Laughing	Adult	Child
Angry	Crying	Raspy	Lisp
Excited	Normal	Deep	Slow
Distinct	Ragged	Rapid	Slurred
Clearing throat	Soft	Nasal	Seductive
Deep breathing	Loud	Stutter	Cracking
Distinguished	Familiar	Muffled	Hoarse

Background Noises
Circle all that apply

Street	Bells or chimes	PA system	Music
Machinery	Animal	Train	Static
Railroad crossing	Sirens	House noises	Talking
Office	children	Sporting event	Water

Language
Circle all that apply

Irrational	Foul	Incoherent	Well spoken
Reading from	Slang	Accented	Regional
Script			

Completed at:
School Name
Address
Phone

Time of call: _____

Date of call: _____

Person completing report: _____

Field Trip or Off-Site Emergency / Crisis Procedure

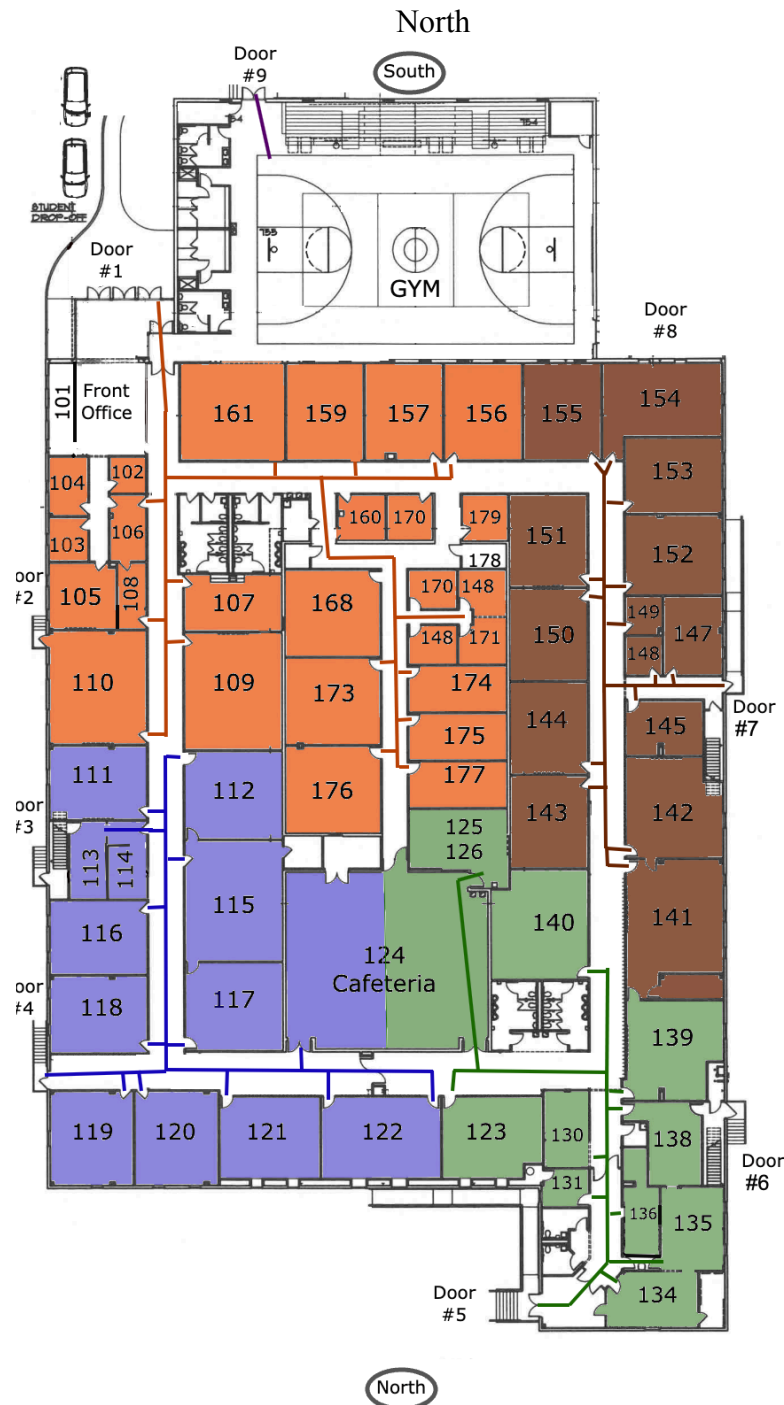
1. While In route
 - a. If there is an accident
 - 1) Driver should pull over and contact Dispatcher and request assistance, report injuries if any
 - 2) Field Trip Supervisor should contact school administrator and follow instructions
 - 3) Both should make note of the sequence of events leading up to the accident.
 - b. If there is danger of fire or explosion
 - 1) Driver should pull over and evacuate the bus immediately and contact Dispatcher
 - 2) Field Trip Supervisor should contact school administrator and follow instructions
 - c. If a student becomes ill
 - 1) Driver should pull over and give assistance to the student
 - 2) Field Trip Supervisor should contact school administrator and follow instructions
2. While at site
 - a. If there is an accident
 - 1) Driver should contact Dispatcher and request assistance, report injuries if any
 - 2) Field Trip Supervisor should contact school administrator and follow instructions
 - 3) Both should make note of the sequence of events leading up to the accident
 - b. If a student becomes ill
 - 1) Driver should pull over and give assistance to the student
 - 2) Field Trip Supervisor should contact school administrator and follow instructions

Revised : 6/19/2024 Page: 18

Suicide Prevention and Response

Please see the [suicide prevention and response plan here](#).

Building Plan



Staff Responsibilities during Emergencies

In General the first obligation of all staff is the safety of our students. During a disaster, crisis, or other emergency it is possible that circumstances will dictate additional or different and unforeseen responsibilities for staff. Staff should take whatever action is necessary, given these circumstances, to meet our first obligation. The dedicated, professional behavior of all staff at IMSA West is the bedrock of these guidelines. Professionalism is expected and deeply appreciated. Should any of the circumstances described in this plan ever arise, our professionalism will allow us to provide what is best for our students despite very difficult and trying development.

School Administrator

1. Advance Planning

- a. Establish a "Safety Zone" outside the building where students and staff can gather during evacuations
- b. Ensure that all staff are briefed about Emergencies/ Disasters/ Drills with the start of each new school year; review the specific Emergency Guidelines in this guide
- c. Ensure that all staff understands their responsibility during any emergency; special attention should be given to the administrative team, secretary, nurse and social worker
- d. Set up appropriate plans and unique emergency procedures as needed to accommodate students with disabilities or other special needs in the school. These plans should be submitted to the Director of Special Education.
- e. Set up a "check out" system and designated location in the aftermath of a disaster
- f. Be sure that the proper supplies/safety equipment is available in the aftermath of any emergency. Set up a "Treatment Center" in a safe area outside the school.
- g. Establish a room or location where media representatives are to be placed in the event of an emergency and establish a building "rep" who maintains this space when needed
- h. Work closely with IMPD and IFD to carry out the various drills and to make plans for drills and emergencies. Please remember that during drills or practice lock down it is vital that all emergency numbers be contacted and advised that we are having a drill or practice.
- i. Provide the following information to both the IMPD Chief and the Mayor's Charter School Director:
 - 1) Location of the "Safety Zone"
 - 2) Location of the outside "Treatment Center"
 - 3) Location of the "Check Out" location during an evacuation

Revised : 6/19/2024 Page: 20

- 4) Location where the media will gather
- 5) A map of the building with all classroom numbers clearly displayed and the names of the teachers or staff included for each room
- j. Provide emergency plans and maps to teachers and staff, IMPD, IFD and the Mayor's Charter School Director
2. During a disaster or Emergency
 - a. Implement the Emergency Guidelines depending on the disaster or emergency that arises
 - b. Maintain communication links within the school and with outside agencies and personnel
 - o 911
 - o Mayor's Charter School Director
 - c. Oversee evacuation (if necessary) and ensure that injured students or staff are being tended
 - d. Oversee "Safety Zone"(if evacuation occurs); ensure that the "Emergency Treatment Center" is operational
 - e. Cooperate with and provide assistance to Emergency Responders
 - f. Provide information to all who arrive on scene as the school's spokesperson in charge

Support Staff

1. As directed by the school administrator
 - a. COMMUNICATIONS
 - Maintain radio and phone contact with school administrator
 - Alert appropriate agencies and school district personnel
 - b. INFORMATION
 - Provide information to staff as directed
 - Ensure that enrollment/medical emergency cards are available to proper school officials and rescue personnel
 - b. ASSISTANCE—help school nurse, teachers and other colleagues as directed
 - c. CHECK-OUT of "SAFETY ZONE"
 - Establish and implement a procedure for checking-out students to parents or guardians
 - Set up an "office" in the "Safety Zone" if this area is activated
2. Recommend a plan for resuming normal school operation

Nurse

1. Plan a "Treatment Center" to handle injuries in case of evacuation
 - a. Work in advance to be sure there is a process to provide care for injured students/staff during any emergency
 - b. Collaborate with the Principal to create this plan and ensure that adult help is available

Revised : 6/19/2024 Page: 21

- c. This “Treatment Center” MAY have to be located in the “Safety Zone” or at an evacuation site away from the normal supplies and Clinic at school
2. Maintain adequate supplies for emergencies
 - a. Create Disaster First Aid Packs or Emergency Carts
 - b. Clearly mark and locate these so they can be easily found during an emergency
3. Review the Emergency Plan for the school prior to each school year
4. Provide collaborative support and assistance to Emergency Responders
5. Carry out first aid in the “Safety Zone” or Evacuation site if necessary

Plan Maintenance and Dissemination

The school safety coordinators are responsible for the maintenance and dissemination of this plan. Specifically they:

1. Update the plan annually by the first day of school
2. Train the staff at the summer institute at the beginning of the school year
3. Maintain a hard copy of the plan at the office and each administrators office

TO-DO:

1. Prepare an emergency Drill Checklist to be included in the drill result binder.
Checklist should include the expected frequency and timing of each drill
2. Maintain a hard copy of the plan at the office and each administrators office
3. Building floor plans to be part of the digital copy
4. Relocation site and process need to be part of the plan

Concept Network Campuses 2023-24								
School	State School ID #	Street Address	City, State	Zipcode	Charter Authorizer	Initial Charter	Grades Served	Target Enrollment
Horizon Science Academy Des Moines	IA-8200-0101	4801 Franklin Ave., 2nd FL	Des Moines, IA	50310	Iowa Department of Education	2023	K-3	210
Chicago Math and Science Academy	IL-15-016-2990-25-150162990217C	7212 N Clark St	Chicago, IL	60626	Chicago Public Schools	2004	6-12	600
Horizon Science Academy Southwest Chicago	IL-15-016-2990-25-150162990240C	5401 S Western Ave	Chicago, IL	60609	Chicago Public Schools	2014	K-12	735
Horizon Science Academy McKinley Park	IL-15-016-9000-25-150169000201C	2245 W Pershing Rd	Chicago, IL	60609	Illinois State Board of Education	2013	K-12	770
Horizon Science Academy Belmont Elementary	IL-15-016-9010-25-150169010201C	2456 N Mango Ave	Chicago, IL	60639	Illinois State Board of Education	2013	K-6	525
Horizon Science Academy Belmont High	IL-15-016-9010-25-150169010201C	4434 N. Laramie Ave	Chicago, IL	60630	Illinois State Board of Education	2013	7-9	525
Indiana Math and Science Academy West	IN-9785-5837	4575 W 38th Street	Indianapolis, IN	46254	Office of Education Innovation	2007	PreK-8	560
Indiana Math and Science Academy North	IN-9895-5444	7435 N Keystone Ave	Indianapolis, IN	46240	Office of Education Innovation	2010	K-12	690
Michigan Math and Science Academy Lorraine	MI-63924-00129	28501 Lorraine Ave	Warren, MI	48093	Grand Valley State University	2009	PreK-6	250
Michigan Math and Science Academy Dequindre	MI-63924-03302	27300 Dequindre Rd	Warren, MI	48092	Grand Valley State University	2009	K-12	735
Minnesota Math and Science Academy Elementary	MN-074231-074231010	169 Jenks Ave	St. Paul, MN	55117	Pillsbury United Communities	2014	K-5	300
Minnesota Math and Science Academy Secondary	MN-074231-074231030	169 Jenks Ave	St. Paul, MN	55117	Pillsbury United Communities	2014	6-12	260
Horizon Science Academy Twin Cities	MN-074267-074267010	7735 2nd Ave S	Minneapolis, MN	55423	Pillsbury United Communities	2019	K-5	120
Gateway Science Academy Fyler HS	MO-115916-1940115916	5049 Fyler Ave	St. Louis, MO	63139	Missouri Charter Public School Commission	2012	9-12	400
Gateway Science Academy Fyler MS	MO-115916-3935115916	5049 Fyler Ave	St. Louis, MO	63139	Missouri Charter Public School Commission	2012	6-8	400
Gateway Science Academy Smiley	MO-115916-6980115916	6576 Smiley Ave	St. Louis, MO	63139	Missouri Charter Public School Commission	2010	PreK-5	444
Gateway Science Academy South	MO-115916-6997115916	6651 Gravois Ave	St. Louis, MO	63116	Missouri Charter Public School Commission	2013	PreK-5	450
Horizon Science Academy Toledo	OH-000338-000338	2600 W Sylvania Ave	Toledo, OH	43613	Educational Service Center of Lake Erie West	2004	K-12	535
Horizon Science Academy Cincinnati	OH-000804-000804	1055 Laidlaw Ave	Cincinnati, OH	45237	Educational Service Center of Lake Erie West	2004	K-8	300
Horizon Science Academy Dayton Elementary	OH-000808-000808	4751 Sue Ann Blvd	Dayton, OH	45415	Educational Service Center of Lake Erie West	2004	K-5	195
Horizon Science Academy Springfield	OH-000825-000825	630 S Reynolds Rd	Toledo, OH	43615	Educational Service Center of Lake Erie West	2005	K-8	380
Horizon Science Academy Denison	OH-000838-000838	1700 Denison Ave	Cleveland, OH	44109	Educational Service Center of Lake Erie West	2008	K-8	300
Horizon Science Academy Cleveland Middle	OH-000858-000858	6100 S Marginal Rd	Cleveland, OH	44103	Educational Service Center of Lake Erie West	2005	K-8	335
Noble Academy Cleveland	OH-008278-008278	1200 E 200th St	Cleveland, OH	44117	Buckeye Community Hope Foundation	2006	K-8	425
Noble Academy Columbus	OH-008280-008280	1329 Bethel Rd	Columbus, OH	43220	Buckeye Community Hope Foundation	2006	K-8	355
Horizon Science Academy Columbus Middle	OH-009179-009179	2350 Morse Rd	Columbus, OH	43229	Buckeye Community Hope Foundation	2007	6-8	500
Horizon Science Academy Columbus Elementary	OH-009990-009990	2835 Morse Rd	Columbus, OH	43231	Buckeye Community Hope Foundation	2008	3-5	195
Horizon Science Academy of Lorain	OH-011533-011533	760 Tower Blvd	Lorain, OH	44052	Buckeye Community Hope Foundation	2009	K-12	720
Horizon Science Academy Dayton High	OH-011534-011534	250 Shoup Mill Rd	Dayton, OH	45415	Buckeye Community Hope Foundation	2009	6-12	350
Horizon Science Academy Dayton Downtown	OH-011976-011976	121 S Monmouth St	Dayton, OH	45403	Buckeye Community Hope Foundation	2010	K-8	235
Horizon Science Academy Youngstown	OH-011986-011986	3403 Southern Blvd	Youngstown, OH	44507	Buckeye Community Hope Foundation	2010	K-8	390
Horizon Science Academy Columbus Primary	OH-017123-017123	2899 Morse Rd	Columbus, OH	43231	Buckeye Community Hope Foundation	2018	PreK-2	275
Horizon Science Academy Cleveland High	OH-133629-133629	6000 S Marginal Rd	Cleveland, OH	44103	Educational Service Center of Lake Erie West	1999	9-12	400
Horizon Science Academy Columbus High 11-12	OH-133660-133660	3592 Corporate Dr.	Columbus, OH	43231	Educational Service Center of Lake Erie West	1999	11-12	400
Horizon Science Academy Columbus High 9-10	OH-133660-133660	1070 Morse Rd.	Columbus, OH	43229	Educational Service Center of Lake Erie West	1999	9-10	400
								14664

Missouri Data

Missouri Student 4-Y Graduation Data

Missouri Student 5-Y Graduation Data

Missouri Student Attendance Rates Data

Missouri Student State Tests Data

Missouri Where Our Graduates Go Data

Missouri Student 4-Y Graduation Data

GATEWAY SCIENCE ACAD/ST LOUIS	2021	2022	2023	DISTRICT	2021	2022	2023
All Students	93.44%	98.31%	92.31%	All Students	73.25%	73.93%	69.72%
American Indian/Alaska Native	*	*	*	American Indian/Alaska Native	*	*	*
Asian	*	100.00%	*	Asian	95.35%	85.11%	91.43%
Black	*	100.00%	77.78%	Black	72.74%	72.64%	69.16%
Hawaiian/Pacific Islander	*	*	*	Hawaiian/Pacific Islander	*	*	*
Hispanic	*	*	100.00%	Hispanic	68.48%	71.54%	56.64%
Multi-Race	88.89%	100.00%	85.71%	Multi-Race	*	100.00%	100.00%
White	97.56%	97.06%	94.44%	White	73.08%	79.76%	75.78%
Female	96.77%	96.55%	89.47%	Female	79.55%	78.39%	73.05%
Male	90.00%	100.00%	95.00%	Male	66.80%	69.21%	65.84%
Free and Reduced Lunch	87.50%	96.67%	86.11%	Free and Reduced Lunch	73.35%	73.93%	69.72%
English Learner	*	100.00%	100.00%	English Learner	62.77%	60.48%	57.52%
Special Education	*	*	*	Special Education	59.63%	56.99%	56.28%
Homeless	*	*	*	Homeless	64.26%	62.50%	56.92%
Migrant	*	*	*	Migrant	*	*	*
Gifted	*	*	*	Gifted	96.67%	98.67%	93.06%
Foster	*	*	*	Foster	*	*	*
Military	*	*	*	Military	*	*	*

Missouri 5-Y Graduation Data

GATEWAY SCIENCE ACAD/ST LOUIS	2021	2022	2023	DISTRICT	2021	2022	2023
All Students	93.33%	98.33%	98.31%	All Students	77.11%	77.52%	78.43%
American Indian/Alaska Native	*	*	*	American Indian/Alaska Native	*	*	*
Asian	*	*	100.00%	Asian	84.31%	97.73%	89.36%
Black	100.00%	*	100.00%	Black	76.53%	76.44%	77.29%
Hawaiian/Pacific Islander	*	*	*	Hawaiian/Pacific Islander	*	*	*
Hispanic	*	*	*	Hispanic	78.26%	71.43%	75.41%
Multi-Race	100.00%	100.00%	100.00%	Multi-Race	*	*	100.00%
White	92.31%	97.56%	97.06%	White	78.26%	82.22%	83.93%
Female	92.86%	100.00%	96.55%	Female	81.22%	82.19%	83.45%
Male	93.94%	96.55%	100.00%	Male	72.63%	72.68%	73.22%
Free and Reduced Lunch	90.91%	95.65%	96.67%	Free and Reduced Lunch	77.11%	77.57%	78.43%
English Learner	66.67%	*	100.00%	English Learner	68.42%	72.63%	68.55%
Special Education	*	*	*	Special Education	63.72%	64.55%	66.67%
Homeless	*	*	*	Homeless	71.75%	66.34%	67.73%
Migrant	*	*	*	Migrant	*	*	*
Gifted	*	*	*	Gifted	94.44%	96.67%	98.67%
Foster	*	*	*	Foster	*	*	*
Military	*	*	*	Military	*	*	*

Missouri Student Attendance Rates Data

GATEWAY SCIENCE ACAD/ST LOUIS	2021	2022	2023	DISTRICT	2021	2022	2023
All Students	79.90%	73.00%	65.10%	All Students	50.00%	46.30%	49.40%
American Indian/Alaska Native	*	60.00%	*	American Indian/Alaska Native	56.00%	37.10%	54.70%
Asian	80.80%	83.20%	83.80%	Asian	78.60%	73.90%	70.70%
Black	67.50%	64.00%	60.30%	Black	43.90%	41.00%	44.40%
Hawaiian/Pacific Islander	*	*	*	Hawaiian/Pacific Islander	*	*	*
Hispanic	74.10%	76.80%	68.10%	Hispanic	54.20%	48.00%	50.30%
Multi-Race	87.50%	76.80%	67.70%	Multi-Race	77.20%	65.40%	59.30%
White	83.50%	74.90%	65.50%	White	79.40%	72.40%	74.80%
Female	80.80%	71.20%	64.70%	Female	51.80%	47.00%	49.20%
Male	79.20%	74.70%	65.60%	Male	48.20%	45.70%	49.50%
Free and Reduced Lunch	71.40%	63.80%	61.80%	Free and Reduced Lunch	49.90%	46.30%	49.40%
English Learner	*	79.10%	70.20%	English Learner	61.50%	54.90%	55.40%
Special Education	76.10%	65.30%	57.90%	Special Education	43.80%	37.20%	42.60%
Homeless	*	*	53.20%	Homeless	28.10%	25.00%	26.50%
Migrant	*	*	*	Migrant	*	*	*
Gifted	*	*	*	Gifted	92.00%	86.90%	86.70%
Foster	*	*	*	Foster	*	*	*
Military	*	*	*	Military	*	*	*

Missouri State Tests Data

	2021 - GSA	2022 - GSA	2023 - GSA		2021 - District	2022 - District	2023 - District
	Pct. Prof/Adv	Pct. Prof/Adv	Pct. Prof/Adv		Pct. Prof/Adv	Pct. Prof/Adv	Pct. Prof/Adv
English Language Arts							
All Students	40	44.8	44.6		18	20	20.8
American Indian/Alaska Native	*	*	*		*	*	*
Asian/Pacific Islander	66.7	76.2	57.9		41.4	50.8	38.1
Black (not Hispanic)	18.8	22.5	22.8		11.3	12.5	13
Hispanic	23.3	26.2	34.9		21.4	20.5	22.8
Multi-Racial	42.7	47.9	47.8		49.2	57.1	60.8
White (not Hispanic)	47.5	52.4	54.6		54.9	59.2	62.4
Female	45.3	48.5	47.7		21	23.6	23.3
Male	35.6	41.4	41.7		15.1	16.6	18.3
Free-Reduced Lunch	27.3	31.2	31.2		18	20	20.8
Limited English Proficient	*	40.2	37.5		13.4	15.8	12.8
Special Education	14.1	13.4	17		3.9	4.5	6.1
Homeless	*	*	*		8.1	6.9	8.4
Migrant	*	*	*		*	*	*
Gifted	*	*	*		84	89.3	90.1
Foster Care	*	*	*		*	*	*
Military	*	*	*		*	*	*
Mathematics							
All Students	25.7	39.3	43.7		10.4	13.4	15.7
American Indian/Alaska Native	*	*	*		*	*	*
Asian/Pacific Islander	31.8	73.7	63.2		31.3	40.2	36.7
Black (not Hispanic)	8.1	17.2	26.2		4.6	6.5	8.4
Hispanic	11.1	28.6	16.7		12.4	14.2	13.4
Multi-Racial	25.5	38.3	39.1		41.9	45.9	50.5
White (not Hispanic)	32.6	47.4	54.6		42.3	50.3	56.9
Female	25.4	38.1	42.3		10.4	13.9	16.1
Male	25.9	40.4	45		10.4	12.9	15.3
Free-Reduced Lunch	15.2	28.8	33.1		10.4	13.4	15.7

Missouri State Tests Data

Limited English Proficient	*	38.7	39.1		6.8	10.3	10.1
Special Education	*	13.1	17.9		2.6	3	4
Homeless	*	*	*		2.3	4	3.5
Migrant	*	*	*		*	*	*
Gifted	*	*	*		69.7	79.6	83.5
Foster Care	*	*	*		*	*	*
Military	*	*	*		*	*	*
Science							
All Students	31	33.3	47.5		13.7	16.9	19.2
American Indian/Alaska Native	*	*	*		*	*	*
Asian/Pacific Islander	*	57.1	*		34.9	48.2	39.3
Black (not Hispanic)	16.4	11.6	23.5		6.6	9.5	10.3
Hispanic	*	*	20.8		14.5	16.6	15.1
Multi-Racial	30.4	21.4	60.9		38.5	66.7	63.9
White (not Hispanic)	36.6	42.7	56.1		52.2	58	63.1
Female	34.9	29.9	50.9		13.4	18	20
Male	27.5	36.2	44.4		13.9	15.9	18.5
Free-Reduced Lunch	23.1	23.2	33.3		13.7	16.9	19.2
Limited English Proficient	*	35.7	36.6		7	12.8	11.5
Special Education	*	*	37		2.9	4.3	5.2
Homeless	*	*	*		3.5	5.7	5.5
Migrant	*	*	*		*	*	*
Gifted	*	*	*		76.5	84.1	87.4
Foster Care	*	*	*		*	*	*
Military	*	*	*		*	*	*
Social Studies							
All Students	47.5	52.4	44.7		19.4	21.2	20.6
American Indian/Alaska Native	*	*	*		*	*	*
Asian/Pacific Islander	*	*	*		25.6	33.3	57.6
Black (not Hispanic)	*	*	*		11.5	12.2	9.8
Hispanic	*	*	*		28.4	18.2	16.7

Missouri State Tests Data

Multi-Racial	*	62.5	*		*	83.3	*
White (not Hispanic)	*	56.1	50		55.6	67.9	64.6
Female	40.7	52.5	33.3		17.8	21.8	19.8
Male	53.1	52.4	51		21.1	20.5	21.4
Free-Reduced Lunch	*	42.9	41.9		19.4	21.2	20.6
Limited English Proficient	*	*	*		*	*	10.1
Special Education	*	*	*		*	*	*
Homeless	*	*	*		7.9	6.3	6.9
Migrant	*	*	*		*	*	*
Gifted	*	*	*		75.5	86.4	84.4
Foster Care	*	*	*		*	*	*
Military	*	*	*		*	*	*

Missouri Where our graduates go Data

GATEWAY SCIENCE ACAD/ST LOUIS	2021	2022	2023		DISTRICT	2021	2022	2023
Entering a 4yr. College/University	47.10%	55.20%	52.50%		Entering a 4yr. College/University	30.40%	29.70%	33.50%
Entering a 2yr. College	28.60%	20.70%	13.60%		Entering a 2yr. College	16.20%	14.00%	16.50%
Entering a Postsecondary (Technical) Institution	1.40%	0.00%	3.40%		Entering a Postsecondary (Technical) Institution	1.70%	0.60%	1.30%
Entering Employment	14.30%	0.00%	28.80%		Entering Employment	32.80%	36.10%	37.60%
Entering Military	0.00%	0.00%	1.70%		Entering Military	1.80%	1.20%	1.50%

Minnesota Data

Minnesota Student 4-Y Graduation Data

Minnesota Student 5-Y Graduation Data

Minnesota Student Attendance Rates Data

Minnesota Student State Tests Data

Minnesota Student 4Y Graduation Data

		All	Black	Low Income	ELL
2023	MMSA	80.6	85.3	80	86.2
2023	District	68.5	58.8	64.6	54.8
2022	MMSA	73	72.2	73.5	77.4
2022	District	75.4	68.9	71.9	67.4

Minnesota Student 5Y Graduation Data

		All	Black	Low Income	ELL
2023	MMSA	80.6	80	81.8	83.3
2023	District	78.4	72.8	75.6	72.6
2022	MMSA	80	84.2	80	73.3
2022	District	82	74.6	78.6	77.9

Minnesota Student Attendance Data

		All	Black	Low Income	ELL	w/IEPs
2022	MMSA	56.6	56.9	57.3	61.5	59.1
2022	HSATC	57.4	55.6	54.5	53.5	
2022	Concept	57.0	56.3	55.9	57.5	59.1
2022	District	57.2	45.2	51	60.7	46.8

Minnesota Student State Tests Data

			All	Black	Low Income	ELL	w/IEPs
2023	ELA	MMSA	21.3	21.5	22.3	14.6	21.4
2023	ELA	HSATC	4.8	7.1	5.6	5.6	
2023	ELA	Concept	13.1	14.3	14.0	10.1	21.4
2023	ELA	District	34.6	19.4	22.6	9.9	18.5
2023	Math	MMSA	10.9	10.4	11.4	8	10
2023	Math	HSATC	5	7.7	5.9	5.9	
2023	Math	Concept	8.0	9.1	8.7	7.0	10.0
2023	Math	District	26.2	12.2	15.6	10.9	16.3
2022	ELA	MMSA	27.5	28.1	28.3	21	27.3
2022	ELA	HSATC	18.8	17.4	17.9	10.5	
2022	ELA	Concept	23.2	22.8	23.1	15.8	27.3
2022	ELA	District	35.3	21.2	23.1	10.2	17.6
2022	Math	MMSA	9.4	9.5	10	7.9	0
2022	Math	HSATC	9.4	4.3	10.7	5.3	
2022	Math	Concept	9.4	6.9	10.4	6.6	0.0
2022	Math	District	25.8	12.3	14.4	10.7	14.5

Michigan Data

Michigan Student 5/5/6Y Graduation Data

Michigan Student Attendance Data

Michigan Student State Tests Data

Michigan 5/5/6Y Graduation Data

Location Name	Report Category	Rate Year	Cohort Graduation Year	Total Cohort	Total Graduate	Other Completers (GED, etc.)	Off-Track Continuing	Dropouts	Graduation Rate	Dropout Rate
Detroit Public Schools Community District (82015)	All Students	4-Year	2023	3,722	2,764	<10	339	618	74.26%	16.60%
Michigan Mathematics and Science Academy Dequindre (03302)	All Students	4-Year	2023	48	40	<10	<10	<10	83.33%	8.33%
Detroit Public Schools Community District (82015)	All Students	5-Year	2022	3,467	2,601	<10	121	741	75.02%	21.37%
Michigan Mathematics and Science Academy Dequindre (03302)	All Students	5-Year	2022	44	32	<10	<10	11	72.73%	25.00%
Detroit Public Schools Community District (82015)	All Students	6-Year	2021	3,702	2,625	12	100	965	70.91%	26.07%
Michigan Mathematics and Science Academy Dequindre (03302)	All Students	6-Year	2021	39	34	<10	<10	<10	87.18%	12.82%

Michigan Student Attendance Data

			All Students		Chronically Absent		Not Chronically Absent	
Year	Location Name	Report Category	Attendance Rate	Total Count	Attendance Rate	#	%	#
2022	Michigan Mathematics and Science Academy (63924)	African American	77.74%	718	76.30%	651	90.70%	67
2022	Detroit Public Schools Community District (82015)	African American	74.58%	42,223	69.50%	33,967	80.50%	8,256
2023	Michigan Mathematics and Science Academy (63924)	African American	85.25%	668	79.70%	426	63.80%	242
2023	Detroit Public Schools Community District (82015)	African American	80.96%	41,604	74.70%	28,837	69.30%	12,767
2022	Michigan Mathematics and Science Academy (63924)	All Students	78.43%	850	76.70%	752	88.50%	98
2022	Detroit Public Schools Community District (82015)	All Students	75.93%	51,495	69.90%	39,511	76.70%	11,984
2023	Michigan Mathematics and Science Academy (63924)	All Students	85.51%	793	79.50%	485	61.20%	308
2023	Detroit Public Schools Community District (82015)	All Students	81.84%	50,972	75.00%	33,697	66.10%	17,275
2022	Detroit Public Schools Community District (82015)	American Indian	71.98%	79	66.20%	63	79.80%	16
2023	Detroit Public Schools Community District (82015)	American Indian	81.43%	71	73.40%	45	63.40%	26
2022	Michigan Mathematics and Science Academy (63924)	Asian	80.22%	42	75.70%	31	73.80%	11
2022	Detroit Public Schools Community District (82015)	Asian	88.16%	697	77.90%	307	44.10%	390
2023	Michigan Mathematics and Science Academy (63924)	Asian	84.80%	46	74.40%	23	50.00%	23
2023	Detroit Public Schools Community District (82015)	Asian	88.38%	701	78.30%	291	41.50%	410
2022	Michigan Mathematics and Science Academy (63924)	Economically Disadvantaged	78.41%	845	76.70%	748	88.50%	97
2022	Detroit Public Schools Community District (82015)	Economically Disadvantaged	74.81%	44,222	69.50%	35,208	79.60%	9,014
2023	Michigan Mathematics and Science Academy (63924)	Economically Disadvantaged	85.50%	789	79.50%	483	61.20%	306
2023	Detroit Public Schools Community District (82015)	Economically Disadvantaged	81.22%	45,012	74.80%	30,793	68.40%	14,219
2022	Detroit Public Schools Community District (82015)	English Learners	82.76%	6,417	73.30%	3,674	57.30%	2,743
2023	Michigan Mathematics and Science Academy (63924)	English Learners	79.28%	28	67.00%	15	53.60%	13
2023	Detroit Public Schools Community District (82015)	English Learners	86.31%	7,184	77.50%	3,613	50.30%	3,571
2022	Michigan Mathematics and Science Academy (63924)	Hispanic of Any Race	84.70%	18	*	*	*	<10
2022	Detroit Public Schools Community District (82015)	Hispanic of Any Race	82.02%	6,935	72.70%	4,100	59.10%	2,835
2023	Michigan Mathematics and Science Academy (63924)	Hispanic of Any Race	89.32%	17	*	<10	*	*
2023	Detroit Public Schools Community District (82015)	Hispanic of Any Race	86.00%	7,021	77.00%	3,543	50.50%	3,478
2022	Michigan Mathematics and Science Academy (63924)	Native Hawaiian	*	<10	*	*	*	*
2022	Detroit Public Schools Community District (82015)	Native Hawaiian	77.47%	31	67.90%	21	67.70%	10
2023	Michigan Mathematics and Science Academy (63924)	Native Hawaiian	*	<10	*	*	*	*
2023	Detroit Public Schools Community District (82015)	Native Hawaiian	82.55%	27	71.50%	15	55.60%	12
2022	Michigan Mathematics and Science Academy (63924)	Students With Disabilities	78.86%	75	*	*	91.70%	<10
2022	Detroit Public Schools Community District (82015)	Students With Disabilities	73.98%	7,008	68.90%	5,671	80.90%	1,337
2023	Michigan Mathematics and Science Academy (63924)	Students With Disabilities	86.83%	80	81.80%	51	63.80%	29
2023	Detroit Public Schools Community District (82015)	Students With Disabilities	79.19%	7,290	72.60%	5,218	71.60%	2,072
2022	Michigan Mathematics and Science Academy (63924)	Two or More Races	*	<10	*	*	*	*
2022	Detroit Public Schools Community District (82015)	Two or More Races	77.49%	210	71.50%	158	75.20%	52
2023	Michigan Mathematics and Science Academy (63924)	Two or More Races	*	<10	*	*	*	*
2023	Detroit Public Schools Community District (82015)	Two or More Races	83.93%	256	77.40%	161	62.90%	95
2022	Michigan Mathematics and Science Academy (63924)	White	82.44%	66	80.20%	54	81.80%	12
2022	Detroit Public Schools Community District (82015)	White	79.07%	1,320	71.00%	895	67.80%	425
2023	Michigan Mathematics and Science Academy (63924)	White	88.03%	53	76.90%	22	41.50%	31
2023	Detroit Public Schools Community District (82015)	White	83.10%	1,292	75.60%	805	62.30%	487

Michigan Student State Tests Data

Years			All Students	Asian ***	Black or African American	Economically Disadvantaged	English Learners ***	Hispanic of Any Race ***	Students With Disabilities ***	White ***
2022	ELA	MMSA Dequindre	34.32	95.23	28.08	34.32	*	45.45	12.35	26.67
2022	ELA	MMSA Lorraine	33.75	*	30.3	33.75	*	*	0	*
2022	ELA	Concept	34.04	95.23	29.19	34.04		45.45	6.18	26.67
2022	ELA	Detroit Public Schools	13.05		8.7	7.9	11.38	16.98	3.74	14.52
2023	ELA	MMSA Dequindre	45.13	100	34.06	45.13	*	*	0	85.24
2023	ELA	MMSA Lorraine	55.03	*	50.74	55.03	*	-	44.4	*
2023	ELA	Concept	50.08	100.00	42.40	50.08			22.20	85.24
2023	ELA	Detroit Public Schools	14.6		13.5	13.4	13.7	19.4	4.7	16.1
2022	Math	MMSA Dequindre	17.48	100	9.15	17.48	*	0	0	25.24
2022	Math	MMSA Lorraine	18.4	*	12.56	18.4	*	*	21.03	*
2022	Math	Concept	17.94	100.00	10.86	17.94		0.00	10.52	25.24
2022	Math	Detroit Public Schools	6.7		8.8	9.1	8.62	10.3	2.78	10.2
2023	Math	MMSA Dequindre	25.53	100	13.93	25.53	*	*	0	63.72
2023	Math	MMSA Lorraine	22.44	*	25.28	22.44	*	-	18.96	*
2023	Math	Concept	23.99	100.00	19.61	23.99			9.48	63.72
2023	Math	Detroit Public Schools	8.97		7.7	8.3	11.2	14.5	3.8	12.8

Indiana Data

Indiana Student Attendance Data

Indiana Student Graduation Data

Indiana Student State Test 1 Data

Indiana Student State Test 2 Data

Indiana Student Attendance Data

Year	School	All	White	Black	Hispanic	Two or More	Low Income	English Learners	w/ IEPs
2022	IMSA W	64.00%	50.00%	68.00%	57.30%	30%	63.80%	74%	63.60%
2022	IMSA N	33.20%	57.10%	32.60%	30.30%	33%	31.00%	35%	11.40%
2022	Concept	48.60%	53.55%	50.30%	43.80%	31.65%	47.40%	54.50%	37.50%
2022	District	43.70%	61.80%	34.40%	42.10%	46.80%	38.30%	46.00%	45%
2023	IMSA W	62%	70.00%	70.30%	45.30%	38%	65%	65.30%	56.70%
2023	IMSA N	42%	45.90%	43.10%	41.80%	24%	41%	47.30%	34.90%
2023	Concept	52.05%	57.95%	56.70%	43.55%	30.65%	52.70%	56.30%	45.80%
2023	District	45.30%	58.80%	37.20%	45.50%	46.40%	40.50%	49.00%	46%

		Paid Meals								Free/Reduced Price Meals							
Corp ID	Corp Name	ELA Below Proficiency	ELA proach of	ELA At of	ELA Above of	ELA Total Proficient	ELA Total Tested	ELA Proficient %	Math Below Proficiency	Math proach of	Math At of	Math Above of	Math Total Proficient	Math Total Tested	Math Proficient %		
2023	IN Math & Science Academy	38	22	26	12	38	98	38.80%	76	57	72	44	116	249	46.60%		
2023	IN Math & Science Academy - North	38	14	18	4	22	74	29.70%	125	41	40	10	50	216	23.10%		
2023	Concept Average														34.85%		
2023	Indianapolis Public Schools	1482	586	746	523	1269	3337	38.00%	4389	1320	727	228	955	6664	14.30%		
2022	IN Math & Science Academy	26	21	14	7	21	68	30.90%	91	69	63	35	98	258	38.00%		
2022	IN Math & Science Academy - North	20	18	9	1	10	48	20.80%	117	42	41	14	55	214	25.70%		
2022	Concept Average														31.85%		
2022	Indianapolis Public Schools	1640	613	727	537	1264	3517	35.90%	4034	1287	734	235	969	6290	15.40%		
Corp ID	Corp Name	Math Below Proficiency	Math proach of	Math At of	Math Above of	Math Total Proficient	Math Total Tested	Math Proficient %	ELA Below Proficiency	ELA proach of	ELA At of	ELA Above of	ELA Total Proficient	ELA Total Tested	ELA Proficient %		
2023	IN Math & Science Academy	37	23	22	16	38	98	38.80%	71	54	68	56	124	249	49.80%		
2023	IN Math & Science Academy - North	35	28	7	4	11	74	14.90%	124	54	30	9	39	217	18.00%		
2023	Concept Average														33.90%		
2023	Indianapolis Public Schools	1571	565	624	577	1201	3337	36.00%	4686	1059	649	258	907	6652	13.60%		
2022	IN Math & Science Academy	22	18	15	12	27	67	40.30%	92	59	54	52	106	257	41.20%		
2022	IN Math & Science Academy - North	17	16	11	4	15	48	31.30%	115	58	29	12	41	214	19.20%		
2022	Concept Average														30.20%		
2022	Indianapolis Public Schools	1768	617	598	535	1133	3518	32.20%	4450	1025	622	201	823	6298	13.10%		
		General Education							Special Education								
Corp ID	Corp Name	ELA Below Proficiency	ELA proach of	ELA At of	ELA Above of	ELA Total Proficient	ELA Total Tested	ELA Proficient %	ELA Below Proficiency	ELA proach of	ELA At of	ELA Above of	ELA Total Proficient	ELA Total Tested	ELA Proficient %		
2023	IN Math & Science Academy	86	71	94	56	150	307	48.90%	28	8	4	0	4	40	10.00%		
2023	IN Math & Science Academy - North	129	54	55	13	68	251	27.10%	34	1	3	1	4	39	10.30%		
2023	Concept Average														10.15%		
2023	Indianapolis Public Schools	4462	1744	1395	721	2116	8322	25.40%	1409	162	78	30	108	1679	6.40%		
2022	IN Math & Science Academy	85	86	76	42	118	289	40.80%	32	4	1	0	1	37	2.70%		
2022	IN Math & Science Academy - North	118	58	49	15	64	240	26.70%	19	2	1	0	1	22	4.50%		
2022	Concept Average														3.60%		
2022	Indianapolis Public Schools	4309	1725	1378	723	2101	8135	25.80%	1365	175	83	49	132	1672	7.90%		
Corp ID	Corp Name	Math Below Proficiency	Math proach of	Math At of	Math Above of	Math Total Proficient	Math Total Tested	Math Proficient %	Math Below Proficiency	Math proach of	Math At of	Math Above of	Math Total Proficient	Math Total Tested	Math Proficient %		
2023	IN Math & Science Academy	86	63	87	71	158	307	51.50%	22	14	3	1	4	40	10.00%		

[illegible]

Indiana Student State Test 2 Data

[illegible]

Illinois Data

Illinois Student 4-Y Graduation Data

Illinois Student 5-Y Graduation Data

Illinois Student 6-Y Graduation Data

Illinois Student Attendance Data

Illinois Student Chronic Absenteeism Data

Illinois Student State Tests Data

Illinois Student 4-Y Graduation Data

		All	White	Black	Hispanic	Asian	A. Indian	P. Islander	Two or more	Low Income	ELL	w/IEPs
2023	CMSA	87.2		81.5	88.9	92.3				85.7	77.8	84.6
2023	McKinley	90			91.4					91.3	100	
2023	Southwest	92.3		100	88.9					89.3	92.3	
2023	Concept	89.8	#DIV/0!	90.8	89.7	92.3	#DIV/0!	#DIV/0!	#DIV/0!	88.8	90.0	84.6
2023	District	82.4	88.6	79	83.8	92.1	79	97.1	74.3	81.6	75.5	73.5
2022	CMSA	90		100	78	100				88.3	75	66.7
2022	McKinley	93			93.4					93	90.9	
2022	Southwest	100			100					100		
2022	Concept	94.3	#DIV/0!	100.0	90.5	100.0	#DIV/0!	#DIV/0!	#DIV/0!	93.8	83.0	66.7
2022	District	83.2	90.5	79	84	93.6	84.3	84.8	81.7	81.9	76	70.6

Illinois Student 5-Y Graduation Data

		All	White	Black	Hispanic	Asian	A. Indian	P. Islander	Two or more	Low Income	ELL	w/IEPs
2023	CMSA	94.5		96.6	897.7	100				94.8	92.3	81.8
2023	McKinley	93			93.5					94.6	90.9	
2023	Southwest	100			100					100		
2023	Concept	95.8	#DIV/0!	96.6	363.7	100.0	#DIV/0!	#DIV/0!	#DIV/0!	96.5	91.6	81.8
2023	District	86.2	92.9	82.2	86.9	95.1	90	88.9	87.2	85.1	80.8	75.7
2022	CMSA	97.6		100	97.7	100				98.6	95.5	100
2022	McKinley	93.3			91.5					93.3	90	
2022	Southwest	100		100	100					100		
2022	Concept	97.0	#DIV/0!	100.0	96.4	100.0	#DIV/0!	#DIV/0!	#DIV/0!	97.3	92.8	100.0
2022	District	84.8	89.9	81.1	86.1	94.3	76.2	97.3	76.4	84.6	79.5	72.4

Illinois Student 6-Y Graduation Data

		All	White	Black	Hispanic	Asian	A. Indian	P. Islander	Two or more	Low Income	ELL	w/IEPs
2023	CMSA	97.6		100	97.7	100				98.6	95.5	100
2023	McKinley	94.9			93.5					94.9	90	
2023	Southwest	100		100	100					100		
2023	Concept	97.5	#DIV/0!	100.0	97.1	100.0	#DIV/0!	#DIV/0!	#DIV/0!	97.8	92.8	100.0
2023	District	85.8	90.8	81.9	87.1	95.2	78.6	97.3	82.9	85.5	81	74.9
2022	CMSA	95.1		100	92.7	100				94	85.7	
2022	McKinley	98.2			98					100	94.7	
2022	Southwest	96.9			95.8					96.6		90.9
2022	Concept	96.7	#DIV/0!	100.0	95.5	100.0	#DIV/0!	#DIV/0!	#DIV/0!	96.9	90.2	90.9
2022	District	86.3	91.5	83.4	87.2	93.7	88.3	94.7	79.5	86.2	79.7	74.6

Illinois Student Attendance Data

Year	School	All	White	Black	Hispanic	Asian	Am. Indian	Pacific Islander	Two or More	Low Income	English Learners	w/ IEPs
2022	Belmont	91.30%	98.70%	91.30%	91.30%	92.20%	89.20%	52.10%	92%	91.30%	92%	89.60%
2022	CMSA	93.50%	93.00%	94.80%	92.70%	93.50%	94.00%	92.70%	86%	93.30%	94%	90.50%
2022	McKinley	92.50%	90.10%	91.70%	92.60%	98.70%	88.60%	94%	92.40%	92.40%	92.70%	92.50%
2022	Southwest	91.50%	92.50%	90.60%	91.90%	No Data	Redacted	97%	84.80%	91.30%	92.70%	92.50%
2022	Concept	92.20%	93.58%	92.10%	92.13%	94.80%	90.60%	83.93%	88.70%	92.08%	92.93%	91.28%
2022	District	87.00%	91.40%	84.50%	87.10%	93.10%	87.10%	90.80%	90.20%	85.90%	88.20%	84%
2023	Belmont	91%	Redacted	90.60%	91.30%	99.40%	91.20%	Redacted	93%	91%	91.70%	89.60%
2023	CMSA	94%	93.60%	94.50%	93.00%	95.30%	97.10%	97.20%	86%	94%	93.80%	91.00%
2023	McKinley	92.60%	93.10%	92.50%	92.60%	96.80%	92.80%	99.10%	91.40%	91.70%	92.80%	91.90%
2023	Southwest	92.00%	93.20%	92.00%	91.90%	Redacted	Redacted	Redacted	90.40%	91.80%	92.50%	90.80%
2023	Concept	92.35%	93.30%	92.40%	92.20%	97.17%	93.70%	98.15%	90.13%	92.03%	92.70%	90.83%
2023	District	88.30%	91.20%	86.90%	88.30%	92.90%	88.10%	89.70%	90.40%	87.50%	89.10%	86%

Illinois Student Chronic Absenteeism Data

		All	White	Black	Hispanic	Asian	A. Indian	P. Islander	Two or more	Low Income	ELL	w/IEPs
2023	CMSA	18.1	21.7	15.2	21.6	14.3				19.4	19.1	31
2023	McKinley	26.1		28.2	26.7					33.6	26.3	36
2023	Belmont	29.9		30.9	29.8					31	28.1	28.9
2023	Southwest	33.1		36.3	30.5					33.2	27.6	50
2023	Concept	26.8	21.7	27.7	27.2	14.3	#DIV/0!	#DIV/0!	#DIV/0!	29.3	25.3	36.5
2023	District	39.8	27.1	45.8	40.3	21.2	41	35.4	30.1	43.6	37.6	47.4
2022	CMSA	20.8	30.6	15.1	23.3	20				21.7	15.4	32.3
2022	McKinley	26.5	36.6	32.7	26					26.4	26.3	26.1
2022	Belmont	31.3		35.3	29.4					32.4	22.9	26.5
2022	Southwest	33.3		35.2	30.3					33.6	28	47.7
2023	Concept	28.0	33.6	29.6	27.3	20.0	#DIV/0!	#DIV/0!	#DIV/0!	28.5	23.2	33.2
2022	District	44.6	26	54.1	44.3	19.9	43.8	28.3	31.6	49.2	40.9	54.5

Illinois Student State Tests Data

			All	White	Black	Hispanic	Asian	A. Indian	P. Islander	Two or more	Low Income	ELL	w/IEPs
2023	ELA	CMSA	33.1	23.1	39.2	18.4	52.4	NA	NA	61.5	29.8	5.1	6.7
2023	ELA	McKinley	38.1	72.3	31.4	35.4	NA	NA	NA	58.3	38.1	24.1	9.8
2023	ELA	Belmont	31.8	NA	28.7	32.9	NA	NA	NA	NA	31.5	20	12.8
2023	ELA	Southwest	24.1	NA	19.8	26.1	NA	NA	NA	NA	24.2	17.6	12
2023	ELA	Concept	31.8	47.7	29.8	28.2	52.4	#DIV/0!	#DIV/0!	59.9	30.9	16.7	10.3
2023	ELA	District	25.9	53.8	17.3	21.9	55.2	31.8	52.6	53.4	18.7	8	4.2
2023	Math	CMSA	22.3	46.2	25.5	14.4	23.8	NA	NA	46.2	22.2	9	20
2023	Math	McKinley	20.9	38.9	17.1	18.1	NA	NA	NA	50	21.1	10.7	4.9
2023	Math	Belmont	15.3	NA	11.4	16.8	NA	NA	NA	NA	15.2	10.7	7.7
2023	Math	Southwest	7	NA	4.7	8.1	NA	NA	NA	NA	7.1	2.5	16.7
2023	Math	Concept	16.4	42.6	14.7	14.4	23.8	#DIV/0!	#DIV/0!	48.1	16.4	8.2	12.3
2023	Math	District	17.5	14.9	7.8	13.2	53	24.7	38.1	44.5	10.7	5.9	3.5
2022	ELA	CMSA	27.8	33.4	36.3	16.2	36.4	NA	NA	NA	26.3	7.4	18.2
2022	ELA	McKinley	36.7	64.7	37.9	35.1	NA	NA	NA	29.4	36.5	17.5	11.1
2022	ELA	Belmont	26.9	NA	26.7	21.1	NA	NA	NA	36.4	26.9	7.4	2.9
2022	ELA	Southwest	10.3	NA	11.5	9.7	NA	NA	NA	NA	10.4	0.9	0
2022	ELA	Concept	25.4	49.1	28.1	20.5	36.4	#DIV/0!	#DIV/0!	32.9	25.0	8.3	8.1
2022	ELA	District	20	46.2	11.3	17.1	49.3	28	44.5	45.9	13.8	5.4	2.5
2022	Math	CMSA	13.9	26.7	17.6	8.1	13.6	NA	NA	NA	13.7	1.2	0
2022	Math	McKinley	15.9	35.3	20.7	13.7	NA	NA	NA	17.7	16.1	7.5	2.2
2022	Math	Belmont	18.6	NA	16.9	21.3	NA	NA	NA	18.2	18.6	14.8	8.8
2022	Math	Southwest	0.2	NA	1.6	0.4	NA	NA	NA	NA	0.3	0	3.3
2022	Math	Concept	12.2	31.0	14.2	10.9	13.6	#DIV/0!	#DIV/0!	18.0	12.2	5.9	3.6
2022	Math	District	14.9	43.8	5.6	11.2	50.6	21.9	36.4	41	8.8	4.7	2.4

Ohio Data

Ohio Attendance/Mobility/Chronic Absenteesim Data

Ohio Student Performance Overview Data

Ohio Low Income Student Performance Data

Ohio Ethnicity Data

Ohio Disability Data

Ohio ELL Data

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

Year	Building Name	County	Region	Subgroup	Enrollment	Enrollment Percent	Attendance Rate	Mobility Rate	Chronic Absenteesim Rate
21-22	Horizon Science Academy Toledo	Lucas	Region 1	All Students	477	100	90.9	12.4	34.4
21-22	Horizon Science Academy-Cincinnati	Hamilton	Region 13	All Students	87	100	86.8	24.3	60.3
21-22	Horizon Science Academy-Dayton	Montgomery	Region 10	All Students	185	100	84.9	27.1	65.6
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	All Students	317	100	86.7	25.4	54.3
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	All Students	245	100	86.9	32.5	54.6
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	All Students	230	100	88.2	20.6	49.7
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	All Students	481	100	92.3	21.2	26.5
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	All Students	425	100	93.1	18	21.8
21-22	Horizon Science Academy Lorain	Lorain	Region 3	All Students	804	100	91.8	6.5	32.4
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	All Students	292	100	81.2	28.1	68.6
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	All Students	175	100	89	21.7	47.1
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	All Students	400	100	87.5	13.7	51.2
21-22	Horizon Science Academy Primary	Franklin	Region 11	All Students	441	100	92.9	17	23.1
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	All Students	311	100	85.1	18.9	56.5
21-22	Horizon Science Academy Columbus	Franklin	Region 11	All Students	496	100	92.3	4.9	27.4
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	All Students	350	100	92	5.6	31.1
21-22	Noble Academy-Columbus	Franklin	Region 11	All Students	296	100	89.8	25.6	35.9
21-22	Concept Average						88.9	19.0	43.6
21-22	Cincinnati Public Schools	Hamilton	Region 13	All Students	35860	100	84.5	10.6	53
21-22	Cleveland Municipal	Cuyahoga	Region 3	All Students	34890	100	81.6	17	62.3
21-22	Columbus City School District	Franklin	Region 11	All Students	45192	100	79.7	18.5	65.1
21-22	Dayton City	Montgomery	Region 10	All Students	11887	100	83.1	18.7	51.9
21-22	Euclid City	Cuyahoga	Region 3	All Students	4725	100	84	19.8	57.1
21-22	Lorain City	Lorain	Region 2	All Students	5927	100	80	15	64.5
21-22	Toledo City	Lucas	Region 1	All Students	21472	100	83.9	13.8	51.8
21-22	Youngstown City	Mahoning	Region 5	All Students	4718	100	79.4	18.8	70
21-22	District Average						82.0	16.5	59.5
22-23	Horizon Science Academy Toledo	Lucas	Region 1	All Students	489	100	89.7	13.9	42.2
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	All Students	169	100	85.1	24.4	56.8
22-23	Horizon Science Academy-Dayton	Montgomery	Region 10	All Students	191	100	83.7	23	70.9
22-23	Horizon Science Academy-Springfield	Lucas	Region 1	All Students	330	100	86.5	22.3	49
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	All Students	252	100	88.6	24.9	44.2
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	All Students	215	100	91.9	16	28.2
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	All Students	483	100	91.2	16.9	31.7
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	All Students	395	100	93.1	15.1	19.3
22-23	Horizon Science Academy Lorain	Lorain	Region 3	All Students	819	100	91.1	3.6	33.8
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	All Students	292	100	82.4	23.8	66.5
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	All Students	178	100	85.1	16.4	70.4
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	All Students	381	100	86.2	7.6	60.8
22-23	Horizon Science Academy Primary	Franklin	Region 11	All Students	417	100	92.2	14.5	24.6
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	All Students	280	100	87.2	17.8	45.3
22-23	Horizon Science Academy Columbus	Franklin	Region 11	All Students	496	100	92.3	10.4	27.7
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	All Students	352	100	91	9.8	34.1
22-23	Noble Academy-Columbus	Franklin	Region 11	All Students	281	100	88.8	28.8	41.3
22-23	Concept Average						88.6	17.0	43.9
22-23	Cincinnati Public Schools	Hamilton	Region 13	All Students	35222	100	86.2	10.8	46
22-23	Cleveland Municipal	Cuyahoga	Region 3	All Students	34928	100	82.8	15.8	56.1
22-23	Columbus City Schools District	Franklin	Region 11	All Students	44981	100	82	17.8	57.8
22-23	Dayton City	Montgomery	Region 10	All Students	12215	100	84.9	19.3	46.9
22-23	Euclid City	Cuyahoga	Region 3	All Students	4547	100	87.2	21.6	47.5

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

22-23	Lorain City	Lorain	Region 2	All Students	5943	100	81.3	14.3	59
22-23	Toledo City	Lucas	Region 1	All Students	21163	100	86.5	15.9	42.6
22-23	Youngstown City	Mahoning	Region 5	All Students	4658	100	83.9	19	59.3
22-23	District Average						84.4	16.8	51.9
21-22	Horizon Science Academy Toledo	Lucas	Region 1	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Lorain	Lorain	Region 3	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Noble Academy-Columbus	Franklin	Region 11	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Cincinnati Public Schools	Hamilton	Region 13	American Indian or Alaskan Native	74	0.2	83.8	8.3	55.9
21-22	Cleveland Municipal	Cuyahoga	Region 3	American Indian or Alaskan Native	76	0.2	85	15.2	52.8
21-22	Columbus City School District	Franklin	Region 11	American Indian or Alaskan Native	120	0.3	79.2	21.6	65.1
21-22	Dayton City	Montgomery	Region 10	American Indian or Alaskan Native	11	0.1	91.2	0	NC
21-22	Euclid City	Cuyahoga	Region 3	American Indian or Alaskan Native	13	0.3	82.3	33.3	72.9
21-22	Lorain City	Lorain	Region 2	American Indian or Alaskan Native	12	0.2	80.9	13.3	63.7
21-22	Toledo City	Lucas	Region 1	American Indian or Alaskan Native	23	0.1	90.5	17.9	30.3
21-22	Youngstown City	Mahoning	Region 5	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Lorain	Lorain	Region 3	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	American Indian or Alaskan Native	<10	NC	NC	NC	NC
22-23	Cincinnati Public Schools	Hamilton	Region 13	American Indian or Alaskan Native	72	0.2	89.7	24.5	35.7
22-23	Cleveland Municipal	Cuyahoga	Region 3	American Indian or Alaskan Native	61	0.2	82.5	19.5	54.4
22-23	Columbus City Schools District	Franklin	Region 11	American Indian or Alaskan Native	131	0.3	80.3	23.6	58.9
22-23	Dayton City	Montgomery	Region 10	American Indian or Alaskan Native	13	0.1	87.3	33.3	37.7
22-23	Euclid City	Cuyahoga	Region 3	American Indian or Alaskan Native	17	0.4	88.1	28.6	55.3
22-23	Lorain City	Lorain	Region 2	American Indian or Alaskan Native	<10	NC	81.9	NC	NC
22-23	Toledo City	Lucas	Region 1	American Indian or Alaskan Native	23	0.1	90.8	14.3	22.9
22-23	Youngstown City	Mahoning	Region 5	American Indian or Alaskan Native	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Lorain	Lorain	Region 3	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Primary	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Columbus	Franklin	Region 11	Asian or Pacific Islander	10	2	94.7	0	NC
21-22	Noble Academy-Columbus	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Cincinnati Public Schools	Hamilton	Region 13	Asian or Pacific Islander	443	1.2	92.3	14.9	25.9
21-22	Cleveland Municipal	Cuyahoga	Region 3	Asian or Pacific Islander	517	1.5	88.9	19.5	38
21-22	Columbus City School District	Franklin	Region 11	Asian or Pacific Islander	1433	3.2	85.2	23.5	48.9
21-22	Dayton City	Montgomery	Region 10	Asian or Pacific Islander	58	0.5	89	30.1	31.4
21-22	Euclid City	Cuyahoga	Region 3	Asian or Pacific Islander	<10	NC	89.2	NC	NC
21-22	Lorain City	Lorain	Region 2	Asian or Pacific Islander	18	0.3	90.7	20	31
21-22	Toledo City	Lucas	Region 1	Asian or Pacific Islander	90	0.4	89.9	14.3	24
21-22	Youngstown City	Mahoning	Region 5	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Toledo	Lucas	Region 1	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Asian or Pacific Islander	<10	NC	NC	NC	NC

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

22-23	Horizon Science Academy-Springfield	Lucas	Region 1	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Lorain	Lorain	Region 3	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Primary	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus	Franklin	Region 11	Asian or Pacific Islander	11	2.2	92.2	15.4	NC
22-23	Noble Academy-Columbus	Franklin	Region 11	Asian or Pacific Islander	<10	NC	NC	NC	NC
22-23	Cincinnati Public Schools	Hamilton	Region 13	Asian or Pacific Islander	444	1.3	91.8	9.8	26.1
22-23	Cleveland Municipal	Cuyahoga	Region 3	Asian or Pacific Islander	556	1.6	89.2	12.6	33.8
22-23	Columbus City Schools District	Franklin	Region 11	Asian or Pacific Islander	1360	3	87	18.6	42.3
22-23	Dayton City	Montgomery	Region 10	Asian or Pacific Islander	52	0.4	91.9	26.4	26
22-23	Euclid City	Cuyahoga	Region 3	Asian or Pacific Islander	<10	NC	86.1	NC	NC
22-23	Lorain City	Lorain	Region 2	Asian or Pacific Islander	12	0.2	92.2	40	34.3
22-23	Toledo City	Lucas	Region 1	Asian or Pacific Islander	87	0.4	92.4	19.8	19.4
22-23	Youngstown City	Mahoning	Region 5	Asian or Pacific Islander	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Toledo	Lucas	Region 1	Black, Non-Hispanic	259	54.3	91.4	12.1	34.1
21-22	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Black, Non-Hispanic	81	93.1	86.8	23.2	61.4
21-22	Horizon Science Academy-Dayton	Montgomery	Region 10	Black, Non-Hispanic	162	87.6	84.7	24.4	64.7
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	Black, Non-Hispanic	209	65.9	87	21.7	53.1
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Black, Non-Hispanic	125	51	85.9	37.5	54.5
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Black, Non-Hispanic	214	93	88.3	20.6	48.7
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Black, Non-Hispanic	419	87.1	92.4	20.8	26.3
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	Black, Non-Hispanic	383	90.1	93.1	17.1	21.7
21-22	Horizon Science Academy Lorain	Lorain	Region 3	Black, Non-Hispanic	167	20.8	91.6	8.5	29.8
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	Black, Non-Hispanic	251	86	81.2	26.8	69
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Black, Non-Hispanic	82	46.9	87.8	22.9	52.7
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	Black, Non-Hispanic	275	68.8	87.4	12.8	50
21-22	Horizon Science Academy Primary	Franklin	Region 11	Black, Non-Hispanic	394	88.3	93.6	15.5	21.3
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Black, Non-Hispanic	283	91	85.2	18.4	55.3
21-22	Horizon Science Academy Columbus	Franklin	Region 11	Black, Non-Hispanic	428	86.3	92.5	4.5	25.8
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	Black, Non-Hispanic	326	93.1	92	5.7	32
21-22	Noble Academy-Columbus	Franklin	Region 11	Black, Non-Hispanic	140	47.3	89.1	20.3	42.1
21-22	Concept Average						88.8	18.4	43.7
21-22	Cincinnati Public Schools	Hamilton	Region 13	Black, Non-Hispanic	21965	61.3	82.5	10.6	60.8
21-22	Cleveland Municipal	Cuyahoga	Region 3	Black, Non-Hispanic	22247	63.8	81.1	17.1	64.3
21-22	Columbus City School District	Franklin	Region 11	Black, Non-Hispanic	23838	52.7	78.7	17.8	66.8
21-22	Dayton City	Montgomery	Region 10	Black, Non-Hispanic	7677	64.6	82.7	16.2	54
21-22	Euclid City	Cuyahoga	Region 3	Black, Non-Hispanic	4050	85.7	84	19.8	57.9
21-22	Lorain City	Lorain	Region 2	Black, Non-Hispanic	1515	25.6	78.4	13.6	66.8
21-22	Toledo City	Lucas	Region 1	Black, Non-Hispanic	9906	46.1	83.5	14.3	53.1
21-22	Youngstown City	Mahoning	Region 5	Black, Non-Hispanic	2505	53.1	78.9	16	70.1
21-22	District Average						81.2	15.7	62.0
22-23	Horizon Science Academy Toledo	Lucas	Region 1	Black, Non-Hispanic	285	58.3	89.7	13.2	41.9
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Black, Non-Hispanic	151	89.3	85.2	23.5	54.7
22-23	Horizon Science Academy-Dayton	Montgomery	Region 10	Black, Non-Hispanic	168	88	83.6	21.4	71.1
22-23	Horizon Science Academy-Springfield	Lucas	Region 1	Black, Non-Hispanic	228	69.1	85.9	18.8	51.7
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Black, Non-Hispanic	134	53.2	88.1	20.8	48.5

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Black, Non-Hispanic	200	93	92	16.3	28.3
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Black, Non-Hispanic	430	89	91.3	15.8	31.9
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	Black, Non-Hispanic	353	89.4	93.1	14.9	19.4
22-23	Horizon Science Academy Lorain	Lorain	Region 3	Black, Non-Hispanic	160	19.5	92	3.1	27.4
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	Black, Non-Hispanic	259	88.7	82.7	23	66
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Black, Non-Hispanic	73	41	82.8	19	83.3
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	Black, Non-Hispanic	257	67.5	86	7.3	61.3
22-23	Horizon Science Academy Primary	Franklin	Region 11	Black, Non-Hispanic	383	91.8	92.4	13.3	23.5
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Black, Non-Hispanic	249	88.9	87.3	16.7	44.5
22-23	Horizon Science Academy Columbus	Franklin	Region 11	Black, Non-Hispanic	423	85.3	92.7	9.6	25.8
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	Black, Non-Hispanic	319	90.6	91	9.6	33.7
22-23	Noble Academy-Columbus	Franklin	Region 11	Black, Non-Hispanic	110	39.1	87.1	36.3	45.2
22-23	Concept Average						88.4	16.6	44.6
22-23	Cincinnati Public Schools	Hamilton	Region 13	Black, Non-Hispanic	21321	60.5	84.4	10.5	53.3
22-23	Cleveland Municipal	Cuyahoga	Region 3	Black, Non-Hispanic	22208	63.6	82.4	16.2	58
22-23	Columbus City Schools District	Franklin	Region 11	Black, Non-Hispanic	23438	52.1	80.9	17.7	61.6
22-23	Dayton City	Montgomery	Region 10	Black, Non-Hispanic	7749	63.4	84.4	17.2	49.1
22-23	Euclid City	Cuyahoga	Region 3	Black, Non-Hispanic	3869	85.1	87.1	21.5	48.5
22-23	Lorain City	Lorain	Region 2	Black, Non-Hispanic	1486	25	79.3	13.6	64
22-23	Toledo City	Lucas	Region 1	Black, Non-Hispanic	9833	46.5	86.1	16.7	44.6
22-23	Youngstown City	Mahoning	Region 5	Black, Non-Hispanic	2432	52.2	16.4	59	59
22-23	District Average						83.6	16.2	54.8
21-22	Horizon Science Academy Toledo	Lucas	Region 1	Economic Disadvantage	476	99.8	90.9	12.4	34.5
21-22	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Economic Disadvantage	86	98.9	86.9	23.5	60.1
21-22	Horizon Science Academy-Dayton	Montgomery	Region 10	Economic Disadvantage	178	96.2	85	25.6	64.9
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	Economic Disadvantage	317	100	86.7	25.2	54.4
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Economic Disadvantage	244	99.6	86.9	32.4	54.4
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Economic Disadvantage	228	99.1	88.3	20.8	49.7
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Economic Disadvantage	479	99.6	92.4	20.9	26.2
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	Economic Disadvantage	422	99.3	93.1	17.5	21.9
21-22	Horizon Science Academy Lorain	Lorain	Region 3	Economic Disadvantage	804	100	91.8	6.5	32.4
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	Economic Disadvantage	291	99.7	81.4	26.7	68.5
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Economic Disadvantage	174	99.4	89	21.4	46.6
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	Economic Disadvantage	399	99.8	87.5	13.5	51.1
21-22	Horizon Science Academy Primary	Franklin	Region 11	Economic Disadvantage	438	99.3	92.9	16.3	22.9
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Economic Disadvantage	297	95.5	85	19.2	57
21-22	Horizon Science Academy Columbus	Franklin	Region 11	Economic Disadvantage	496	100	92.3	4.9	27.4
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	Economic Disadvantage	306	87.4	91.9	5.7	33
21-22	Noble Academy-Columbus	Franklin	Region 11	Economic Disadvantage	290	98	89.8	24.3	35.9
21-22	Concept Average						88.9	18.6	43.6
21-22	Cincinnati Public Schools	Hamilton	Region 13	Economic Disadvantage	29393	82	83	11.5	59
21-22	Cleveland Municipal	Cuyahoga	Region 3	Economic Disadvantage	34871	99.9	81.5	16.9	62.8
21-22	Columbus City School District	Franklin	Region 11	Economic Disadvantage	45192	100	79.6	18.5	65.4
21-22	Dayton City	Montgomery	Region 10	Economic Disadvantage	11067	93.1	83.1	7.9	52
21-22	Euclid City	Cuyahoga	Region 3	Economic Disadvantage	4724	100	84	19.8	57.1
21-22	Lorain City	Lorain	Region 2	Economic Disadvantage	5927	100	80	15	64.5
21-22	Toledo City	Lucas	Region 1	Economic Disadvantage	18645	86.8	83.6	14.3	53.4
21-22	Youngstown City	Mahoning	Region 5	Economic Disadvantage	4716	100	79.4	18.8	70.1
21-22	District Average						81.8	15.3	60.5
22-23	Horizon Science Academy Toledo	Lucas	Region 1	Economic Disadvantage	488	99.8	89.7	13.3	42.2
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Economic Disadvantage	168	99.4	85.1	24	56.8

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

22-23	Horizon Science Academy-Dayton	Montgomery	Region 10	Economic Disadvantage	190	99.5	83.7	22.3	70.8
22-23	Horizon Science Academy-Springfield	Lucas	Region 1	Economic Disadvantage	328	99.4	86.6	19.2	48.7
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Economic Disadvantage	251	99.6	88.6	22.9	44.4
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Economic Disadvantage	215	100	92	12	28.1
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Economic Disadvantage	482	99.8	91.2	15.3	31.7
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	Economic Disadvantage	395	100	93.1	14.5	19.3
22-23	Horizon Science Academy Lorain	Lorain	Region 3	Economic Disadvantage	819	100	91.1	3.5	33.8
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	Economic Disadvantage	291	99.7	82.4	21	66.4
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Economic Disadvantage	178	100	85.1	13.4	70.4
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	Economic Disadvantage	381	100	86.2	6.3	60.8
22-23	Horizon Science Academy Primary	Franklin	Region 11	Economic Disadvantage	416	99.8	92.3	10.5	24.6
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Economic Disadvantage	222	79.3	86.3	17.7	49.6
22-23	Horizon Science Academy Columbus	Franklin	Region 11	Economic Disadvantage	495	99.8	92.3	7.3	27.7
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	Economic Disadvantage	276	78.4	90.4	6	38.1
22-23	Noble Academy-Columbus	Franklin	Region 11	Economic Disadvantage	280	99.6	88.9	24.1	41.2
22-23	Concept Average						88.5	14.9	44.4
22-23	Cincinnati Public Schools	Hamilton	Region 13	Economic Disadvantage	28429	80.7	84.7	12.1	52.2
22-23	Cleveland Municipal	Cuyahoga	Region 3	Economic Disadvantage	34928	100	82.7	15.8	56.6
22-23	Columbus City Schools District	Franklin	Region 11	Economic Disadvantage	44981	100	81.9	17.9	58.1
22-23	Dayton City	Montgomery	Region 10	Economic Disadvantage	11824	96.8	85	14.5	46.8
22-23	Euclid City	Cuyahoga	Region 3	Economic Disadvantage	4544	99.9	87.2	21.6	47.5
22-23	Lorain City	Lorain	Region 2	Economic Disadvantage	5943	100	81.3	14.3	59
22-23	Toledo City	Lucas	Region 1	Economic Disadvantage	18348	86.7	86.5	16.3	43.9
22-23	Youngstown City	Mahoning	Region 5	Economic Disadvantage	4654	99.9	83.8	19	59.3
22-23	District Average						84.1	16.4	52.9
21-22	Horizon Science Academy Toledo	Lucas	Region 1	English Learner	24	5	91.6	5.3	37.4
21-22	Horizon Science Academy-Cincinnati	Hamilton	Region 13	English Learner	<10	NC	NC	NC	NC
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	English Learner	<10	NC	NC	NC	NC
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	English Learner	30	12.2	90.7	16.7	45.3
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	English Learner	98	20.4	94	20.3	18.9
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	English Learner	173	40.7	95.9	14.4	10.6
21-22	Horizon Science Academy Lorain	Lorain	Region 3	English Learner	90	11.2	92.2	5.5	33.5
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	English Learner	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	English Learner	20	11.4	94.8	26.9	9.4
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	English Learner	18	4.5	86.5	15	59.6
21-22	Horizon Science Academy Primary	Franklin	Region 11	English Learner	249	56.5	94.7	14.8	14.2
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	English Learner	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Columbus	Franklin	Region 11	English Learner	71	14.3	93.7	4.1	20.6
21-22	Noble Academy-Columbus	Franklin	Region 11	English Learner	106	35.8	92	17.6	25.9
21-22	Concept Average						92.6	14.1	27.5
21-22	Cincinnati Public Schools	Hamilton	Region 13	English Learner	3055	8.5	87.2	15.6	43.2
21-22	Cleveland Municipal	Cuyahoga	Region 3	English Learner	3821	11	83.8	18.4	56.3
21-22	Columbus City School District	Franklin	Region 11	English Learner	7984	17.7	84	21.2	53.6
21-22	Dayton City	Montgomery	Region 10	English Learner	1587	13.4	89.1	22.2	32.9
21-22	Euclid City	Cuyahoga	Region 3	English Learner	<10	NC	86.8	NC	NC
21-22	Lorain City	Lorain	Region 2	English Learner	460	7.8	82.9	18.7	62.2
21-22	Toledo City	Lucas	Region 1	English Learner	323	1.5	87.3	13.5	42
21-22	Youngstown City	Mahoning	Region 5	English Learner	399	8.5	80.4	11.9	75.5
21-22	District Average						85.2	17.4	52.2
22-23	Horizon Science Academy Toledo	Lucas	Region 1	English Learner	12	2.5	87.7	63.2	62.1
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	English Learner	<10	NC	NC	NC	NC

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

22-23	Horizon Science Academy-Springfield	Lucas	Region 1	English Learner	<10	NC	96.1	NC	NC	NC
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	English Learner	25	9.9	89.3	27.3	32.3	32.3
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	English Learner	119	24.6	92.8	16.2	22.6	22.6
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	English Learner	155	39.2	96.1	7.6	6.9	6.9
22-23	Horizon Science Academy Lorain	Lorain	Region 3	English Learner	83	10.1	92	2.3	30.9	30.9
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	English Learner	<10	NC	NC	NC	NC	NC
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	English Learner	12	6.7	94.3	NC	13.7	13.7
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	English Learner	20	5.2	88.1	16.7	53.5	53.5
22-23	Horizon Science Academy Primary	Franklin	Region 11	English Learner	215	51.6	94	10.4	16.4	16.4
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	English Learner	<10	NC	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus	Franklin	Region 11	English Learner	56	11.3	92.2	19.4	26	26
22-23	Noble Academy-Columbus	Franklin	Region 11	English Learner	104	37	90.8	20	36.6	36.6
22-23	Concept Average						92.1	20.3	30.1	30.1
22-23	Cincinnati Public Schools	Hamilton	Region 13	English Learner	3231	9.2	87.9	18.4	40	40
22-23	Cleveland Municipal	Cuyahoga	Region 3	English Learner	3838	11	85	18.3	50.1	50.1
22-23	Columbus City Schools District	Franklin	Region 11	English Learner	8387	18.6	85.5	21.1	46.8	46.8
22-23	Dayton City	Montgomery	Region 10	English Learner	1899	15.5	88.9	23.8	34.7	34.7
22-23	Euclid City	Cuyahoga	Region 3	English Learner	19	0.4	86	52	48.7	48.7
22-23	Lorain City	Lorain	Region 2	English Learner	427	7.2	84	15.8	56.1	56.1
22-23	Toledo City	Lucas	Region 1	English Learner	344	1.6	89.6	20.9	31.6	31.6
22-23	Youngstown City	Mahoning	Region 5	English Learner	403	8.7	83.1	17.8	65.5	65.5
22-23	District Average						86.3	23.5	46.7	46.7
21-22	Horizon Science Academy Toledo	Lucas	Region 1	Hispanic	40	8.4	89.2	2.4	52.8	52.8
21-22	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Hispanic	<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy-Dayton	Montgomery	Region 10	Hispanic	<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	Hispanic	<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Hispanic	75	30.6	88.4	22.1	54.4	54.4
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Hispanic	<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Hispanic	29	6	94.1	9.4	14.7	14.7
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	Hispanic	18	4.2	94.5	0	22.3	22.3
21-22	Horizon Science Academy Lorain	Lorain	Region 3	Hispanic	344	42.8	92.1	4.5	32.2	32.2
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	Hispanic	13	4.5	79.7	50	77.3	77.3
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Hispanic	<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	Hispanic	42	10.5	88.3	15.2	50.8	50.8
21-22	Horizon Science Academy Primary	Franklin	Region 11	Hispanic	15	3.4	88.4	6.3	21.3	21.3
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Hispanic	<10	NC	82.8	NC	NC	NC
21-22	Horizon Science Academy Columbus	Franklin	Region 11	Hispanic	27	5.4	92.5	13.8	32.4	32.4
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	Hispanic	<10	NC	NC	NC	NC	NC
21-22	Noble Academy-Columbus	Franklin	Region 11	Hispanic	14	4.7	84.8	25	53.7	53.7
21-22	Concept Average						88.6	14.9	41.2	41.2
21-22	Cincinnati Public Schools	Hamilton	Region 13	Hispanic	3461	9.7	85.7	15	49.1	49.1
21-22	Cleveland Municipal	Cuyahoga	Region 3	Hispanic	6010	17.2	81.9	15.6	62.2	62.2
21-22	Columbus City School District	Franklin	Region 11	Hispanic	6939	15.4	80.8	20.7	62.8	62.8
21-22	Dayton City	Montgomery	Region 10	Hispanic	964	8.1	85.5	26.2	43.7	43.7
21-22	Euclid City	Cuyahoga	Region 3	Hispanic	158	3.3	83.3	26.6	49.7	49.7
21-22	Lorain City	Lorain	Region 2	Hispanic	2654	44.8	80.8	14.8	63.8	63.8
21-22	Toledo City	Lucas	Region 1	Hispanic	2833	13.2	82.5	11.8	56.2	56.2
21-22	Youngstown City	Mahoning	Region 5	Hispanic	1098	23.3	80	19.5	72.6	72.6
21-22	District Average						82.6	18.8	57.5	57.5
22-23	Horizon Science Academy Toledo	Lucas	Region 1	Hispanic	44	9	88	19.6	55.2	55.2
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Hispanic	<10	NC	NC	NC	NC	NC

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

22-23	Horizon Science Academy-Dayton	Montgomery	Region 10	Hispanic		<10	NC	NC	NC	NC	NC
22-23	Horizon Science Academy-Springfield	Lucas	Region 1	Hispanic		12	3.6	83.4	65	63.6	63.6
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Hispanic		72	28.6	88.9	29	38.6	38.6
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Hispanic		<10	NC	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Hispanic		33	6.8	92.8	14.3	20.6	20.6
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	Hispanic		20	5.1	93.1	9.5	17.5	17.5
22-23	Horizon Science Academy Lorain	Lorain	Region 3	Hispanic		364	44.4	91.1	1.6	35.2	35.2
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	Hispanic		11	3.8	81.8	15.4	NC	NC
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Hispanic		<10	NC	NC	NC	NC	NC
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	Hispanic		63	16.5	87.7	7.5	56.9	56.9
22-23	Horizon Science Academy Primary	Franklin	Region 11	Hispanic		16	3.8	91.7	11.8	24.8	24.8
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Hispanic		12	4.3	89.6	21.4	NC	NC
22-23	Horizon Science Academy Columbus	Franklin	Region 11	Hispanic		26	5.2	89.9	14.3	31.6	31.6
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	Hispanic		<10	NC	NC	NC	NC	NC
22-23	Noble Academy-Columbus	Franklin	Region 11	Hispanic		39	13.9	86.7	15.6	52.3	52.3
22-23	Concept Average							88.7	18.8	39.6	39.6
22-23	Cincinnati Public Schools	Hamilton	Region 13	Hispanic		3782	10.7	86.7	16.4	44.3	44.3
22-23	Cleveland Municipal	Cuyahoga	Region 3	Hispanic		6264	17.9	83.4	15.6	55.4	55.4
22-23	Columbus City Schools District	Franklin	Region 11	Hispanic		7513	16.7	83	19.5	55.1	55.1
22-23	Dayton City	Montgomery	Region 10	Hispanic		1224	10	85.9	21.3	41.6	41.6
22-23	Euclid City	Cuyahoga	Region 3	Hispanic		167	3.7	87.5	31.5	46.4	46.4
22-23	Lorain City	Lorain	Region 2	Hispanic		2693	45.3	82.3	14	57.7	57.7
22-23	Toledo City	Lucas	Region 1	Hispanic		2996	14.2	85.5	15.3	47.1	47.1
22-23	Youngstown City	Mahoning	Region 5	Hispanic		1157	24.8	83.1	21.3	62.5	62.5
22-23	District Average							84.7	19.4	51.3	51.3
21-22	Horizon Science Academy Toledo	Lucas	Region 1	Multiracial		90	18.9	91.1	11.3	24.2	24.2
21-22	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Multiracial		<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy-Dayton	Montgomery	Region 10	Multiracial		<10	NC	85	NC	NC	NC
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	Multiracial		48	15.1	83.9	42	64.7	64.7
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Multiracial		27	11	89.9	35.1	45.1	45.1
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Multiracial		<10	NC	89.1	NC	NC	NC
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Multiracial		17	3.5	91.1	36.4	39.5	39.5
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	Multiracial		14	3.3	92	33.3	32.7	32.7
21-22	Horizon Science Academy Lorain	Lorain	Region 3	Multiracial		107	13.3	91.5	6.3	35.1	35.1
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	Multiracial		<10	NC	NC	NC	NC	NC
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Multiracial		19	10.9	85.1	31.8	67.9	67.9
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	Multiracial		48	12	87.2	12	54.6	54.6
21-22	Horizon Science Academy Primary	Franklin	Region 11	Multiracial		22	5	85.7	28	50.1	50.1
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Multiracial		<10	NC	86	NC	NC	NC
21-22	Horizon Science Academy Columbus	Franklin	Region 11	Multiracial		13	2.6	87.6	7.1	NC	NC
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	Multiracial		15	4.3	93.4	6.3	10.4	10.4
21-22	Noble Academy-Columbus	Franklin	Region 11	Multiracial		29	9.8	91.2	38.9	30.6	30.6
21-22	Concept Average							88.7	24.0	41.4	41.4
21-22	Cincinnati Public Schools	Hamilton	Region 13	Multiracial		2364	6.6	84.6	11.7	53.7	53.7
21-22	Cleveland Municipal	Cuyahoga	Region 3	Multiracial		984	2.8	80.2	18	62.3	62.3
21-22	Columbus City School District	Franklin	Region 11	Multiracial		3528	7.8	79	19.7	68.8	68.8
21-22	Dayton City	Montgomery	Region 10	Multiracial		610	5.1	83	18.8	53.1	53.1
21-22	Euclid City	Cuyahoga	Region 3	Multiracial		250	5.3	84.4	22.9	55.8	55.8
21-22	Lorain City	Lorain	Region 2	Multiracial		533	9	80.5	16.6	63.9	63.9
21-22	Toledo City	Lucas	Region 1	Multiracial		2474	11.5	83	15.2	55.3	55.3
21-22	Youngstown City	Mahoning	Region 5	Multiracial		453	9.6	78.7	24.2	73.7	73.7

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

21-22	District Average		Lucas	Region 1	Multiracial		72	14.7	81.7	18.4	60.8
22-23	Horizon Science Academy Toledo		Lucas	Region 1	Multiracial		72	14.7	89.5	17.7	38.8
22-23	Horizon Science Academy-Cincinnati		Hamilton	Region 13	Multiracial		14	8.3	82.9	25	83.4
22-23	Horizon Science Academy-Dayton		Montgomery	Region 10	Multiracial		<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Springfield		Lucas	Region 1	Multiracial		38	11.5	85.8	26.1	48.7
22-23	Horizon Science Academy-Denison Middle School		Cuyahoga	Region 3	Multiracial		25	9.9	92.2	30	34.5
22-23	Horizon Science Academy-Cleveland Middle School		Cuyahoga	Region 3	Multiracial		<10	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus Middle School		Franklin	Region 11	Multiracial		<10	NC	87	NC	NC
22-23	Horizon Science Academy Elementary School		Franklin	Region 11	Multiracial		12	3	93.2	33.3	17.7
22-23	Horizon Science Academy Lorain		Lorain	Region 3	Multiracial		103	12.6	90.5	4.7	35.5
22-23	Horizon Science Academy Dayton High School		Montgomery	Region 10	Multiracial		<10	NC	NC	NC	NC
22-23	Horizon Science Academy Dayton Downtown		Montgomery	Region 10	Multiracial		18	10.1	82.5	10	94.5
22-23	Horizon Science Academy Youngstown		Mahoning	Region 5	Multiracial		37	9.7	82.9	10	76.6
22-23	Horizon Science Academy Primary		Franklin	Region 11	Multiracial		<10	NC	86.8	NC	NC
22-23	Horizon Science Acad Cleveland		Cuyahoga	Region 3	Multiracial		<10	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus		Franklin	Region 11	Multiracial		19	3.8	89.5	13.6	47.1
22-23	Noble Academy-Cleveland		Cuyahoga	Region 3	Multiracial		21	6	92.2	4.5	34.2
22-23	Noble Academy-Columbus		Franklin	Region 11	Multiracial		26	9.3	86.7	13.8	64.9
22-23	Concept Average								87.8	17.2	52.4
22-23	Cincinnati Public Schools		Hamilton	Region 13	Multiracial		2368	6.7	86.6	11.5	46
22-23	Cleveland Municipal		Cuyahoga	Region 3	Multiracial		1024	2.9	82.8	17.1	54.8
22-23	Columbus City Schools District		Franklin	Region 11	Multiracial		3498	7.8	81.1	19.2	62
22-23	Dayton City		Montgomery	Region 10	Multiracial		641	5.2	85	21.1	48.4
22-23	Euclid City		Cuyahoga	Region 3	Multiracial		247	5.4	88.3	25.8	38.8
22-23	Lorain City		Lorain	Region 2	Multiracial		548	9.2	80.2	17.2	57.4
22-23	Toledo City		Lucas	Region 1	Multiracial		2486	11.7	86.3	16.7	44.2
22-23	Youngstown City		Mahoning	Region 5	Multiracial		447	9.6	83.7	23.4	60
22-23	District Average								84.3	19.0	51.5
21-22	Horizon Science Academy Toledo		Lucas	Region 1	Students with Disabilities		67	14	91.2	10.3	35.8
21-22	Horizon Science Academy-Cincinnati		Hamilton	Region 13	Students with Disabilities		20	23	85.5	21.7	79.5
21-22	Horizon Science Academy-Dayton		Montgomery	Region 10	Students with Disabilities		16	8.6	81.4	20	77.1
21-22	Horizon Science Academy-Springfield		Lucas	Region 1	Students with Disabilities		32	10.1	88.6	21.1	49.4
21-22	Horizon Science Academy-Denison Middle School		Cuyahoga	Region 3	Students with Disabilities		30	12.2	84.7	29	71.6
21-22	Horizon Science Academy-Cleveland Middle School		Cuyahoga	Region 3	Students with Disabilities		31	13.5	86.9	21.2	65.9
21-22	Horizon Science Academy Columbus Middle School		Franklin	Region 11	Students with Disabilities		59	12.3	90.9	19.4	35.1
21-22	Horizon Science Academy Elementary School		Franklin	Region 11	Students with Disabilities		60	14.1	89.1	20.6	38
21-22	Horizon Science Academy Lorain		Lorain	Region 3	Students with Disabilities		83	10.3	92.7	6.1	25.9
21-22	Horizon Science Academy Dayton High School		Montgomery	Region 10	Students with Disabilities		52	17.8	81.4	21.7	74.1
21-22	Horizon Science Academy Dayton Downtown		Montgomery	Region 10	Students with Disabilities		42	24	88.9	27.8	42.4
21-22	Horizon Science Academy Youngstown		Mahoning	Region 5	Students with Disabilities		43	10.8	86.5	7.3	60.9
21-22	Horizon Science Academy Primary		Franklin	Region 11	Students with Disabilities		25	5.7	91.3	13.6	33.1
21-22	Horizon Science Acad Cleveland		Cuyahoga	Region 3	Students with Disabilities		64	20.6	86	21.9	54
21-22	Horizon Science Academy Columbus		Franklin	Region 11	Students with Disabilities		40	8.1	89.8	4.8	40.6
21-22	Noble Academy-Cleveland		Cuyahoga	Region 3	Students with Disabilities		35	10	93	2.9	29.7
21-22	Noble Academy-Columbus		Franklin	Region 11	Students with Disabilities		28	9.5	88.4	45.5	30
21-22	Concept Average								88.0	18.5	49.6
21-22	Cincinnati Public Schools		Hamilton	Region 13	Students with Disabilities		7079	19.7	81.9	10.8	60.5
21-22	Cleveland Municipal		Cuyahoga	Region 3	Students with Disabilities		8106	23.2	80.5	13.9	66
21-22	Columbus City School District		Franklin	Region 11	Students with Disabilities		8173	18.1	76.2	21.2	74.7
21-22	Dayton City		Montgomery	Region 10	Students with Disabilities		2125	17.9	79.6	19.8	60.4
21-22	Euclid City		Cuyahoga	Region 3	Students with Disabilities		991	21	82.8	20.1	62.1

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

21-22	Lorain City	Lorain	Region 2	Students with Disabilities	1135	19.1	79.1	18.1	66.5
21-22	Toledo City	Lucas	Region 1	Students with Disabilities	4605	21.4	80.8	14.7	58.1
21-22	Youngstown City	Mahoning	Region 5	Students with Disabilities	791	16.8	77.4	19.6	75.7
21-22	District Average						79.8	17.3	65.5
22-23	Horizon Science Academy Toledo	Lucas	Region 1	Students with Disabilities	67	13.7	90.4	8.8	38.8
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	Students with Disabilities	37	21.9	81.6	19.5	67
22-23	Horizon Science Academy-Dayton	Montgomery	Region 10	Students with Disabilities	11	5.8	88.7	23.1	NC
22-23	Horizon Science Academy-Springfield	Lucas	Region 1	Students with Disabilities	31	9.4	86.9	15.6	47.9
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	Students with Disabilities	33	13.1	86.3	21.9	57.2
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	Students with Disabilities	22	10.2	92.6	14.3	28.5
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	Students with Disabilities	64	13.3	88.9	17.6	37.1
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	Students with Disabilities	49	12.4	90.2	14.3	30.6
22-23	Horizon Science Academy Lorain	Lorain	Region 3	Students with Disabilities	94	11.5	89.9	3.3	41.5
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	Students with Disabilities	52	17.8	79.6	20.7	67.4
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	Students with Disabilities	44	24.7	85.5	9.3	70.7
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	Students with Disabilities	45	11.8	87.3	4.7	61.9
22-23	Horizon Science Academy Primary	Franklin	Region 11	Students with Disabilities	33	7.9	89.7	7.4	50.7
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	Students with Disabilities	58	20.7	87	11.3	51.8
22-23	Horizon Science Academy Columbus	Franklin	Region 11	Students with Disabilities	49	9.9	90.1	6.1	40
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	Students with Disabilities	44	12.5	89.7	7	39
22-23	Noble Academy-Columbus	Franklin	Region 11	Students with Disabilities	39	13.9	84.9	24.4	59.2
22-23	Concept Average						87.6	13.5	49.3
22-23	Cincinnati Public Schools	Hamilton	Region 13	Students with Disabilities	7262	20.6	83.8	11	53.8
22-23	Cleveland Municipal	Cuyahoga	Region 3	Students with Disabilities	8629	24.7	81.8	14.6	59.6
22-23	Columbus City Schools District	Franklin	Region 11	Students with Disabilities	8390	18.7	79	21.2	67.1
22-23	Dayton City	Montgomery	Region 10	Students with Disabilities	2184	17.9	83	22.9	53.1
22-23	Euclid City	Cuyahoga	Region 3	Students with Disabilities	980	21.6	86.3	21.6	54.1
22-23	Lorain City	Lorain	Region 2	Students with Disabilities	1188	20	80.9	16.5	62.5
22-23	Toledo City	Lucas	Region 1	Students with Disabilities	4648	22	84.7	16.3	49.2
22-23	Youngstown City	Mahoning	Region 5	Students with Disabilities	842	18.1	82.8	19.4	62
22-23	District Average						82.8	17.9	57.7
21-22	Horizon Science Academy Toledo	Lucas	Region 1	White, Non-Hispanic	87	18.2	89.7	18.4	38.1
21-22	Horizon Science Academy-Dayton	Montgomery	Region 10	White, Non-Hispanic	10	5.4	85.4	60	65.2
21-22	Horizon Science Academy-Springfield	Lucas	Region 1	White, Non-Hispanic	54	17	88.5	19.7	48.6
21-22	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	White, Non-Hispanic	18	7.3	82.4	32	70.6
21-22	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	White, Non-Hispanic	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	White, Non-Hispanic	15	3.1	89.5	30	40.8
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	White, Non-Hispanic	<10	NC	93.4	NC	NC
21-22	Horizon Science Academy Lorain	Lorain	Region 3	White, Non-Hispanic	183	22.8	91.7	8.8	33.3
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	White, Non-Hispanic	24	8.2	80.1	29	66.8
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	White, Non-Hispanic	68	38.9	91	14.7	36.9
21-22	Horizon Science Academy Youngstown	Mahoning	Region 5	White, Non-Hispanic	35	8.8	88.4	17.9	57.2
21-22	Horizon Science Academy Primary	Franklin	Region 11	White, Non-Hispanic	<10	NC	84.5	NC	NC
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	White, Non-Hispanic	<10	NC	NC	NC	NC
21-22	Horizon Science Academy Columbus	Franklin	Region 11	White, Non-Hispanic	18	3.6	89	0	49.9
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	White, Non-Hispanic	<10	NC	NC	NC	NC
21-22	Noble Academy-Columbus	Franklin	Region 11	White, Non-Hispanic	107	36.1	91.1	29.1	25.1
21-22	Concept Average						88.1	23.6	48.4
21-22	Cincinnati Public Schools	Hamilton	Region 13	White, Non-Hispanic	7554	21.1	89	7.9	33.9
21-22	Cleveland Municipal	Cuyahoga	Region 3	White, Non-Hispanic	5056	14.5	82.8	17.2	56
21-22	Columbus City School District	Franklin	Region 11	White, Non-Hispanic	9333	20.7	81	17.2	58.4

Ohio Student Attendance/Mobility/Chronic Absenteesim Data

21-22	Dayton City	Montgomery	Region 10	White, Non-Hispanic	2566	21.6	83.1	22.8	49.5
21-22	Euclid City	Cuyahoga	Region 3	White, Non-Hispanic	244	5.2	84.5	12.3	50.6
21-22	Lorain City	Lorain	Region 2	White, Non-Hispanic	1195	20.2	79.8	16.5	63.5
21-22	Toledo City	Lucas	Region 1	White, Non-Hispanic	6146	28.6	85.3	13.2	46.7
21-22	Youngstown City	Mahoning	Region 5	White, Non-Hispanic	647	13.7	80.7	24.1	62.7
21-22	District Average						83.3	16.4	52.7
22-23	Horizon Science Academy Toledo	Lucas	Region 1	White, Non-Hispanic	86	17.6	90.5	9.9	40
22-23	Horizon Science Academy-Cincinnati	Hamilton	Region 13	White, Non-Hispanic	<10	NC	NC	NC	NC
22-23	Horizon Science Academy-Dayton	Montgomery	Region 10	White, Non-Hispanic	10	5.2	81.8	NC	NC
22-23	Horizon Science Academy-Springfield	Lucas	Region 1	White, Non-Hispanic	50	15.2	90.3	21.4	34.8
22-23	Horizon Science Academy-Denison Middle School	Cuyahoga	Region 3	White, Non-Hispanic	20	7.9	86.6	30.4	50.2
22-23	Horizon Science Academy-Cleveland Middle School	Cuyahoga	Region 3	White, Non-Hispanic	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	White, Non-Hispanic	<10	NC	89	NC	NC
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	White, Non-Hispanic	<10	NC	NC	NC	NC
22-23	Horizon Science Academy Lorain	Lorain	Region 3	White, Non-Hispanic	188	23	90.8	6.6	34.7
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	White, Non-Hispanic	17	5.8	76.6	31.8	62.3
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	White, Non-Hispanic	78	43.8	87.5	14.9	53.7
22-23	Horizon Science Academy Youngstown	Mahoning	Region 5	White, Non-Hispanic	24	6.3	89.1	7.7	41.7
22-23	Horizon Science Academy Primary	Franklin	Region 11	White, Non-Hispanic	<10	NC	NC	NC	NC
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	White, Non-Hispanic	<10	NC	80.9	NC	NC
22-23	Horizon Science Academy Columbus	Franklin	Region 11	White, Non-Hispanic	17	3.4	89.9	15	46.9
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	White, Non-Hispanic	<10	NC	90.8	NC	NC
22-23	Noble Academy-Columbus	Franklin	Region 11	White, Non-Hispanic	103	36.7	92	29.2	25.8
22-23	Concept Average						87.4	18.5	43.3
22-23	Cincinnati Public Schools	Hamilton	Region 13	White, Non-Hispanic	7234	20.5	90.6	8.1	27.2
22-23	Cleveland Municipal	Cuyahoga	Region 3	White, Non-Hispanic	4814	13.8	83.6	14.3	50.1
22-23	Columbus City Schools District	Franklin	Region 11	White, Non-Hispanic	9041	20.1	83.7	16	51.2
22-23	Dayton City	Montgomery	Region 10	White, Non-Hispanic	2536	20.8	85.9	23.8	43.3
22-23	Euclid City	Cuyahoga	Region 3	White, Non-Hispanic	241	5.3	88	10.9	40.6
22-23	Lorain City	Lorain	Region 2	White, Non-Hispanic	1194	20.1	81.8	14.2	56.1
22-23	Toledo City	Lucas	Region 1	White, Non-Hispanic	5738	27.1	87.7	14.5	36.8
22-23	Youngstown City	Mahoning	Region 5	White, Non-Hispanic	608	13.1	85.1	21.9	53.8
22-23	District Average						85.8	15.5	44.9

Ohio Building Overview Data

Year	Building/District Name	County	Region	Enrollment	Overall Rating	Overall Rating Points	Achievement Component Rating	Performance Index Percent	Gap Closing Component Rating	Gap Closing Component Percent	Early Literacy Component Rating	Early Literacy Component Percent	Progress Component Rating	Value-Added Growth Index	Value-Added Effect Size	Graduation Component Rating	Graduation Rate Percentage	Four Year Graduation Rate 2022	Five Year Graduation Rate 2021	College Career Workforce and Skills Component Rating	College Career Workforce and Skills Readiness Percent
21-22	Horizon Science Academy Toledo	Lucas	Region 1	477	NR	NC	2	60.1	5	62.5	2	63.5	5	7.46	0.29	4	94.1	94.1	94.1	NR	17.6
21-22	Horizon Science Academy Cincinnati	Hamilton	Region 13	87	NR	NC	1	43.1	2	14.3	NR	NC	3	1.67	0.13	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Dayton	Montgomery	Region 10	185	NR	NC	1	47.3	4	56.3	1	43.2	5	4.12	0.33	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Springfield	Lucas	Region 3	317	NR	NC	2	63.7	5	70	1	55	5	5.99	0.33	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Denison Middle School	Cuyahoga	Region 3	245	NR	NC	2	50.3	3	30.4	1	48.1	4	2.02	0.14	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Cleveland Middle School	Cuyahoga	Region 11	230	NR	NC	2	54.9	4	57.1	1	56.5	4	3.14	0.19	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Columbus Middle School	Franklin	Region 11	481	NR	NC	2	53.7	4	48.3	NR	NC	4	3.67	0.12	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Elementary School	Franklin	Region 11	425	NR	NC	2	59.8	3	40.7	1	57.2	4	2.1	0.09	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Lorain	Lorain	Region 3	804	NR	NC	2	59.2	3	30.8	1	49.6	3	-0.59	-0.01	5	100	100	100	NR	18.5
21-22	Horizon Science Academy Dayton High School	Montgomery	Region 10	292	NR	NC	1	48.5	3	41.2	NR	NC	4	2.36	0.1	4	93.8	95.1	91.9	NR	19.5
21-22	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	175	NR	NC	1	41.3	2	21.7	2	43	3	0.68	0.04	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Youngstown	Maioning	Region 5	400	NR	NC	2	60.2	5	70	2	62.5	5	6.57	0.32	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Academy Primary	Franklin	Region 11	441	NR	NC	NR	NC	5	100	1	44.8	NR	NC	NC	NR	NC	NC	NC	NR	NC
21-22	Horizon Science Acad Cleveland	Cuyahoga	Region 3	311	NR	NC	2	51.6	2	21.1	NR	NC	3	1.06	0.06	3	91.4	88	96.6	NR	10.7
21-22	Horizon Science Academy Columbus	Franklin	Region 11	496	NR	NC	2	67.3	5	80	NR	NC	5	10.86	0.38	4	95.7	94.5	97.4	NR	32.1
21-22	Noble Academy-Cleveland	Cuyahoga	Region 3	350	NR	NC	2	56.2	4	50	2	67.8	3	0.36	0.02	NR	NC	NC	NC	NR	NC
21-22	Noble Academy-Columbus	Franklin	Region 11	296	NR	NC	2	58.4	3	33.3	2	62.6	2	-3.66	-0.2	NR	NC	NC	NC	NR	NC
21-22	Concept Average						1.8	54.7	3.6	48.8	1.3	54.6	3.9	3.8	0.1	4.8	95.0	94.3	96.0	NR	19.7
21-22	Cincinnati Public Schools	Hamilton	Region 13	35860	NR	NC	2	56.1	2	26.3	2	67.2	2	-13.11	-0.07	1	81.4	78.1	86.3	NR	23.2
21-22	Cleveland Municipal	Cuyahoga	Region 3	34890	NR	NC	2	59.5	4	56.2	1	50.4	4	14.13	0.08	1	76.9	74.3	85.7	NR	15.4
21-22	Columbus City School District	Franklin	Region 11	45192	NR	NC	2	50.4	3	40.4	1	52.4	3	4.04	0	1	81.3	79.7	83.6	NR	12.1
21-22	Dayton City	Cuyahoga	Region 10	11887	NR	NC	1	47	2	19.1	1	56	2	-6.19	-0.05	1	74	71.4	78	NR	7.2
21-22	Eucld City	Cuyahoga	Region 3	4725	NR	NC	2	52.6	3	36.7	1	51.6	4	4.99	0.07	1	78.1	78.5	77.4	NR	11.9
21-22	Lorain City	Lorain	Region 2	5927	NR	NC	1	46.7	4	46.7	1	49	4	5.03	0.06	1	76.9	72.8	83.1	NR	9.1
21-22	Toledo City	Lucas	Region 1	21472	NR	NC	2	59.2	3	36.5	1	52.6	4	4.5	0.03	1	76.9	74.7	85.1	NR	15.9
21-22	Youngstown City	Maioning	Region 5	4718	NR	NC	1	44.9	3	30	1	46.2	2	-7.61	-0.1	2	85.5	82.8	89.5	NR	54.2
21-22	District Average						1.6	50.2	3.0	36.4	1.1	63.2	3.1	0.3	0.0	1.1	79.4	76.5	83.6	NR	18.6
22-23	Horizon Science Academy Toledo	Lucas	Region 1	469	3	2.572	2	63.1	3	33.3	3	71.7	4	4.19	0.12	2	88.3	84.4	94.1	NR	6.3
22-23	Horizon Science Academy Cincinnati	Hamilton	Region 13	169	2.5	1.708	1	48.9	3	33.3	1	13.7	3	0.14	0.01	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Dayton	Montgomery	Region 10	191	2.5	2	1	46.6	2	11.8	1	42	4	2.18	0.15	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Springfield	Lucas	Region 1	330	4	3.208	2	63.4	5	73.9	2	69.4	5	6.82	0.27	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Denison Middle School	Cuyahoga	Region 3	252	3.5	2.917	2	55.3	4	50	1	51	5	6.02	0.29	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Cleveland Middle School	Cuyahoga	Region 3	215	3.5	2.833	2	57.4	4	52.6	3	69.4	4	3.31	0.15	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Columbus Middle School	Franklin	Region 11	483	3	2.465	2	56.1	2	14.7	NR	NC	4	2.31	0.06	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Elementary School	Franklin	Region 11	395	3	2.458	2	61.5	4	56.3	2	61.2	3	0.32	0.01	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Lorain	Lorain	Region 3	819	3	2.5	2	59.4	3	36.4	2	61.2	3	1.04	0.02	5	98.2	97	100	NR	33.3
22-23	Horizon Science Academy Dayton High School	Montgomery	Region 10	292	2.5	2	1	43.8	3	36.4	NR	NC	2	-3.85	-0.11	4	94.8	92.9	97.6	NR	4.8
22-23	Horizon Science Academy Dayton Downtown	Montgomery	Region 10	178	2	1.583	2	42.4	1	0	2	61	3	-0.04	0	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Youngstown	Maioning	Region 5	381	4	3.292	2	65	5	70	2	60.3	5	6.34	0.23	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Academy Primary	Franklin	Region 11	417	5	4.265	NR	NC	4	50	5	100	NR	NC	NC	NR	NC	NC	NC	NR	NC
22-23	Horizon Science Acad Cleveland	Cuyahoga	Region 3	280	3	2.5	2	54.1	4	56	NR	NC	3	0.23	0.01	3	92.1	90.5	94.4	NR	13.7
22-23	Horizon Science Academy Columbus	Franklin	Region 11	466	4.5	3.75	2	69.6	5	61.3	NR	NC	5	15.41	0.41	5	97	96.9	97.2	NR	56.6
22-23	Noble Academy-Cleveland	Cuyahoga	Region 3	352	3.5	2.833	2	63.5	4	52.6	2	64.9	4	3.79	0.13	NR	NC	NC	NC	NR	NC
22-23	Noble Academy-Columbus	Franklin	Region 11	281	2.5	2.083	2	59.2	3	35.3	1	51.5	3	0.21	0.01	NR	NC	NC	NC	NR	NC
22-23	Concept Average						3.2	2.6	3.5	42.6	2.1	58.8	3.8	3.6	0.1	3.8	94.1	92.3	96.7	NR	23.3
22-23	Cincinnati Public Schools	Hamilton	Region 13	35222	2	1.607	2	57.7	3	30.6	1	57.9	2	-16.18	-0.06	1	81.8	80.8	83.3	NR	29.6
22-23	Cleveland Municipal	Cuyahoga	Region 3	34628	2.5	2.108	2	59.9	3	33.3	1	49.9	4	9.71	0.04	1	77.1	74.4	81.1	NR	9.6
22-23	Columbus City Schools District	Franklin	Region 11	44681	2	1.5	2	51.7	2	23.7	1	53.4	2	-6.01	-0.02	1	80.9	79.6	82.8	NR	23.3
22-23	Dayton City	Cuyahoga	Region 10	12115	2	1.286	1	46.7	2	14.8	1	32.8	2	-15.5	-0.1	1	73.2	70.8	76.7	NR	16.6
22-23	Eucld City	Cuyahoga	Region 3	4547	2.5	2.072	2	54.9	2	27.8	1	55.5	4	3.33	0.03	1	79.7	78.7	81.3	NR	18.1
22-23	Lorain City	Lorain	Region 2	5943	2	1.383	1	49	2	24.6	1	52.1	2	-2.49	-0.02	1	77.4	76.8	79.2	NR	19
22-23	Toledo City	Lucas	Region 1	21163	2.5	2.108	2	54.1	3	32.4	1	54.7	4	5.46	0.03	1	75.7	73.4	79.2	NR	17.5
22-23	Youngstown City	Maioning	Region 5	4658	2.5	1.643	1	48.7	4	47.7	1	52.7	2	-2.13	-0.02	2	84.2	84.3	84.1	NR	56.7
22-23	District Average						1.6	51.7	2.6	36.1	1.0	61.1	2.8	-3.0	0.0	1.1	78.8	77.4	80.8	NR	23.8

[illegible]

Ohio Low Income Student Performance Data

22-23	Lucas	Region 1	PRECONSUMER	2015	63.3	66.7	71.7	63.3	57.8	73.5	73.1	56.7	67.2	65.2	60.3	62.1	41.5	52.7	45.1	60.5	32.3	60.7	50.9	41.3	41.5	10.8	NC	NC	80.2	88.4
22-23	Franklin County	Region 5	PRECONSUMER	<10	NZ	83.9	86.5	74.4	73.6	78.6	81.6	87.4	74.2	72.5	59.9	74.2	81.4	86.9	56.4	78.5	52.9	64.6	62.3	65.2	56.5	41.2	409.06	454.06	73.7	83.2
22-23	Franklin County	Region 5	PRECONSUMER	<10	NZ	83.9	86.5	74.4	73.6	78.6	81.6	87.4	74.2	72.5	59.9	74.2	81.4	86.9	56.4	78.5	52.9	64.6	62.3	65.2	56.5	41.2	409.06	454.06	73.7	83.2

Year	Build or Name	County	Student Growth Rate 2022-2023 Enrollment										2023-2024 Enrollment										2024-2025 Enrollment										2025-2026 Enrollment										2026-2027 Enrollment										2027-2028 Enrollment										2028-2029 Enrollment										2029-2030 Enrollment										2030-2031 Enrollment										2031-2032 Enrollment										2032-2033 Enrollment										2033-2034 Enrollment										2034-2035 Enrollment										2035-2036 Enrollment										2036-2037 Enrollment										2037-2038 Enrollment										2038-2039 Enrollment										2039-2040 Enrollment										2040-2041 Enrollment										2041-2042 Enrollment										2042-2043 Enrollment										2043-2044 Enrollment										2044-2045 Enrollment										2045-2046 Enrollment										2046-2047 Enrollment										2047-2048 Enrollment										2048-2049 Enrollment										2049-2050 Enrollment										2050-2051 Enrollment										2051-2052 Enrollment										2052-2053 Enrollment										2053-2054 Enrollment										2054-2055 Enrollment										2055-2056 Enrollment										2056-2057 Enrollment										2057-2058 Enrollment										2058-2059 Enrollment										2059-2060 Enrollment										2060-2061 Enrollment										2061-2062 Enrollment										2062-2063 Enrollment										2063-2064 Enrollment										2064-2065 Enrollment										2065-2066 Enrollment										2066-2067 Enrollment										2067-2068 Enrollment										2068-2069 Enrollment										2069-2070 Enrollment										2070-2071 Enrollment										2071-2072 Enrollment										2072-2073 Enrollment										2073-2074 Enrollment										2074-2075 Enrollment										2075-2076 Enrollment										2076-2077 Enrollment										2077-2078 Enrollment										2078-2079 Enrollment										2079-2080 Enrollment										2080-2081 Enrollment										2081-2082 Enrollment										2082-2083 Enrollment										2083-2084 Enrollment										2084-2085 Enrollment										2085-2086 Enrollment										2086-2087 Enrollment										2087-2088 Enrollment										2088-2089 Enrollment										2089-2090 Enrollment										2090-2091 Enrollment										2091-2092 Enrollment										2092-2093 Enrollment										2093-2094 Enrollment										2094-2095 Enrollment										2095-2096 Enrollment										2096-2097 Enrollment										2097-2098 Enrollment										2098-2099 Enrollment										2099-2100 Enrollment										2100-2101 Enrollment										2101-2102 Enrollment										2102-2103 Enrollment										2103-2104 Enrollment										2104-2105 Enrollment										2105-2106 Enrollment										2106-2107 Enrollment										2107-2108 Enrollment										2108-2109 Enrollment										2109-2110 Enrollment										2110-2111 Enrollment										2111-2112 Enrollment										2112-2113 Enrollment										2113-2114 Enrollment										2114-2115 Enrollment										2115-2116 Enrollment										2116-2117 Enrollment										2117-2118 Enrollment										2118-2119 Enrollment										2119-2120 Enrollment										2120-2121 Enrollment										2121-2122 Enrollment										2122-2123 Enrollment										2123-2124 Enrollment										2124-2125 Enrollment										2125-2126 Enrollment										2126-2127 Enrollment										2127-2128 Enrollment										2128-2129 Enrollment										2129-2130 Enrollment										2130-2131 Enrollment										2131-2132 Enrollment										2132-2133 Enrollment										2133-2134 Enrollment										2134-2135 Enrollment										2135-2136 Enrollment										2136-2137 Enrollment										2137-2138 Enrollment										2138-2139 Enrollment										2139-2140 Enrollment										2140-2141 Enrollment										2141-2142 Enrollment										2142-2143 Enrollment										2143-2144 Enrollment										2144-2145 Enrollment										2145-2146 Enrollment										2146-2147 Enrollment										2147-2148 Enrollment										2148-2149 Enrollment										2149-2150 Enrollment										2150-2151 Enrollment										2151-2152 Enrollment										2152-2153 Enrollment										2153-2154 Enrollment										2154-2155 Enrollment										2155-2156 Enrollment										2156-2157 Enrollment										2157-2158 Enrollment										2158-2159 Enrollment										2159-2160 Enrollment										2160-2161 Enrollment										2161-2162 Enrollment										2162-2163 Enrollment										2163-2164 Enrollment										2164-2165 Enrollment										2165-2166 Enrollment										2166-2167 Enrollment										2167-2168 Enrollment										2168-2169 Enrollment										2169-2170 Enrollment										2170-2171 Enrollment										2171-2172 Enrollment										2172-2173 Enrollment										2173-2174 Enrollment										2174-2175 Enrollment										2175-2176 Enrollment										2176-2177 Enrollment										2177-2178 Enrollment										2178-2179 Enrollment										2179-2180 Enrollment										2180-2181 Enrollment										2181-2182 Enrollment										2182-2183 Enrollment										2183-2184 Enrollment										2184-2185 Enrollment										2185-2186 Enrollment										2186-2187 Enrollment										2187-2188 Enrollment										2188-2189 Enrollment										2189-2190 Enrollment										2190-2191 Enrollment										2191-2192 Enrollment										2192-2193 Enrollment										2193-2194 Enrollment										2194-2195 Enrollment										2195-2196 Enrollment										2196-2197 Enrollment										2197-2198 Enrollment										2198-2199 Enrollment										2199-2200 Enrollment										2200-2201 Enrollment										2201-2202 Enrollment										2202-2203 Enrollment										2203-2204 Enrollment										2204-2205 Enrollment										2205-2206 Enrollment										2206-2207 Enrollment										2207-2208 Enrollment										2208-2209 Enrollment										2209-2210 Enrollment										2210-2211 Enrollment										2211-2212 Enrollment										2212-2213 Enrollment										2213-2214 Enrollment										2214-2215 Enrollment										2215-2216 Enrollment										2216-2217 Enrollment										2217-2218 Enrollment										2218-2219 Enrollment										2219-2220 Enrollment										2220-2221 Enrollment										2221-2222 Enrollment										2222-2223 Enrollment										2223-2224 Enrollment										2224-2225 Enrollment										2225-2226 Enrollment										2226-2227 Enrollment										2227-2228 Enrollment										2228-2229 Enrollment										2229-2230 Enrollment										2230-2231 Enrollment										2231-2232 Enrollment										2232-2233 Enrollment										2233-2234 Enrollment										2234-2235 Enrollment										2235-2236 Enrollment										2236-2237 Enrollment										2237-2238 Enrollment										2238-2239 Enrollment										2239-2240 Enrollment										2240-2241 Enrollment										2241-2242 Enrollment										2242-2243 Enrollment										2243-2244 Enrollment										2244-2245 Enrollment										2245-2246 Enrollment										2246-2247 Enrollment										2247-2248 Enrollment										2248-2249 Enrollment										2249-2250 Enrollment										2250-2251 Enrollment										2251-2252 Enrollment										2252-2253 Enrollment										2253-2254 Enrollment										2254-2255 Enrollment										2255-2256 Enrollment										2256-2257 Enrollment										2257-2258 Enrollment										2258-2259 Enrollment										2259-2260 Enrollment										2260-2261 Enrollment										2261-2262 Enrollment										2262-2263 Enrollment										2263-2264 Enrollment										2264-2265 Enrollment										2265-2266 Enrollment										2266-2267 Enrollment										2267-2268 Enrollment										2268-2269 Enrollment										2269-2270 Enrollment										2270-2271 Enrollment										2271-2272 Enrollment										2272-2273 Enrollment										2273-2274 Enrollment										2274-2275 Enrollment										2275-2276 Enrollment										2276-2277 Enrollment										2277-2278 Enrollment										2278-2279 Enrollment										2279-2280 Enrollment										2280-2281 Enrollment										2281-2282 Enrollment										2282-2283 Enrollment										2283-2284 Enrollment										2284-2285 Enrollment										2285-2286 Enrollment										2286-2287 Enrollment										2287-2288 Enrollment										2288-2289 Enrollment										2289-2290 Enrollment										2290-2291 Enrollment										2291-2292 Enrollment										2292-2293 Enrollment										2293-2294 Enrollment										2294-2295 Enrollment										2295-2296 Enrollment										2296-2297 Enrollment										2297-2298 Enrollment										2298-2299 Enrollment										2299-2300 Enrollment										2300-2301 Enrollment										2301-2302 Enrollment										2302-2303 Enrollment										2303-2304 Enrollment										2304-2305 Enrollment										2305-2306 Enrollment										2306-2307 Enrollment										2307-2308 Enrollment										2308-2309 Enrollment										2309-2310 Enrollment										2310-2311 Enrollment										2311-2312 Enrollment										2312-2313 Enrollment										2313-2314 Enrollment										2314-2315 Enrollment										2315-2316 Enrollment										2316-2317 Enrollment										2317-2318 Enrollment										2318-2319 Enrollment										2319-2320 Enrollment										2320-2321 Enrollment										2321-2322 Enrollment										2322-2323 Enrollment										2323-2324 Enrollment										2324-2325 Enrollment										2325-2326 Enrollment										2326-2327 Enrollment										2327-2328 Enrollment										2328-2329 Enrollment										2329-2330 Enrollment										2330-2331 Enrollment										2331-2332 Enrollment										2332-2333 Enrollment										2333-2334 Enrollment										2334-2335 Enrollment										2335-2336 Enrollment										2336-2337 Enrollment										2337-2338 Enrollment										2338-2339 Enrollment										2339-2340 Enrollment										2340-2341 Enrollment										2341-2342 Enrollment										2342-2343 Enrollment										2343-2344 Enrollment										2344-2345 Enrollment										2345-2346 Enrollment										2346-2347 Enrollment										2347-2348 Enrollment										2348-2349 Enrollment										2349-2350 Enrollment										2350-2351 Enrollment										2351-2352 Enrollment										2352-2353 Enrollment										2353-2354 Enrollment										2354-2355 Enrollment										2355-2356 Enrollment										2356-2357 Enrollment										2357-2358 Enrollment										2358-2359 Enrollment										2359-2360 Enrollment										2360-2361 Enrollment										2361-2362 Enrollment										2362-2363 Enrollment										2363-2364 Enrollment										2364-2365 Enrollment										2365-2366 Enrollment										2366-2367 Enrollment										2367-2368 Enrollment										2368-2369 Enrollment										2369-2370 Enrollment										2370-2371 Enrollment										2371-2372 Enrollment										2372-2373 Enrollment										2373-2374 Enrollment										2374-2375 Enrollment										2375-2376 Enrollment										2376-2377 Enrollment										2377-2378 Enrollment										2378-2379 Enrollment										2379-2380 Enrollment										2380-2381 Enrollment										2381-2382 Enrollment										2382-2383 Enrollment										2383-2384 Enrollment										2384-2385 Enrollment										2385-2386 Enrollment										2386-2387 Enrollment										2387-2388 Enrollment										2388-2389 Enrollment										2389-2390 Enrollment										2390-2391 Enrollment										2391-2392 Enrollment										2392-2393 Enrollment										2393-2394 Enrollment										2394-2395 Enrollment										2395-2396 Enrollment										2396-2397 Enrollment										2397-2398 Enrollment										2398-2399 Enrollment										2399-2400 Enrollment										2400-2401 Enrollment										2401-2402 Enrollment										2402-2403 Enrollment										2403-2404 Enrollment										2404-2405 Enrollment										2405-2406 Enrollment										2406-2407 Enrollment										2407-2408 Enrollment										2408-2409 Enrollment										2409-2410 Enrollment										2410-2411 Enrollment										2411-2412 Enrollment										2412-2413 Enrollment										2413-2414 Enrollment										2414-2415 Enrollment										2415-2416 Enrollment										2416-2417 Enrollment										2417-2418 Enrollment										2418-2419 Enrollment										2419-2420 Enrollment										2420-2421 Enrollment										2421-2422 Enrollment										2422-2423 Enrollment										2423-2424 Enrollment										2424-2425 Enrollment										2425-2426 Enrollment										2426-2427 Enrollment										2427-2428 Enrollment										2428-2429 Enrollment										2429-2430 Enrollment										2430-2431 Enrollment										2431-2432 Enrollment										2432-2433 Enrollment										2433-2434 Enrollment										2434-2435 Enrollment										2435-2436 Enrollment										2436-2437 Enrollment										2437-2438 Enrollment										2438-2439 Enrollment										2439-2440 Enrollment										2440-2441 Enrollment										2441-2442 Enrollment										2442-2443 Enrollment										2443-2444 Enrollment										2444-2445 Enrollment										2445-2446 Enrollment										2446-2447 Enrollment										2447-2448 Enrollment										2448-2449 Enrollment										2449-2450 Enrollment										2450-2451 Enrollment										2451-2452 Enrollment										2452-2453 Enrollment										2453-2454 Enrollment										2454-2455 Enrollment										2455-2456 Enrollment										2456-2457 Enrollment										2457-2458 Enrollment										2458-2459 Enrollment										2459-2460 Enrollment										2460-2461 Enrollment										2461-2462 Enrollment										2462-2463 Enrollment										2463-2464 Enrollment										2464-2465 Enrollment										2465-2466 Enrollment										2466-2467 Enrollment										2467-2468 Enrollment										2468-2469 Enrollment										2469-2470 Enrollment										2470-2471 Enrollment										2471-2472 Enrollment										2472-2473 Enrollment										2473-2474 Enrollment										2474-2475 Enrollment										2475-2476 Enrollment										2476-2477 Enrollment										2477-2478 Enrollment										2478-2479 Enrollment										2479-2480 Enrollment										2480-2481 Enrollment										2481-2482 Enrollment										2482-2483 Enrollment										2483-2484 Enrollment										2484-2485 Enrollment										2485-2486 Enrollment										2486-2487 Enrollment										2487-2488 Enrollment										2488-2489 Enrollment										2489-2490 Enrollment										2490-2491 Enrollment										2491-2492 Enrollment										2492-2493 Enrollment										2493-2494 Enrollment										2494-2495 Enrollment										2495-2496 Enrollment										2496-2497 Enrollment										2497-2498 Enrollment										2498-2499 Enrollment										2499-2500 Enrollment										2500-2501 Enrollment										2501-2502 Enrollment										2502-2503 Enrollment										2503-2504 Enrollment										2504-2505 Enrollment										2505-2506 Enrollment										2506-2507 Enrollment										2507-2508 Enrollment										2508-2509 Enrollment										2509-2510 Enrollment										2510-2511 Enrollment										2511-2512 Enrollment										2512-2513 Enrollment										2513-2514 Enrollment										2514-2515 Enrollment										2515-2516 Enrollment										2516-2517 Enrollment										2517-2518 Enrollment										2518-2519 Enrollment										2519-2520 Enrollment										2520-2521 Enrollment										2521-2522 Enrollment										2522-2523 Enrollment										2523-2524 Enrollment										2524-2525 Enrollment										2525-2526 Enrollment										2526-2527 Enrollment										2527-2528 Enrollment										2528-2529 Enrollment										2529-2530 Enrollment										2530-2531 Enrollment										2531-2532 Enrollment										2532-2533 Enrollment										2533-2534 Enrollment										2534-2535 Enrollment										2535-2536 Enrollment										2536-2537 Enrollment										2537-2538 Enrollment										2538-2539 Enrollment										2539-2540 Enrollment										2540-2541 Enrollment										2541-2542 Enrollment										2542-2543 Enrollment										2543-2544 Enrollment										2544-2545 Enrollment										2545-2546 Enrollment										2546-2547 Enrollment										2547-2548 Enrollment										2548-2549 Enrollment										2549-2550 Enrollment										2550-2551 Enrollment										2551-2552 Enrollment										2552-2553 Enrollment										2553-2554 Enrollment										2554-2555 Enrollment										2555-2556 Enrollment										2556-2557 Enrollment										2557-2558 Enrollment										2558-2559 Enrollment										2559-2560 Enrollment										2560-2561 Enrollment										2561-2562 Enrollment										2562-2563 Enrollment										2563-2564 Enrollment										2564-2565 Enrollment										2565-2566 Enrollment										2566-2567 Enrollment										2567-2568 Enrollment										2568-2569 Enrollment										2569-2570 Enrollment										2570-2571 Enrollment										2571-2572 Enrollment										2572-2573 Enrollment										2573-2574 Enrollment										2574-2575 Enrollment										2575-2576 Enrollment										2576-2577 Enrollment										2577-2578 Enrollment										2578-2579 Enrollment										2579-2580 Enrollment										2580-2581 Enrollment										2581-2582 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School	Level	Grade	Subject	2023-2024 Academic Year										2024-2025 Academic Year										Overall Average																
				Math	Science	History	English	Art	Physical Education	Health	Music	Foreign Language	Other	Math	Science	History	English	Art	Physical Education	Health	Music	Foreign Language	Other																	
Harmon Science Academy (Dayton High School)	High School	12	Math	88	85	82	80	78	75	72	70	68	65	62	60	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0
Harmon Science Academy (Dayton High School)	High School	12	Science	85	82	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	History	82	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	English	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Art	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Physical Education	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Health	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Music	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Foreign Language	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Other	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Overall Average	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Math	85	82	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Science	82	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	History	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	English	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Art	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Physical Education	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Health	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Music	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Foreign Language	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Other	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Overall Average	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Math	82	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Science	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	History	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	English	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Art	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Physical Education	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Health	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Music	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Foreign Language	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Other	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Overall Average	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Math	79	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Science	76	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	History	73	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	English	70	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Art	67	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Physical Education	64	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Health	61	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Music	58	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Harmon Science Academy (Dayton High School)	High School	12	Foreign Language	55	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Other	52	50	48	45	42	40	38	35	32	30	28	25	22	20	18	15	12	10	8	5	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harmon Science Academy (Dayton High School)	High School	12	Overall Average	49	48	45	42	40	38	35	32	30	28																											

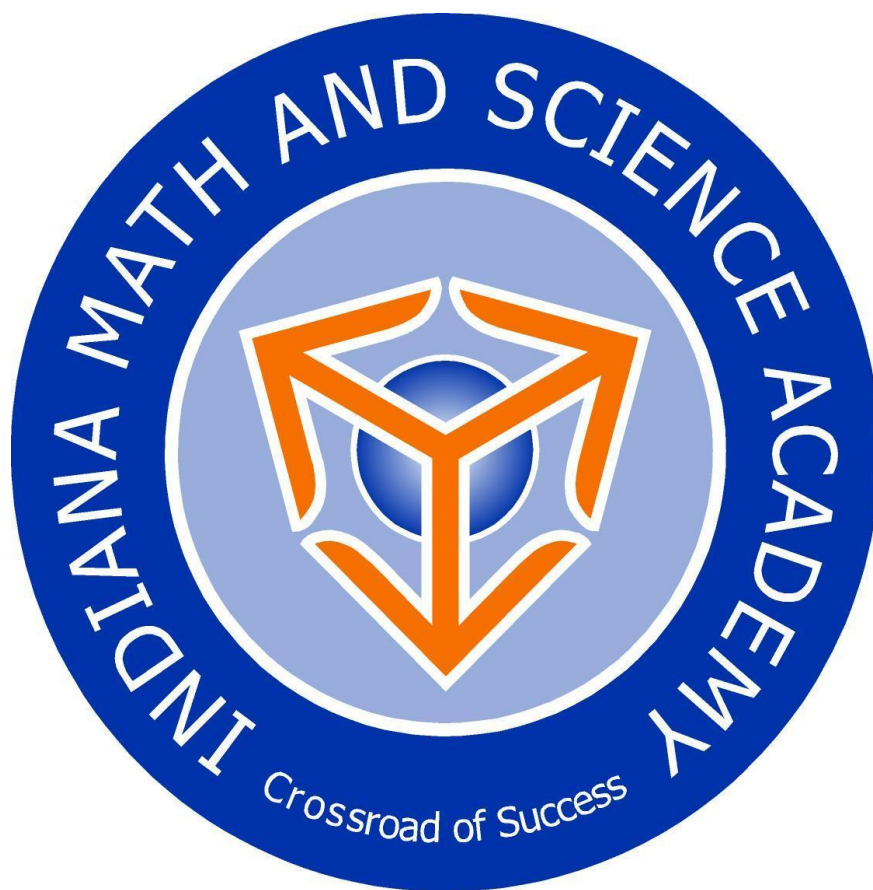
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School	Building Name	County	Student	Enrollment	Percent of Enrollment	3rd Grade English Language Arts	4th Grade Math	5th Grade Math	6th Grade Science	7th Grade Math	8th Grade English Language Arts	9th Grade Math	10th Grade Science	11th Grade Math	12th Grade English Language Arts	High School Government	High School History	High School Biology	High School English I	High School Geometry	High School Math I	High School	Four Year Graduation Rate	Five Year Graduation Rate																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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98	Region 99	Region 100	Region 101	Region 102	Region 103	Region 104	Region 105	Region 106	Region 107	Region 108	Region 109	Region 110	Region 111	Region 112	Region 113	Region 114	Region 115	Region 116	Region 117	Region 118	Region 119	Region 120	Region 121	Region 122	Region 123	Region 124	Region 125	Region 126	Region 127	Region 128	Region 129	Region 130	Region 131	Region 132	Region 133	Region 134	Region 135	Region 136	Region 137	Region 138	Region 139	Region 140	Region 141	Region 142	Region 143	Region 144	Region 145	Region 146	Region 147	Region 148	Region 149	Region 150	Region 151	Region 152	Region 153	Region 154	Region 155	Region 156	Region 157	Region 158	Region 159	Region 160	Region 161	Region 162	Region 163	Region 164	Region 165	Region 166	Region 167	Region 168	Region 169	Region 170	Region 171	Region 172	Region 173	Region 174	Region 175	Region 176	Region 177	Region 178	Region 179	Region 180	Region 181	Region 182	Region 183	Region 184	Region 185	Region 186	Region 187	Region 188	Region 189	Region 190	Region 191	Region 192	Region 193	Region 194	Region 195	Region 196	Region 197	Region 198	Region 199	Region 200	Region 201	Region 202	Region 203	Region 204	Region 205	Region 206	Region 207	Region 208	Region 209	Region 210	Region 211	Region 212	Region 213	Region 214	Region 215	Region 216	Region 217	Region 218	Region 219	Region 220	Region 221	Region 222	Region 223	Region 224	Region 225	Region 226	Region 227	Region 228	Region 229	Region 230	Region 231	Region 232	Region 233	Region 234	Region 235	Region 236	Region 237	Region 238	Region 239	Region 240	Region 241	Region 242	Region 243	Region 244	Region 245	Region 246	Region 247	Region 248	Region 249	Region 250	Region 251	Region 252	Region 253	Region 254	Region 255	Region 256	Region 257	Region 258	Region 259	Region 260	Region 261	Region 262	Region 263	Region 264	Region 265	Region 266	Region 267	Region 268	Region 269	Region 270	Region 271	Region 272	Region 273	Region 274	Region 275	Region 276	Region 277	Region 278	Region 279	Region 280	Region 281	Region 282	Region 283	Region 284	Region 285	Region 286	Region 287	Region 288	Region 289	Region 290	Region 291	Region 292	Region 293	Region 294	Region 295	Region 296	Region 297	Region 298	Region 299	Region 300	Region 301	Region 302	Region 303	Region 304	Region 305	Region 306	Region 307	Region 308	Region 309	Region 310	Region 311	Region 312	Region 313	Region 314	Region 315	Region 316	Region 317	Region 318	Region 319	Region 320	Region 321	Region 322	Region 323	Region 324	Region 325	Region 326	Region 327	Region 328	Region 329	Region 330	Region 331	Region 332	Region 333	Region 334	Region 335	Region 336	Region 337	Region 338	Region 339	Region 340	Region 341	Region 342	Region 343	Region 344	Region 345	Region 346	Region 347	Region 348	Region 349	Region 350	Region 351	Region 352	Region 353	Region 354	Region 355	Region 356	Region 357	Region 358	Region 359	Region 360	Region 361	Region 362	Region 363	Region 364	Region 365	Region 366	Region 367	Region 368	Region 369	Region 370	Region 371	Region 372	Region 373	Region 374	Region 375	Region 376	Region 377	Region 378	Region 379	Region 380	Region 381	Region 382	Region 383	Region 384	Region 385	Region 386	Region 387	Region 388	Region 389	Region 390	Region 391	Region 392	Region 393	Region 394	Region 395	Region 396	Region 397	Region 398	Region 399	Region 400	Region 401	Region 402	Region 403	Region 404	Region 405	Region 406	Region 407	Region 408	Region 409	Region 410	Region 411	Region 412	Region 413	Region 414	Region 415	Region 416	Region 417	Region 418	Region 419	Region 420	Region 421	Region 422	Region 423	Region 424	Region 425	Region 426	Region 427	Region 428	Region 429	Region 430	Region 431	Region 432	Region 433	Region 434	Region 435	Region 436	Region 437	Region 438	Region 439	Region 440	Region 441	Region 442	Region 443	Region 444	Region 445	Region 446	Region 447	Region 448	Region 449	Region 450	Region 451	Region 452	Region 453	Region 454	Region 455	Region 456	Region 457	Region 458	Region 459	Region 460	Region 461	Region 462	Region 463	Region 464	Region 465	Region 466	Region 467	Region 468	Region 469	Region 470	Region 471	Region 472	Region 473	Region 474	Region 475	Region 476	Region 477	Region 478	Region 479	Region 480	Region 481	Region 482	Region 483	Region 484	Region 485	Region 486	Region 487	Region 488	Region 489	Region 490	Region 491	Region 492	Region 493	Region 494	Region 495	Region 496	Region 497	Region 498	Region 499	Region 500	Region 501	Region 502	Region 503	Region 504	Region 505	Region 506	Region 507	Region 508	Region 509	Region 510	Region 511	Region 512	Region 513	Region 514	Region 515	Region 516	Region 517	Region 518	Region 519	Region 520	Region 521	Region 522	Region 523	Region 524	Region 525	Region 526	Region 527	Region 528	Region 529	Region 530	Region 531	Region 532	Region 533	Region 534	Region 535	Region 536	Region 537	Region 538	Region 539	Region 540	Region 541	Region 542	Region 543	Region 544	Region 545	Region 546	Region 547	Region 548	Region 549	Region 550	Region 551	Region 552	Region 553	Region 554	Region 555	Region 556	Region 557	Region 558	Region 559	Region 560	Region 561	Region 562	Region 563	Region 564	Region 565	Region 566	Region 567	Region 568	Region 569	Region 570	Region 571	Region 572	Region 573	Region 574	Region 575	Region 576	Region 577	Region 578	Region 579	Region 580	Region 581	Region 582	Region 583	Region 584	Region 585	Region 586	Region 587	Region 588	Region 589	Region 590	Region 591	Region 592	Region 593	Region 594	Region 595	Region 596	Region 597	Region 598	Region 599	Region 600	Region 601	Region 602	Region 603	Region 604	Region 605	Region 606	Region 607	Region 608	Region 609	Region 610	Region 611	Region 612	Region 613	Region 614	Region 615	Region 616	Region 617	Region 618	Region 619	Region 620	Region 621	Region 622	Region 623	Region 624	Region 625	Region 626	Region 627	Region 628	Region 629	Region 630	Region 631	Region 632	Region 633	Region 634	Region 635	Region 636	Region 637	Region 638	Region 639	Region 640	Region 641	Region 642	Region 643	Region 644	Region 645	Region 646	Region 647	Region 648	Region 649	Region 650	Region 651	Region 652	Region 653	Region 654	Region 655	Region 656	Region 657	Region 658	Region 659	Region 660	Region 661	Region 662	Region 663	Region 664	Region 665	Region 666	Region 667	Region 668	Region 669	Region 670	Region 671	Region 672	Region 673	Region 674	Region 675	Region 676	Region 677	Region 678	Region 679	Region 680	Region 681	Region 682	Region 683	Region 684	Region 685	Region 686	Region 687	Region 688	Region 689	Region 690	Region 691	Region 692	Region 693	Region 694	Region 695	Region 696	Region 697	Region 698	Region 699	Region 700	Region 701	Region 702	Region 703	Region 704	Region 705	Region 706	Region 707	Region 708	Region 709	Region 710	Region 711	Region 712	Region 713	Region 714	Region 715	Region 716	Region 717	Region 718	Region 719	Region 720	Region 721	Region 722	Region 723	Region 724	Region 725	Region 726	Region 727	Region 728	Region 729	Region 730	Region 731	Region 732	Region 733	Region 734	Region 735	Region 736	Region 737	Region 738	Region 739	Region 740	Region 741	Region 742	Region 743	Region 744	Region 745	Region 746	Region 747	Region 748	Region 749	Region 750	Region 751	Region 752	Region 753	Region 754	Region 755	Region 756	Region 757	Region 758	Region 759	Region 760	Region 761	Region 762	Region 763	Region 764	Region 765	Region 766	Region 767	Region 768	Region 769	Region 770	Region 771	Region 772	Region 773	Region 774	Region 775	Region 776	Region 777	Region 778	Region 779	Region 780	Region 781	Region 782	Region 783	Region 784	Region 785	Region 786	Region 787	Region 788	Region 789	Region 790	Region 791	Region 792	Region 793	Region 794	Region 795	Region 796	Region 797	Region 798	Region 799	Region 800	Region 801	Region 802	Region 803	Region 804	Region 805	Region 806	Region 807	Region 808	Region 809	Region 810	Region 811	Region 812	Region 813	Region 814	Region 815	Region 816	Region 817	Region 818	Region 819	Region 820	Region 821	Region 822	Region 823	Region 824	Region 825	Region 826	Region 827	Region 828	Region 829	Region 830	Region 831	Region 832	Region 833	Region 834	Region 835	Region 836	Region 837	Region 838	Region 839	Region 840	Region 841	Region 842	Region 843	Region 844	Region 845	Region 846	Region 847	Region 848	Region 849	Region 850	Region 851	Region 852	Region 853	Region 854	Region 855	Region 856	Region 857	Region 858	Region 859	Region 860	Region 861	Region 862	Region 863	Region 864	Region 865	Region 866	Region 867	Region 868	Region 869	Region 870	Region 871	Region 872	Region 873	Region 874	Region 875	Region 876	Region 877	Region 878	Region 879	Region 880	Region 881	Region 882	Region 883	Region 884	Region 885	Region 886	Region 887	Region 888	Region 889	Region 890	Region 891	Region 892	Region 893	Region 894	Region 895	Region 896	Region 897	Region 898	Region 899	Region 900	Region 901	Region 902	Region 903	Region 904	Region 905	Region 906	Region 907	Region 908	Region 909	Region 910	Region 911	Region 912	Region 913	Region 914	Region 915	Region 916	Region 917	Region 918	Region 919	Region 920	Region 921	Region 922	Region 923	Region 924	Region 925	Region 926	Region 927	Region 928	Region 929	Region 930	Region 931	Region 932	Region 933	Region 934	Region 935	Region 936	Region 937	Region 938	Region 939	Region 940	Region 941	Region 942	Region 943	Region 944	Region 945	Region 946	Region 947	Region 948	Region 949	Region 950	Region 951	Region 952	Region 953	Region 954	Region 955	Region 956	Region 957	Region 958	Region 959	Region 960	Region 961	Region 962	Region 963	Region 964	Region 965	Region 966	Region 967	Region 968	Region 969	Region 970	Region 971	Region 972	Region 973	Region 974	Region 975

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2023/2024
STUDENT HANDBOOK



INDIANA MATH AND SCIENCE ACADEMY
4575 W. 38th Street, Indianapolis IN 46254

Phone: 317-298-0025 - Fax: 317-282-0505

Web: www.imsaindy.org Email: west@imsaindy.org

Table of Content

Welcome	3
MISSION / VISION	4
Bell Schedules	5
Staff Directory	6
 Rules and Guidelines	
Student Rights and Responsibilities	8
Student Conduct	9
Code of Conduct	10
Dress Code and Personal Appearance	11
Academics	13
Honor / Merit	13
Anti-Harassment/Anti-Bullying Policy	14
Discipline Policies	15
Progressive Discipline Approach	16
Prohibited Student Conduct	18
Law Enforcement / Search and Seizure	22
Reasonable Suspicion / Drug Testing / Use of Canines	23
IMSA West Principles of Acceptable and Safe Internet Use	24
Acceptable Internet Use Policy	24
Telephone Usage	24
Principles of Acceptable and Safe Internet Use	24
Social Media	26
Electronic Devices	27
 Attendance	
Report Absence / State of Indiana Guidelines	27
Tardiness	28
School Bus / Medical Policies / Visitors	29
Lockers / Lunch Periods	31
Miscellaneous	32

Welcome

Dear Students/Parents,

Welcome to the Indiana Math and Science Academy West! This new school year represents a new beginning, and new futures. The administrative team is excited about this school year, and the staff at Indiana Math and Science Academy is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning climate for students.

We believe that education is a shared responsibility, and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of the Indiana Math and Science Academy is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work and play together in harmony.

The culture of Indiana Math and Science Academy West is a reflection of its community. Our policies are intended to provide a safe and orderly environment conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in your school by getting involved in your classes and joining clubs and activities.

This handbook is an overview of our school's goals, services, and rules. It is an essential reference, describing IMSA West expectations for its student body. Read it carefully and let it act as a guide for your effective involvement in all parts of the school. It has been written to provide your family with the information that will make your year purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout the school year.

IMSA West is committed to ensuring an atmosphere on school property and at school functions that is safe, orderly, and conducive to learning.

On behalf of the entire Indiana Math and Science Academy staff and community, best wishes for a great school year!

MISSION STATEMENT

We transform communities one mind at a time with real world engagement and continue to inspire generations through a STEM-focused education that successfully prepares students for tomorrow.

VISION STATEMENT

Our students will enter high school ready to tackle any academic challenge and will excel in a STEM enriched environment.

SOCIAL EMOTIONAL LEARNING VISION STATEMENT

The IMSA West's social and emotional learning objectives for its vision, is to truly create an environment where all members of its community are valued and treated with courtesy, fairness and respect. In turn, building positive and supportive relationships, which assist in cultivating an environment of differential learning.

In addition to recognizing the importance and benefits of Multiple Intelligences which refers to a theory describing the different ways students learn and acquire information to the importance of social interaction and self-introspection for the benefit of a STEM based academic focus.

STUDENTS' RIGHTS AND RESPONSIBILITIES**STUDENTS' RIGHTS**

- ✓ To feel safe in the school environment
- ✓ To take full advantage of the learning opportunities
- ✓ To work in an environment free from disruptions
- ✓ To express their opinions, ideas, thoughts, and concerns
- ✓ To have a healthy environment that is smoke, alcohol, and drug free
- ✓ To use school resources and facilities for self-betterment under appropriate supervision
- ✓ To expect courtesy, fairness, and respect from all members of the community
- ✓ To be informed of all expectations and responsibilities
- ✓ To participate in school activities
- ✓ To have the right to due process

STUDENTS' RESPONSIBILITIES

- ✓ To be caring and honest
- ✓ To do their best to learn and master all they can
- ✓ To respect school rules, regulations, and policies
- ✓ To be sure that personal expressions do not interfere with the rights of others
- ✓ To follow state law and school policies concerning substance abuse
- ✓ To respect and protect the personal and property rights of others and of the school
- ✓ To treat all members of the community with full respect, fairness, and courtesy
- ✓ To abide by all the expectations of the school and its community
- ✓ To follow the prescribed guidelines for participation in school activities, and
- ✓ To adhere to due process procedures

STUDENT CONDUCT

IMSA WEST	Respect	Responsibility	Ready
All Campus	<ul style="list-style-type: none"> • Watch where you are going 	<ul style="list-style-type: none"> • Do your personal best 	<ul style="list-style-type: none"> • Positive attitude
	<ul style="list-style-type: none"> • Walk directly to your destination 	<ul style="list-style-type: none"> • Show the 3 R's at all times 	<ul style="list-style-type: none"> • Be safe
	<ul style="list-style-type: none"> • Give your name when asked 	<ul style="list-style-type: none"> • Report any problems to adult when you get to where you are going 	<ul style="list-style-type: none"> • Tiger Pride
	<ul style="list-style-type: none"> • Be Bully Free! 		
Dismissal	<ul style="list-style-type: none"> • Walk in line with the teacher 	<ul style="list-style-type: none"> • Use a 0 voice 	<ul style="list-style-type: none"> • Be safe
	<ul style="list-style-type: none"> • Eyes forward 	<ul style="list-style-type: none"> • Keep hands, feet, and belongings to yourself 	<ul style="list-style-type: none"> • Positive attitude
	<ul style="list-style-type: none"> • Stay on sidewalk 	<ul style="list-style-type: none"> • Follow directions 	<ul style="list-style-type: none"> • Have materials and backpack to go home
	<ul style="list-style-type: none"> • Listen to all adults in charge 		<ul style="list-style-type: none"> • Tiger Pride
	<ul style="list-style-type: none"> • Be Bully Free! 		
Hallway	<ul style="list-style-type: none"> • Stay in line with your class 	<ul style="list-style-type: none"> • Walk on right side of hallway 	<ul style="list-style-type: none"> • Be safe
	<ul style="list-style-type: none"> • Use 0 voice level 	<ul style="list-style-type: none"> • Walk directly to your destination 	<ul style="list-style-type: none"> • Face forward
	<ul style="list-style-type: none"> • Open and close doors quietly 	<ul style="list-style-type: none"> • Gap-free! 	<ul style="list-style-type: none"> • Positive attitude
	<ul style="list-style-type: none"> • Hands/feet to self 	<ul style="list-style-type: none"> • Ask for Help 	<ul style="list-style-type: none"> • Tiger Pride
	<ul style="list-style-type: none"> • Use walking feet 		
	<ul style="list-style-type: none"> • Be Bully Free! 		
Bathroom	<ul style="list-style-type: none"> • Respect the privacy of others 	<ul style="list-style-type: none"> • Go, Flush, Wash and Leave 	<ul style="list-style-type: none"> • Be safe
	<ul style="list-style-type: none"> • Use a 0 Voice 	<ul style="list-style-type: none"> • One squirt gets the dirt! 	<ul style="list-style-type: none"> • Tiger Pride
	<ul style="list-style-type: none"> • Be Bully Free! 	<ul style="list-style-type: none"> • Throw trash in can 	
		<ul style="list-style-type: none"> • Follow directions 	
Cafeteria	<ul style="list-style-type: none"> • Wait turn in line 	<ul style="list-style-type: none"> • Leave a clean lunchroom 	<ul style="list-style-type: none"> • Be safe
	<ul style="list-style-type: none"> • Use a 1 voice 	<ul style="list-style-type: none"> • Put lunch in garbage when finished eating 	<ul style="list-style-type: none"> • Positive attitude
	<ul style="list-style-type: none"> • Listen to adults the first time 	<ul style="list-style-type: none"> • Keep food and drink off the floor 	<ul style="list-style-type: none"> • Get materials first time through
	<ul style="list-style-type: none"> • Keep hands and feet to self 	<ul style="list-style-type: none"> • Use both hands on tray 	<ul style="list-style-type: none"> • Tiger Pride
	<ul style="list-style-type: none"> • Be Bully Free! 	<ul style="list-style-type: none"> • Stay seated with class 	
		<ul style="list-style-type: none"> • Follow directions 	

Core Values

IMSA West promotes 6 Core Values to guide its interactions with all members of the school community:

Respect – All members of the community (students, parent, and staff) have equal worth and should be treated with respect.

Responsibility – All people have choices, and teachers, parents, and students should be responsible for their actions.

Integrity – Belonging to a community requires a commitment to the common good. The community stronger when everyone can be counted upon to be honest and trustworthy.

Courage - Having the courage to try new things expands minds and causes students, parents, staff to reach beyond their own expectations.

Curiosity – The ability to wonder and to create connections stimulates further learning. Inquiry will be fostered on the part of parents, staff, and students.

Effort – Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.

CODE OF CONDUCT

Prohibited Student Conduct

The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The rules of conduct listed below are intended to focus on safety, and respect the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students are considered to be subject to the authority of the school when they are en route to or from school and at school related or school sponsored events even though those activities may not take place on school grounds. Some examples include athletic meets and games, field trips, contests, dances and concerts. Misbehaviors that occur at such events will be subject to the same penalties as misbehaviors that occur on school grounds.

ADMINISTRATIVE PREROGATIVE

Every effort is made to assign consequences in accordance with the accepted schedule of infractions and consequences. Administration retains the privilege to skip steps at its discretion. This would most often happen when the infraction is deemed to be of such a severe nature as to warrant a more fitting consequence.

Administration retains the privilege to add extra steps to the accepted schedule of infractions and consequences, at its discretion. This would most often occur when considering an individual student's situation and underlying motivators for a certain infraction. Adding steps to an individual student in no way obligates administration to do the same for any other student.

ADMINISTRATIVE DECISION

In all decisions concerning the application of school rules and policies to a given situation or student, when and if all appeals are addressed, the decision of the administrators of the Academy shall be final.

UNIFORM AND PERSONAL APPEARANCE

IMSA West promotes a conservative presentation for its student body. Students must be in IMSA West uniform attire before, during and at after-school functions and clubs, field trips, etc. unless otherwise noted by administration/staff.

Schoolbelles, located at **6315 N Keystone Ave, Indianapolis IN**, is the official school uniform supplier for the Indiana Math and Science Academy West.

The following are the base required uniform requirements:

- **Navy Blue IMSA West Logo Pants**
- **IMSA West Logo Polo Shirt – Navy Blue, Light Blue, White, or Orange**
- **A black Woven/Braided belt**
- **Gym Shoes – Solid Black, Solid White, Solid Gray, Black and White, or White and Black**
- **Black or white gym shoes. NO bright colors or shoes with lights will be permitted. Shoestrings must be black or white.**
- **Socks: Solid colored matching socks or hosiery must be worn.**
- **Student ID'S - Must be unobstructed and not defaced**

These are the base uniform items that students are required to wear daily at IMSA West, in addition to the gym uniform. The gym is to be purchased directly from IMSA West.

Please be advised in advance, that students who are out of uniform compliance, will not be permitted in classes.

The only exception to uniform compliance violations, will be for back orders, that have receipts of proof of uniform purchase/s of the specific item/s. The students First and Last name must be listed on the uniform receipt as well.

Thank you for your understanding and attention to this manner, and we look forward to a positive and productive 2023-2024 academic year.

Sincerely, IMSA West Administration.

As an option students may wear the following:

- **IMSA logoed cardigan sweater**
- **Female students may choose to wear the uniform solid navy blue or plaid skirt**

ACCEPTABLE Personal Appearance Elements for Girls

- Only one (1) pair of earrings (posts) may be worn in the lower lobe of each ear. Earrings must be small, modest
- Solid colored fingernail polish and lip gloss or chap-stick is allowed.
- Hair ornamentation must be conservative and unobtrusive in solid colors: black, navy blue or white.

UNACCEPTABLE Personal Appearance Elements for ALL Students

- No items are to be worn on the wrist or arm, except for a standard watch.
- Finger rings or any type of band or bracelet is **not allowed**.
- Neck wear is **not allowed**.

- Facial/body/tongue piercings are not allowed. Band aids are **not allowed** to be worn over piercings. **In case of preexisting piercings, no ornamentation may be worn in them.**
- Make-up is **not** to be worn.
- Fingernails must be **no** longer than 1/4 inch long.
- Hair, hairpieces, braids, and hair extensions, etc. may **not be dyed in extreme/unnatural colors**. Bleaching or staining is not allowed. If uncertain, please consult the administration before making a decision.
- **NO coats, jackets, hoodies, fleeces, or sweatshirts to be worn in the classrooms or hallways UNLESS it is IMSA logoed attire.**
- Hats, caps, do-rags, and bandanas, etc. are **not** permitted to be worn in the building or on the school bus. *NO GANG related apparel is permitted in the school.*
- Female students may not carry handbags in the classrooms. Handbags must be kept in lockers and used only to retrieve personal toiletry items
- No cut eyebrows
- Tattoos are not to be visible when in school and during school-related events. They must be covered at all times.

ACCEPTABLE Personal Appearance Elements for Boys

- Boys may wear one (1) watch.
- Hair ornamentation must be conservative and unobtrusive in solid colors: black, navy blue or white.

IMSA –West is NOT responsible for any student’s lost or stolen items.

Non–Dress Code Days

Non–dress code days (commonly referred to as “dress up/down days”) may be scheduled throughout the school year. These days may be scheduled for the entire student body or may be given to individual classes or students as rewards. Students who are in doubt about a certain item of apparel should not wear it to school, or consult with the Administration Team about it ahead of time, or bring another, more–acceptable piece of clothing. *Teachers may require students to remove any piece of apparel that they would prefer a student not wear in their classes (hats).*

ACADEMICS

Grading Scale

Grade	Percentage GPA / POINTS	
A+	98-100	4.00
A	93-97	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	64-66	1.00

D-	60-62	1.00
F	below 60	0.00

HONOR / MERIT ROLL

Students will be listed on the **Merit Roll** by attaining 3.00 or higher (but less than 3.50) GPA per grading period. Attaining a 3.50 or higher GPA per grading period will list the student on the **Honor Roll**. Students with a 4.00 GPA will be listed on the **Super Honor Roll**. There will be an Honor Dinner once a year in January.

Eligibility for Extracurricular Activity/Sports Participation:

Students must maintain a minimum of a 2.5 GPA, and positive social behavior, and have No F's during the in which they are intending to participate in extracurricular activity/sports.

Grade Promotion Policy for Grades 6-8

Promotion from one grade to another in IMSA shall be based on the following criterion:

- Students must have a passing grade in all of the four core subjects: **Language Arts, Mathematics, Science, and Social Studies**; and half of the remaining courses taken.
- Students must have at least a cumulative grade point of 4.00 in order to pass a course.

REWARDS FOR EXCEPTIONAL BEHAVIORS

Commendations: A Commendation will be awarded to students who are observed exhibiting behavior "above and beyond" expected behavior. Any IMSA West employee who observes a student engaged in this type of exceptional behavior can issue a Commendation. These Commendations may be entered on a database for parental viewing.

School – Wide Rewards

A system of rewards to students who reach a documented level of behavior has been put in place to recognize those students for their achievement. Eligibility for participating in each of these rewards differs for each reward – some are based on receiving Commendations, others are based on good behavior. Here is the list of the character traits for receiving Commendations:

CHARACTER TRAITS for Commendations

Effort	- The deliberate exertion of mental or physical power.
Positive Attitude	- A confident or optimistic state of mind.
Kindness	- The quality of being benevolent, considerate, or helpful.
Diligence	- The habit of trying to do all tasks well.
Respect	- Showing regard for the worth of someone or something.
Perseverance	- The quality of persisting in any undertaking, despite difficulties.
Responsibility	- Accountability for one's actions; dependability.
Honesty	- Being truthful; not cheating; not stealing.
Gratitude	- The quality of being thankful; showing appreciation.
Work	- Effort directed toward producing or accomplishing something.
Friendship	- An attachment based on feelings of affection and esteem.
Forgiveness	Against the offender.
Generosity	- The quality of giving more than is required.
Cooperation	- Working together for a common purpose.
Confidence	- Belief in oneself; self-assurance.

Tolerance/Diversity	- Respect for others' freedom of conscience; appreciation of differences.
Justice/Fairness	- Treating people as they deserve to be treated; respecting the rights of all.
Self-Control	- Restraining one's feelings and actions.
Fortitude	- The inner toughness that enables us to be our best in the face of difficulties.
Courage	- The quality that enables a person to meet difficulty or danger with firmness.
Citizenship	- The ways we contribute to our community and country.
Conscience	- The sense of what is right or wrong in one's conduct or motives.
Cheerfulness	- The quality of expressing or promoting good spirits.
Trustworthiness	- Being dependable; keeping your word; not deceiving.
Reputation	- How a person is known or remembered by others.
Wisdom	- Good judgment; knowledge of how to live life well.
Inner Peace	- Calmness of mind and spirit.

Anti-Harassment/ Anti-Bullying Policy

It is the policy of the Board of Directors of the Indiana Math and Science Academy that any form of bullying behavior, whether in the classroom, on school property, to and from school or at school-sponsored events, is expressly forbidden.

Harassment, intimidation or bullying means, any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward other particular student more than once and the behavior both:

1. Causes mental or physical harm to the other student; and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
2. Harassment, Intimidation or Bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance(PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:
 - a. Causes mental or physical harm to the other student/school personnel
 - b. and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

***A school-sponsored activity** shall mean *any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Indiana Board of Education.*

Types of Conduct Affected By This Policy

Harassment, intimidation, or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behavior are:

1. Physical violence and/or attacks:
2. Threats, taunts and intimidation through words and/or gestures:

3. Extortion, damage or stealing of money and/or possessions:
4. Exclusion from the peer group or spreading rumors; and,
5. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based / online sites (also known as "cyber-bullying"), such as the following:
 - a. Posting slurs on Websites where students congregate or on Web logs (personal online journals or diaries);
 - b. Sending abusive or threatening instant messages;
 - c. Using camera phones to take embarrassing photographs of students and posting them online; and,
 - d. Using web sites to circulate gossip and rumors about other students;
 - e. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

DISCIPLINE POLICIES

IMSA West PROGRESSIVE EMPOWERMENT DISCIPLINE APPROACH

Indiana Math and Science Academy is a safe place for children to attend because we have a very clear discipline policy that is strictly enforced.

While the following pages present the details of our policies, here are the basics: IMSA does not employ the numerous disciplinary procedures pursued by many schools and which have generally failed to bring any real control to the schools. Indiana Math and Science Academy has developed a school wide behavior plan that employs positive interactions between staff and students.

The discipline policies of the Academy are quite strict. Be assured, it is never our goal to suspend or expel any student. We want to keep every student in school and see them receive the best education possible. It's important to ensure that every student can learn and every teacher can teach without any disruption.

6-8 Disciplinary Procedures

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline.

Disciplinary action, when necessary, will be ***firm, fair, and consistent*** so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age,
2. The nature of the offense and the circumstances which led to the offense,
3. The student's prior disciplinary record,
4. The effectiveness of other forms of discipline,
5. Information from parents, teachers and/or others, as appropriate, or
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability.

The amount of due process a student is entitled to receive before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

PROGRESSIVE DISCIPLINE APPROACH

All minor discipline issues will be handled by the classroom teacher: examples of infractions would include (but not limited to) the following issues:

1. Eating or drinking in unauthorized areas
2. Minor dress code violations (un-tucked or completely covered shirt, unnatural color of hair, etc.)
3. Chewing gum or eating candy or possession of or passing out them.
4. Hallway disruptions (such as yelling, banging on lockers, and/or running)
5. Horseplay, roughhousing, wrestling, pushing, scuffling, clowning, lack of self-control, or acting out
6. Cafeteria misconduct (loud talking, being out of seat when not allowed, playing with/throwing food, cutting in line, failure to clean up after oneself, etc.)
7. Unprepared for class – no homework/classroom, no textbook/workbook, or other supplies.

Classroom Discipline Plan

All teachers strictly enforce our structured classroom Discipline Plan to ensure behaviors are handled in class, until further action is necessary. Students displaying behavioral disruptions in the learning environment will be dealt with accordingly and the parent is subjected to be contacted as frequently as the behaviors occur.

Our Elementary school-wide Discipline Plan is as follows:

1. Verbal Warning
2. Written Warning (Proximity)
3. One on One Conferences with the student
4. Utilize In-Class Consequences
 - a. After-School Detention
 - b. Lunch Detention
 - c. Loss of Privileges or future privilege (not limited to Field trips, Field days, etc.)
 - d. In-School Suspension
 - e. Out of School Suspension
5. Call Parent and/or schedule Conference (entered in student's activity log)
6. Referral: Appropriate Corrective Action will be determined.
7. Conference with AP of School Culture

*Teachers will enforce this discipline plan even outside of the building, such as on school-sponsored events and/or field trips.

Please Note: Field Trips lost due to discipline issues will not be refunded to students and/or parents.

All Major discipline issues will be handled by the AP of School Culture: examples of infractions would include (but not limited to) the following behaviors:

1. Repeated Offenses Noted Above

2. Stealing
3. Truancy
4. Physical Or Verbal Assault
5. Violence
6. Sexual Misconduct
7. Vandalism
8. Trespassing
9. Disruption of School Environment, etc.

Appropriate administrator intervention would include: parent/student conferences, in school suspension, out of school suspension, and in the most severe cases, a recommendation for expulsion.

Discipline Reports

Most behaviors ought to be handled by staff in the setting in which the infraction occurs. Three specific types of behavior that are serious enough to warrant a discipline report are:

- Physically dangerous behavior—assault, fighting, or any other behavior that has a high possibility for physical harm.
- Illegal behavior—possession of controlled substances, extortion, threats of violence, etc.
- Defiance—(overt and immediate refusal to follow a staff person’s reasonable, specific direction).
“Sit down and begin your assignment” is a specific direction but “Change your attitude” is not. “Stop running in the hall and come here to speak with me” is reasonable and specific. A student forgetting homework or being disruptive in class are not examples of overt and immediate refusals to follow a staff member’s reasonable, specific direction.
- Not following handbook guidelines.

Administration assigns an action based upon the student’s disciplinary history, amongst other things according to the following, Progressive Discipline Approach:

- | | |
|--|--|
| 1. Disciplinary Referral of the student: | Notify Parent via letter, phone and/or email & Verbal Warning to Student |
| 2. Disciplinary Referral of the student: | Detention <i>Parents/Guardians may be required to attend.</i> |
| 3. Disciplinary Referral of the student: | In-School Suspension |
| 4. Disciplinary Referral of the student: | 1 day of OSS |
| 5. Disciplinary Referral of the student: | 3 days OSS |
| 6. Disciplinary Referral of the student: | 5 days OSS |
| 7. Disciplinary Referral of the student: | 10 days OSS and Expulsion Hearing |

Depending on the severity of the infraction, some of the above steps may be skipped.

Note: Students who have an out of school suspension are NOT permitted to make up missed work. Students may receive their assignments but will not receive credit for the work. State Law requires that students suspended from school cannot participate in extracurricular activities and cannot be on school property.

❖ Filing Criminal Charges

Listed below are acts that are considered to be criminal offenses according to the laws of the state. Any violations of these acts will result in the filing of criminal charges against the offender.

Arson - The intentional setting of fire.

Assault – The physical threat of violence to a person.

Burglary - Stealing of school or personal property.

Explosive - The illegal use of firearms on school property or at a school sponsored event.

Extortion, Black Mail, or Coercion - Obtaining money or property by violence or threat of violence or forcing someone to do something against his will by force or threat of force.

Firearms - (Illegally used) - Firearms are prohibited on school property or at school sponsored events.

Knives - Students are prohibited from carrying knives or any other weapon or object which could be used as a weapon in school, on school property, on a school bus or at any school function. Any student in possession of a knife or any other weapon or potentially harmful object will have it taken away from him/her and may be subject from school if circumstances warrant it. Any confiscated object may be returned to the parent or guardian if they so request.

Larceny - Theft

Malicious Mischief - Property damage

Robbery - Stealing from an individual by force or threat of force.

Sale, Use of Possession of Alcoholic Beverage, Illegal Drugs, or Look-alike Drugs

Trespass - Being present in an unauthorized place or refusing to leave when ordered to do so.

Unlawful Intimidation of School Authorities – The threat of violence, the commission of and/or the participation in such activities on school property or at school sponsored events. Disciplinary actions will be taken by the IMSA regardless of whether or not criminal charges result.

Disruptive Conduct – Is conduct that interferes with classroom instruction.

Failing to Cooperate with School Personnel - Students must obey the lawful instruction of school district personnel.

Refusal to Identify Self- All persons must, upon request, identify themselves to proper school authorities in the school building and school grounds or at school sponsored events. Conduct in violation of other criminal or civil laws may, at the Board's discretion, be the basis of legal action against the student if the severity of the conduct renders such action appropriate.

CODE OF CONDUCT

Prohibited Student Conduct

The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The rules of conduct listed below are intended to focus on safety, and respect the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students are considered to be subject to the authority of the school when they are en route to an from school and at school related or school sponsored events even though those activities may not take place on school grounds.

Examples such as but not limited to athletic events, field trips, contests, dances and concerts. Misbehaviors that occur at such events will be subject to the same penalties as misbehaviors that occur on school grounds.

LEVEL I – MISBEHAVIORS

A. Failure to turn assignments in on time, as well as coming to class prepared with Student ID's, assignments, textbooks, writing utensils, paper/notebooks, folders, and any other materials listed by the subject matter teacher necessary for academic and social success at IMSA West.

B. Failing to attend school on time or to attend classes on time including the lunch period

- C. Failure to wear all required uniform items (Student ID's, logoed shirt, logoed pants, and black woven belt).
- D. Posting or distributing materials on school property that causes a disruption to the educational process
- E. Lying to school personnel
- F. Writing and/or passing notes accompany
- G. Disrupting education or normal operation of the school in any way
- H. Insubordination
- I. Cell phones and other personal electronic devices are prohibited between the hours of 7:00am-5:00pm. Students with such items on their person during school hours will be subject to disciplinary actions starting with, but not limited to a mandatory 1 day suspension.
- N. Engaging in an activity that may create a condition that is unsafe or unhealthy to others
- O. Roughhousing
- P. Skipping Class
- Q. Failure to attend After-School Detention

CORRECTIVE ACTION I

Disciplinary responses other than suspensions may be used by the teacher/administrator to correct Level I misbehaviors. Disciplinary responses may include:

Teacher conference with student alone or with parent(s)/guardian(s)

Administrator conference with student alone or with parent(s)/guardian(s)

Parent/guardian contact by telephone

Loss of Privilege-- Please Note: Field Trips lost due to discipline issues will not be refunded to students and/or parents.

Friday Detention

Saturday Detention

In-School Suspension

Out of School Suspension up to 3 days

The administration may utilize school based or agency mediation programs for conflicts between students as appropriate.

Related or chronic occurrence of Level I misbehaviors may result in suspension as a Level II-A misbehavior.

LEVEL II - MISBEHAVIORS

- A. As defined by the administration, chronic violation of Level I misbehaviors
- B. Verbally or physically threatening to injure or harm another member of the IMSA West community or intimidating another person by creating fear for personal safety

- C. Signing the name of another person for purpose of defrauding school personnel
- D. Intentionally causing an interruption in the classroom
- E. Using abusive or profane language (including name calling/racial slurs).
- F. Engaging in excessive displays of mutual affection (hugging, caressing, kissing, fondling, etc...)
- G. Fighting (a forceful struggle involving the exchange of physical blows such as hitting, punching, pushing another student, and verbal arguments).
- H. Gambling on school premises including possession of dice or playing cards
- I. Trespassing, including entering a school to which the student is suspended without permission from the administration.
- J. Intentionally participating in hazing/bullying activities
- K. Bringing (or looking at) inappropriate materials during school hours and on school property.
- L. Showing disrespect to classmates, teachers and staff members, in addition to using inappropriate language and behavior.
- M. Damaging or attempting to damage school property. Including but not limited to defacing private/IMSA West property with graffiti, drawings of any type, writings of any type on the walls, floors, restroom stalls, lockers; any and all things deemed to be the property of IMSA West. Any property defaced, damaged or broken by a student/s, whether intentionally or playfully is subject to be the financial responsibility of the parents/ guardians of the perpetrator.
- N. Academic Dishonesty (Using the writings and ideas of another to deceptively submit as one's own work Cheating on examinations, quizzes, tests, and all other forms of assessment is prohibitive.)
- O. Hacking into the work or educational accounts of teachers and/or students is prohibitive.
- P. Searching inappropriate online sites and/or using school technology during and after school hours is prohibited and subject to disciplinary actions.

CORRECTIVE ACTION II

An administrator may suspend a student for a period of four (4) to ten (10) school days. **THREE LEVEL II MISBEHAVIORS WITH SUSPENSION WILL RESULT IN A BEHAVIOR CONTRACT. VIOLATION OF ANOTHER LEVEL I OR LEVEL II MISBEHAVIOR WHILE ON A CONTRACT WILL RESULT IN EXPULSION.**

A BEHAVIOR CONTRACT MAY BE ISSUED AT THE DISCRETION OF THE ADMINISTRATION AT ANY TIME.

ACADEMIC/BEHAVIOR CONTRACT

An Academic/Behavior Contract is a contract signed by the student and the legal custodian of the student that states that the student will follow IMSA rules and regulations without exception and any violation thereof (Level I, Level II, or Level III) will result in expulsion.

LEVEL III - MISBEHAVIORS

- A. Using or bringing weapons, dangerous instruments, explosives, firearms, or knives to school
 - A weapon is anything that is commonly used or designed to hurt someone or put someone in fear (examples: guns, knives, brass knuckles, clubs, box-cutters etc).
 - A dangerous instrument is anything that, although not specifically designed to hurt someone, can be used to hurt someone or put someone in fear (examples: mace, pepper spray, belts, combs, combination locks, etc).
 - An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc).
 - Any object resembling a weapon or explosive (examples: starter pistols, pellet guns, toy guns, etc).
- B. Verbally or physically threatening to injure or harm a student and/or staff member.
- C. Failing to report behavior of another person to a teacher or administrator when behavior by another person could result in harm to another person or persons or damage the property of another person or persons when the student has information about such behavior.
- D. Intentionally causing or attempting to cause physical injury, or intentionally behaving in such a way that could reasonably cause physical harm to another person or staff member.
- E. Sexually assaulting another person
- F. Sexual conduct or sexual contact without mutual consent including all forms of sexual harassment
- G. Hate crimes
- H. Being habitually truant
- I. Using or possessing Vaping devices, tobacco, chewing tobacco, cannabis/marijuana, illegal drugs and/or counterfeit drugs at school. (prescription medication is to be taken to the nurse's office or turned into the front office.)
- J. Intentionally burning or attempting to burn any type of property while on IMSA West campus.
- K. Stealing or attempting to steal or in possession of stolen property
- L. Forcibly entering the school building locker, classroom, or secured enclosure
- M. Extorting or attempting to extort a member of the IMSA West community
- N. Falsely sounding a fire alarm, or causing a fire alarm to be sounded
- O. Falsely communicating or causing to be communicated that a bomb is located in or on school property

P. More than one person acting together to intentionally cause harm or injury to an individual

Q. Possessing or using tobacco or tobacco substitutes at school

R. Bringing alcohol/drugs to school or having alcoholic beverages and/or drugs in his/her possession, or coming to school under the influence of alcohol or drugs

S. Excessive referrals of Level I and Level II misbehaviors may/will result in expulsion

T. Bringing or having drug paraphernalia on school property or having such items in possession at a school sanction event.

U. Leaving school or classroom without permission, in the absence of an emergency declared by the administration

CORRECTIVE ACTION III

Students may be expelled for Level III offenses.

Parents will be informed of any Level III misbehavior offense committed by their child immediately by the administration of the school.

Students who are found to have Violated Rule III-D (staff assault) and Rule III-J (drugs) will be expelled.

A student who is identified as bringing a firearm or destructive device to school property or on school property; or in possession of a firearm or destructive device on school property **MUST** be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period, pursuant to IC 20-33-8-16.

Expulsions are up to 185 days duration in an academic school year or permanent from IMSA, according to the severity or habitual nature of the infraction(s). A hearing is required before an expulsion is activated.

Law Enforcement

Law Enforcement may confer with a student on school premises in the presence of the student's parent, the building Principal, or his/her designated representative. An attempt will be made to contact parent/s if questioning occurs. If the parent cannot be reached, an IMSA West administrator will be present at the questioning. A law enforcement officer may arrest a student and remove him/her from school if necessary.

Search and Seizure

According to Indiana Law, a student shall have no expectation of privacy in school facilities. Lockers and desks are the school property and provided for student use. A principal or designated person may search a student's locker at any time.

Anything found in the course of search pursuant to this Handbook that constitutes evidence of a violation of law and/or school policies will be the basis for disciplinary action as described in this handbook.

Definition of "In Possession" for purpose of the Student Code of Conduct

Students are required before coming on school property to inspect their possessions for the presence of items that may not be possessed on school property. Students who are “In Possession” of an item/s for the purpose of these rules when the item is on their person; in their immediate possession such as in their hand, pocket, purse, or backpack; are in a place under their exclusive control; or the student is aware the item is in a place to which the student has access such as a shared locker. More than one student may have “Constructive Possession” of a single item and will be responsible for possession of the items.

Reasonable Suspicion

Drug Testing

If reasonable suspicion exists that a student is under the influence of a controlled substance. An administrator may conduct a search of the student’s locker, book bag, purse, and /or any other containers that are on school property. An administrator may search the student if there is suspicion that a search will produce evidence of a violation of Law, a violation of school rules/policies, or a condition that endangers the safety or health of the IMSA West community or community members. The parent may be directed to take the student for a drug screen within a specified period of time. Failure to obtain a drug screening as directed or to cooperate with school administration will lead to a request for expulsion.

Use of Canines

IMSA West has requested the Indianapolis Police Department canine division to conduct random searches of both student lockers and the school parking lot. If a student’s locker or personal belongings become suspect during the inspection. The school administration will follow through on the basis of “Reasonable Suspicion”. This may include but is not limited to a more thorough search of the student’s person and belonging. IMSA West medical personnel will conduct the evaluation for substance-induced symptoms. Administration will conduct a more in-depth investigation. Parent/s/caregiver/s will be notified in a timely manner when the investigation is underway. Any search conducted by administration shall be conducted in accordance with Board policy, this Student Handbook and applicable law.

Possessing of Weapon/s (Deadly)

1. No student shall possess, handle or transmit any weapon on school property.
2. The following devices are considered to be deadly weapons for purposes of this rule:
 - a. A weapon, Taser, device, or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.
 - b. An animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime.
 - c. A biological disease, virus, or organism that is capable of causing serious bodily injury.
3. The penalty for possession of a deadly weapon: 10 days suspension and expulsion from school for a period of up to one year calendar year of school.
4. The principal or designee shall immediately notify the appropriate law enforcement agency when a student engages in behavior described in this rule.

Acceptable Internet Use Policy

Indiana Math and Science Academy operates under an acceptable use policy concerning the internet, which means we offer free access to the internet to all students and staff. Every effort will be made to monitor student usage of the internet, as well as the websites student's access. Ultimately, however, it is the responsibility of the student to refrain from accessing sites, which are inappropriate for viewing in the school setting. Student violations of the acceptable use policy may result in revocation of internet privileges, school disciplinary action and/or legal action. Students and parents must sign and return the *Internet Authorization Form* prior to student use of the internet at IMSA.

Telephone Usage

Emergency calls or any other calls may be made by students upon receiving permission from the Administration or Classroom Teacher. School phones should be used in the office or in the classroom with permission. **Cell phones and other electronics are prohibited, and are to be turned off and secured in student book bags and in lockers during school hours. Student cell phones are prohibited between 7:00 AM and 5 PM.**

IMSA Principles of Acceptable and Safe Internet Use

General Information

Internet access and e-mails provided by IMSA are intended for educational use, instruction, research and the facilitation of communication, collaboration, and other Department related purposes. Users are subject to the same standards expected in a classroom and/or professional workplace.

Monitoring and Privacy

Users have no rights to privacy while using the IMSA Internet Systems. IMSA Departments will monitor users' online activities and reserve the right to access, review, copy, store, or delete any electronic communications or files. This includes any items stored on Department-provided devices, such as files, e-mails, cookies, and Internet history. IMSA reserves the right to disclose any electronic activity, including electronic communications, to law enforcement officials or third parties, as appropriate and consistent with applicable law. The Department will fully cooperate with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the IMSA Internet Systems.

Prohibited Uses of the IMSA Internet Systems

Users may not engage in any of the activities prohibited by this policy when using or accessing the IMSA Internet Systems.

Below is a comprehensive list of examples of prohibited behavior:

1. Causing harm to others, damage to their property or IMSA property, such as:
 - a. Using, posting, or distributing profane, lewd, vulgar, threatening, or abusive language in e-mail messages, material posted on IMSA web pages, or professional social media sites
 - b. Accessing, using, posting, or distributing information or materials that are pornographic or otherwise obscene. Advocate illegal or dangerous acts, or advocate violence or discrimination. If user inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school or central division office
 - c. Accessing, posting, or distributing harassing, discriminatory, inflammatory, or hateful material, or making damaging or false statement about others;
 - d. Sending, posting, or otherwise distributing chain letters or engaging in spamming
 - e. Damaging computer equipment, files, data, or the IMSA Internet System in any way, including spreading computer viruses, vandalizing data, software or equipment, damaging or disabling others' electronic property, or business environment
 - f. Using the IMSA Internet System in a manner that interferes with the education of the user or the job duties of the users
 - g. Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws. Any music, photographs, video or other works in violation of applicable

h. Engaging in plagiarism – Plagiarism is taking the ideas or writings of others and presenting them as they were original to the user

- ## Violations of this Policy

IMSA and its central office, reserves the right to terminate any user's access to the IMSA internet System – including access to IMSA emails at any time.

If a student violates this policy, appropriate disciplinary action will be taken consistent with the disciplinary code of the Indiana Math and Science Academy.

If a students' access to the IMSA to the IMSA Internet System has been revoked, the student may not be penalized academically, and IMSA will ensure that the students continue to have a meaningful opportunity to participate in the educational process.

Social Media

On-campus

Electronic communication using district technology is governed by IMSA West Acceptable Internet Use Policy, which will be enforced accordingly. Students should not expect privacy in the contents of their personal files on the district internet system or other district technology, including email. District technology is intended for educational purposes

Off-campus

Use of district or personal technology off-campus may violate the Student Code of Conduct if the school reasonably believes the conduct or speech will cause disruptions of and/or to school activities. Off-campus internet usage is largely unrelated to school; however, in certain circumstances, an off-campus learning environment results in student discipline.

Safeguard

Everything you post is public information – any text or photo placed online is completely out of your control the moment it is placed online – even if you limit access to your site. Information (including pictures, videos, and comments) may be accessible even after you remove it. Once you post a photo or comment on a social networking site, that photo or comment becomes the **property of the site and may be searchable even after you remove it.**

Additionally, what you post may affect your future. Many employers and college admission officers review social networking sites as part of the overall evaluation of an applicant. Carefully consider how you want people to perceive you before you give them a chance to misinterpret your information (including pictures, videos, comments, and posters).

Do not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. The online social network sites are not a place where you can say and do whatever you want without repercussions. **The information you post on a social networking site is considered public information.** Protect yourself by maintaining a self-image of which you can be proud for years to come.

Electronic Devices

IMSA West seeks to provide a productive and positive learning environment. Electronic devices such as electronic listening devices, cell phones and external speakers may disrupt this environment. Therefore, the use of these devices is restricted.

Please note: that personal electronic devices are not the responsibility of IMSA West, and the best way to protect personal devices is to leave them at home.

Reporting Absence

If a student is absent from school or tardy to school, the parent or the guardian must call the school attendance line **298-0025 ext. 100** before 7:00 AM on the day of the absence to report a child's absence.

Make-Up Policy for Excused Absences

Any student who was excused-absent from school has the responsibility for obtaining the missed assignments from the teachers. Please see individual teachers regarding his/her class policy.

Administrative Procedures for Excessive Student Absence

Absences For 6-8 School Students:

IMSA West reserves the right to consider retention of any k-8 school student, no matter what the child's performance, based on 15 excused/unexcused absences (including suspensions) per school year.

IMSA West will notify parents of total absences (excused and/or unexcused) by letter or email as follows:

1. Upon three (3) days of total absence in a semester; teacher will notify the parent.
2. Upon five (5) days of total absence in a semester and schedule parent conference; the school will notify parents that additional disciplinary consequences will result.
3. Upon ten (10) days of absence in one school year. Under IC 20-33-2-25 students with 10 or more unexcused absences will be reported to the Department of Child Services.
 - a) Students will be suspended and the Board of Education authorizes IMSA to file complaints in Juvenile Court jointly against the chronic truant child and the parent, guardian, or other persons having care of the child.
4. Upon fifteen (15) days of absence in one school year the student will be considered for retention.

IMSA Procedures for Excessive Student Absence

State of Indiana Guidelines / Law

The Indiana Board of Education requires all students enrolled at IMSA to attend school regularly in accordance with the laws of the State. The educational program offered by IMSA is predicated upon the presence and promptness of the student and requires continuity of instruction and classroom participation.

1

A “**habitual truancy**” is any child “of compulsory school age” (between ages 6 and 18) who is absent from school without a legitimate excuse for more than ten (10) days of school in one (1) school year.

A “**chronically truant**” is any child of “compulsory school age” who is absent from school without a legitimate excuse for more than twelve (12) days of school in one (1) school year.

The State of Indiana, through the State Attendance law, recognizes illness and death in the immediate family as legitimate reasons for absence from school. The administration realizes that certain absences, in addition to these, are reasonable. Therefore, in addition to any excused absences, students will be permitted the accumulation of **six (6) unexcused** absences per semester.

The school realizes that parents and students are sometimes confronted with planned absences or vacations. Vacations during the school year are definitely discouraged by the administration, and instructional staff. Vacation days will count

toward the six (6) day limit (per semester).

According to Attendance legislation, the Indiana Department of Education (IDOE) has developed the following: Under IC 20-33-2-25, the ‘Superintendent or attendance officer having jurisdiction **shall** report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court or **the department of child services**. The intake officer or the department of child services shall proceed in accord with IC 31-30-through IC 31-40.”

Absences from school will fall into two (2) general categories:

- excused absence: days which will not be included in the 6-day limit
- unexcused absence: days which will be included towards the 6-day limit

TARDINESS

Actions for Frequent Tardiness

6-8 Students are required to be in their first period classes by 8:55 AM. If the student is tardy to school, he/she must get a tardy slip from the secretary to be accepted to class.

Students are to be in class on time and prepared to learn. Students who are late to class must have a pass from a teacher, staff member, or attendance office to excuse the tardy. Students who are tardy miss valuable instructional time. As a result of this negative behavior it can disrupt and interfere with other students' opportunities to learn. It also has a negative impact on the teacher's ability to deliver information due to interrupting instruction by slowing down the lesson (i.e. the teacher must get the late student on track), as well as overall attendance as a whole (teacher must correct attendance which takes more time out of lesson).

IMSA will notify parents of total tardies(excused and/or unexcused) by letter or email as follows:

Students are expected to be on time for every class. A student is tardy if he/she is not in the classroom and in their seat when the late bell sounds. They will be marked tardy by their teacher.

Excessive tardiness will not be tolerated; Tardies will be logged daily and consequences will be extended monthly. Four (4) unexcused tardies within a month will result in a one day suspension. This behavior is a Disciplinary Infraction/Code of Conduct)

Excessive tardiness is defined as being tardy more than 10% of the current school session. Students who have excessive tardiness may miss the following, but not limited to: school/class activities, recess, special events, and field trips.

SCHOOL BUS RULES

All school rules and policies apply when students ride buses to and from school and school activities. Bus drivers will provide each student with bus rules. Students who receive disciplinary “write-ups” from bus drivers will be dealt with according to that student’s prior bus infractions.

MEDICAL POLICIES

Illness or injury during the school day

Any student who becomes injured or ill during the school day should report such an occurrence to a staff member. The school nurse, if available, will assess the situation and take the proper action.

If it is decided by school staff that a student is too ill to go to or remain in class, the parent or guardian must arrange for the student to be transported home, or give permission for him/her to use public transportation.

Medication policy

If prescription medicine must be taken by a student during the school day, the following procedures must be followed:

1. The medication must be sent directly to the school from the pharmacy or physician's office or be brought to school by the student's parent/guardian.
2. The medication must be accompanied by a medical release form signed by the student's physician and parent/guardian.
3. The medication container must clearly be labeled with the student's name, name of medication, dosage instructions, and time of dosage.
4. Only the amount needed for the days that the student will be taking the medication should be provided for the school. For instance, if the student is taking Amoxicillin three times a day for two weeks, the Academy should be provided with up to ten tablets, to be taken in the middle of the day.

Extra medication will not be sent home with a student, it must be picked up by the parent or guardian.

Students are not allowed to carry or self-administer any medications, except in the following circumstances:

- ✓ The student has a potentially life-threatening condition necessitating immediate administration.
- ✓ A Medication Self-Administration form is on file at the school, signed by the student's parent or guardian, physician, and school administrator.

Medical forms

Immunization records are required by state law! Failure to provide them will result in dismissal from school.

VISITORS

Parent or Guardian Visitors

Parents and guardians are welcome at the Academy. The parent or guardian must sign in at the office before they visit a student's classroom or move throughout the building and/or campus, sign out upon leaving campus. It is required for a parent or guardian to notify the school 24 hours before a planned visit. Parents or guardians who visit without notice may not meet with individual teachers, due to their class schedules, etc.

Parents or guardians who visit and wish to observe their child in classes may do so. When observing classes, please follow these guidelines:

1. Be on time to the classes you plan to visit.
2. Observe quietly, and do not comment or attempt to add into lessons or conversations, unless invited to do so by the teacher of that class.
3. Request a meeting with a teacher at a time other than immediately after the class observed.

Parents or guardians who wish to speak with an administrator should call the school to set an appointment to do so, and then check in at the office when arriving for their appointment. Parents who arrive at school wishing to speak with an administrator without an appointment may or may not be able to do so at that time due to availability.

Visitors from the General Public

Visitors from the general public are always welcome at the Academy. It is suggested, though not required, that visitors make an appointment to visit the school 1 day before a desired visit. This way the Academy can assure that a member of the school staff is available to speak with the visitor, give a tour of the school, etc. Visitors who arrive unannounced are welcome, but may need to wait for an available school staff member. All visitors must sign in at the office upon arrival, and sign out leaving the school premises.

All visitors must sign in at the front desk and get a visitor's pass, leaving a photo ID.

Student visitors

Student visitors are welcome at the Academy. Students enrolled in a school in the State of Indiana at the time of their visit must have a note of permission from their home school, signed by their director or other school official. If the student visitor is home schooled, or enrolled in a school outside of the State of Indiana, he/she must have a note of permission signed by his/her parent/guardian.

Students of the Academy who wish to bring a visitor with them when school is in session may do so by following these guidelines:

1. The student visitor must have the applicable note of permission, as indicated above.
 2. Students visiting IMSA must wear appropriate attire during their visit. See administration.
 3. The host student must fill out and submit a Student Visitor Form at least two school days in advance of the school visit. The student must have written permission with a confirmation telephone number from their school administrator giving permission for the visit.
 4. The host student must receive permission for the visiting student to attend the Academy 1 day in advance of the planned visit.
- ✓ No student visitors are allowed during the last two weeks of a semester, or during the week preceding a school holiday.
 - ✓ Any student who has been expelled from the Academy or any other school; those who are habitually truant or have voluntarily withdrawn from the Academy after disciplinary actions have taken place will not be allowed to visit the school campus.

Parent volunteers

The Academy can only continue its current programs, or add new programs to the benefit of its students through the efforts of its parent volunteers. Parent volunteers are a valued and necessary part of the school experience. The Academy encourages and desires more and more parent volunteers all the time—their value to the Academy cannot be underestimated.

We ask that all parent volunteers follow these guidelines:

1. Sign in at the office whenever working at the school during school hours.
2. Sign out upon leaving the school grounds.
3. Before planning any events, giving away items, purchasing food for students, bringing food or other items to individual classes, etc., parent volunteers must first propose the idea to school administration and/or secure a faculty sponsor for the activity planned.

These few guidelines will help us to avoid unplanned disruptions of the school day, allow administration to coordinate all activities that take place throughout the school day, and to provide for the smooth operation of all school programs.

LOCKERS

Students from grade level 4-8 will be assigned a locker for his/her use.

Locker combinations are not to be shared with any other student unless assigned to be shared with siblings. Each student should take care that no other student obtains another lock combination by secretly observing a student open his/her lock. If a student claims that his/her locker has been broken into, but there is no physical evidence of forced entry, it will be assumed that he/she has given the locker combination to another student, “set” the lock to open easily, or otherwise compromised the integrity of the lock/locker security. In that case, no locker or personal searches will be made for items reported stolen.

- ✓ The school is not responsible for any items stored in lockers.
- ✓ Inappropriate pictures or displays are not permitted inside or on lockers.
- ✓ No food or beverages are to remain in lockers overnight.
- ✓ Lockers are the property of IMSA and are subject to search by the school personnel at any time.
- ✓ All materials left unclaimed at the end of the school year or when a student withdraws become the property of the IMSA and will be dealt with accordingly.

Report any damaged or nonfunctional lockers to school administration. Unreported damage will be considered the responsibility of the student assigned to that locker, and will fall under the provisions of the school discipline policy for damage to school property.

LUNCH PERIODS

Indiana Math and Science Academy has a closed lunch. Students who leave during lunch will be considered truant from school and will be assessed consequences as required by the school discipline policy. A hot lunch is available for purchase, or students may bring packed lunches. Package lunches should be cold lunches with single servings. Sharing food is prohibited. Microwaves and refrigerators will not be available.

- ✓ Students may apply for free or reduced lunch just as in any other school. See school administration for the proper forms.
- ✓ Students may not “charge” their lunch, or borrow money from school or cafeteria staff to pay for lunch.
- ✓ Parents may prepay for lunch. Cost and terms are available by calling the school.
- ✓ No food or drink may be removed from the cafeteria.
- ✓ No food or drinks are permitted in classes, hallways or other areas of the school.
- ✓ Students who bring a packed lunch should bring only single helpings, and lunches are not to be shared.

Carbonated beverages are not recommended based on our wellness policy.

Charging School meals

IMSA is not required to provide meals to non-paying full price or reduced price students. There will be a **\$25.00** lunch/breakfast charge limit for each student. We will not allow the child to charge more meals when the limit is reached. There will be no charges the last week of school.

MISCELLANEOUS POLICIES

Book bags

All book bags, large purses, etc. should be kept in lockers. Students may carry a small (8"x 9"x 1 ½") bag for personal items; any such items carried during the school day will be the total responsibility of the student. Students are asked not to bring valuables to school. The school will not be liable for any loss, theft, or damage to the book bag or its contents.

Lost and Found

A lost and found is maintained by school personnel. Any items found should be turned into the lost and found. Students who have lost an item may check the lost and found with permission from school personnel. Personal items should be marked for identification. **A student may be asked to provide proof of ownership of claimed items.** All items unclaimed at the end of each month, or at other times announced by the Academy, become the property of the Academy and will be dealt with accordingly.

Homework

Teachers assign homework that they deem valuable for the learning experience and to help master the subject matter and concepts of their individual classes. Homework is part of a student's regular evaluation and grades for each term. Each teacher establishes his/her own policy for accepting or not accepting late homework assignments. Parents or guardians may contact teachers concerning homework via the school website or by contacting their child's teacher.

Financial Responsibility

The parent or guardian will be held financially responsible for damage to school property by their children who are students of the Academy, and for lost, damaged or stolen books, locks, or other property of the Academy. *All financial obligations, including fees for textbook rental, clubs/enrichment activities, field trips, lunch balances, etc. must be met before the end of the year.*

Consumable Fees

Indiana Math and Science Academy requires parents/caregivers \$50 consumable fee, to be used for classroom supplies, classroom projects, after school activities (excluding field trips and athletics, etc.) for other purposes deemed necessary by IMSA. This revenue will be used to provide a better education for our students. It is not our intention to exclude any children from IMSA activities however your financial support is critical.

A nonrefundable consumable fee of \$25 is due at the time of registration

Textbook Rental

- *Textbook rental fee for paid students will be calculated at the beginning of the school year*
- *Payment arrangements are available for fee balances*
- *Replace \$70-\$150 for textbooks*
- *Replace \$250-\$300 for lost or damaged chromebooks.*

Athletics

Students participating in IMSA athletics will be assessed a nonrefundable sports activity fee, ranging from \$50-\$300. Cost may vary based on sport.

Textbooks and Supplies

The Academy provides textbooks in core subjects (a set of textbooks for the use of students). These materials remain the property of the Academy, and each student is held responsible for the care of these materials. Parents or guardians will be held financially responsible for any damage or loss of school-provided textbooks and materials. Such responsibility extends to materials stolen from lockers that show no signs of forced entry (see section 10.0)

After School Activities

Students who wish to start clubs or other activities may do so by finding a faculty sponsor who will seek approval for the club from administration. After the approval, the club may begin. All clubs, sports teams, etc. must be sponsored, supervised and attended by a faculty member.

Students need to report and sign in by 4:00 PM.

Parents or guardians must provide or arrange for transportation for their children who attend after-school activities. Students must be picked up, or catch a city bus promptly after the activity is concluded. School staff will not remain on site to wait for late-arriving rides and students will not be allowed to wait inside the building. Parents must make arrangements for their student(s) to be picked up off-campus.

All school rules, uniform codes, etc. apply to after-school activities.

Fire and Tornado Drills

Fire drills are held at regular intervals during the school year. Directions are posted in each classroom. When the fire alarm sounds, students should:

1. Pay attention to the teacher or staff member in the room for instructions.
2. Walk to the proper exit as directed.
3. Listen for further instructions and do not talk.
4. Report to the assembly area indicated by the room directions, or as directed by school staff.

Tornado drills are practiced twice a year. When the notice is given by school staff, students should:

1. Pay attention to the teacher or staff member in the room for instructions.
2. Do not talk.
3. Students must transition in single file lines for safety and accountability.

VIDEO SURVEILLANCE

IMSA employs the use of video cameras for security monitoring.

GANG ACTIVITY OR ASSOCIATION

IMSA has adopted a policy that deals with student gang activity or association.

The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected, or participated in, by the student, shall not:

- Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or educational objectives;
- Present a physical or emotional safety hazard to self, students, staff, and other employees;
- Create an atmosphere in which a student, staff, or person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence;
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person.

If the student's behavior or other attribute is in violation of these provisions, the principal or designee will request the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal or designee will take appropriate corrective and disciplinary action.

ATHLETIC / EXTRACURRICULAR ELIGIBILITY REQUIREMENTS

IMSA establishes excellence as a standard and strives to maintain an appropriate balance between academics, athletics, and all extracurricular activities. Therefore, it is important that students meet the following academic requirements in order to participate in athletics, field trips, dances including PROM, and any extracurricular or co-curricular activities. This eligibility requirement also includes obtaining work permits.

A student must earn a minimum of a 2.5 grade point average (GPA) and have no F's on the preceding quarter report card in order to be eligible for participation. In addition, a student is not eligible for ANY of the above mentioned activities if he/she receives four or more referrals. Eligibility for sports is based on the following schedule:

- Eligibility for athletics will be determined at the end of quarter 1, 2, 3, and 4.
- If a student's GPA is below the qualifying expectation for participation; students may submit an appeal for academic probation. If the appeal is granted grades will be reviewed weekly for progress.
- Once a student is ineligible for a sport, he/she remains ineligible until the next eligibility check. A coach or advisor does not have to accept a student back on the team after being ineligible. It is solely at their discretion.

led to the offense,

3. The student's prior disciplinary record,
4. The effectiveness of other forms of discipline,
5. Information from parents, teachers and/or others, as appropriate, or
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability.

The amount of due process a student is entitled to receive before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the school Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Administration Team, school nurse, and security officials to conduct searches of students and their belongings. The authorized school official must have reasonable suspicion to believe that the search will result in evidence that the student violated the law or the school Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as searching book bags, so long as the school official has a legitimate reason for the very limited search.

While conducting an investigation district staff should not physically search students unless they represent a threat to themselves or others. Before searching students or the students' belongings, the authorized school official should attempt to get the students to admit that they possess physical evidence that they violated the law or the school code, or get the students to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

An authorized school official may search students or their belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verifiable. They may also be considered reliable informants if they make an admission against their own interest or they provide the same information that is received independently from other sources threatening safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student Locker, Desks, and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. These items and locations remain the property of the school district at all times. This means that student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

Strip Searches- This school is against conducting strip searches *except in emergency situations*. A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may contact law enforcement officials and request that they conduct the search.

Police Involvement during Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant,
2. Probable cause to believe a crime has been committed on school property or at a school function, or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building director shall first try to notify the student's parents to give the parents the opportunity to be present during the police questioning or search. The dean of students will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated. The district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building dean of students or director. The dean of students shall set the time and place of the interview. The dean of students shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any clothing the school nurse or other school official will accompany the Child Protective Worker and the student to the local hospital emergency room where medical staff will conduct the examination.

A child protective services worker may remove a student from school property with or without a court order if it is reasonably believed that a student is subject to danger or abuse if said student were not removed before a court order can reasonably be obtained. The worker may remove a student without a court order and without the parent's consent; however the social worker must sign a written statement to that effect.

APPLICABILITY OF SCHOOL POLICIES

All school discipline policies, rules, infractions, etc. apply equally during school hours, before and after school hours, during school-sponsored or sanctioned events during or other than school hours, during field trips, class trips, etc., and, in some instances as noted, apply 24 hours a day in any context.

NOTICE OF HEARING

No hearing or appeal will be scheduled for infractions in which the consequence is the student's removal from curricular or extracurricular activities for less than 24 hours, and/or if the student is not subject to removal, suspension or expulsion proceedings.

DUE PROCESS

All students are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students have the right to feel that they are physically, emotionally, and intellectually safe.

- Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.
- Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.

When the report of a student and staff member differs, the staff member's version will be the one accepted.

ABSENCE FROM CLASS DUE TO DISCIPLINARY ACTION

Time missed from classes due to disciplinary action (OSS) is considered unexcused absence. In the case of missed tests, quizzes, homework, projects to be turned in, etc., this work will not receive credit.

COMMON AREAS

A school's common areas include such places as the playground, hallways, restrooms, and the cafeteria. With different staff supervising these areas, it is important to share consistent expectations for responsible behavior. Because each common area is unique each student will have a clear understanding of appropriate behavior in each area

Hallways

1. Walk safely! (Using hallway procedures)
2. Be on time for class
3. Keep hands, feet, and arms to yourself
4. Only quiet voices permitted

Cafeteria

1. Use quiet voices
2. Leave cafeteria with permission only
3. Use good manners
4. Clean your area

Playground

1. Play safely!

2. Follow adult directions
3. Show respect for others and school property
4. Stay in designated play areas

Restrooms

1. Wait your turn
2. Use quiet voice while waiting
3. Keep restroom clean
4. Be on time to class.

PROPER RESPONSE WHEN THREATENED

When threatened with physical violence by another student, the proper and expected response from students is to go directly to the nearest school staff member. Fighting back or physically defending oneself is not an acceptable option. If a student responds with violence to a provocation, both students will be held to equal consequences. The only possible exception to this policy might be if the student who is not the aggressor can prove that s/he is not the aggressor and that no staff member was present or immediately available, and the student had no choice but to physically defend him/herself.

Descriptions of Infractions

Disclaimer: The following descriptions are meant for informational purposes only. While every attempt has been made to provide adequate detail, they are not meant to be exhaustive, complete in every detail, or in any way to be the only definition allowable at Indiana Math and Science Academy exactly to describe a certain offense or offenses committed or alleged to have been committed by any student or students of the Academy. Administration has the right to add to or to subtract from these descriptions as necessary to fit a given offense into the list of offenses as defined here.

ACADEMIC DISHONESTY

Copying it or cheating on tests or homework; plagiarizing reports; representing any work as the student's own when it is not. Providing answers to other students, or doing their work for them, without authorization of school staff.

CLASSROOM DISTURBANCE

Any action or non-action that disturbs the ability of the teacher to teach and the student to learn in the classroom.

COMMUNITY SERVICE

Donated service or activity that is performed by someone or a group of people for the benefit of the public or institution.

CONTRABAND SUBSTANCE

Any substance or article, or look-alike, forbidden by the rules of the Academy.

CONTROLLED SUBSTANCE

Possessing (on the person or in lockers, purses, etc.), using, selling, offering to sell, concealing, transmitting, or being under the influence of any substance (or look-alike) illegal for underage individuals in the State of Indiana.

CRIMINAL OFFENSE

Any offense committed which is illegal for a minor under the laws of the State of Indiana. Such offenses include, but are not limited to, bomb threat, drug dealing/trafficking, arson, attempted arson, false fire alarm, verbal or physical assault of a staff member, battery of a staff member, threatening to harm a staff member, weapons offenses, etc.

DEFACING OF SCHOOL PROPERTY, MINOR

Drawing of graffiti, spray-painting, etc. on school property in such a way that does not destroy the property and is cleanable or repairable for under \$50, including labor costs, at current market rates. Parents are held financially responsible for repair costs. Report cards and/or school records will be withheld until financial obligations to the Academy are fulfilled.

DEFACING OF SCHOOL PROPERTY, MAJOR

Drawing of graffiti, spray-painting, etc. on school property in such a way that does not destroy the property and is cleanable or repairable at a cost of more than \$50, including labor costs, at current market rates. Parents are held financially responsible for repair costs. Report cards and/or school records will be withheld until financial obligations to the Academy are fulfilled.

DESTRUCTION OF SCHOOL PROPERTY, MINOR

Causing harm to school property, which requires repairs of not more than \$50, including labor costs, at current market rates. Parents are held financially responsible for repair costs. Report cards and/or school records will be withheld until financial obligations to the Academy are fulfilled.

DESTRUCTION OF SCHOOL PROPERTY, MAJOR

Causing harm to school property which requires repairs of more than \$50, including labor costs, at current market rates. Parents are held financially responsible for repair costs. Report cards and/or school records will be withheld until financial obligations to the Academy are fulfilled.

DISRESPECT TO SCHOOL STAFF

Refusing to follow directions, mocking, name-calling, vulgar or abusive language, or otherwise showing disrespect in actions or speech, either directly to, in the presence of, or to others, regarding a teacher, administrator, school staff member, guest speaker, visitor, parent, etc.

DISRUPTION OF SCHOOL ENVIRONMENT, MINOR

Acting and/or causing others to act in a way so as to cause a minor disruption to the orderly pursuance of the daily routine of the Academy.

DISRUPTION OF SCHOOL ENVIRONMENT, MAJOR

Acting and/or causing others to act in a way so as to cause a major disruption to the orderly pursuance of the daily routine of the Academy.

DRESS CODE

Infraction of the dress code involving absence of proper attire or improper wearing/conduct of school uniform. Wearing of non-uniform attire and/or accessories. Uniform code applies to school and to any school-sponsored events, field trips, class trips, etc., during or other than school hours.

ELECTRONIC DEVICES

Possession or use of any electronic devices on the school property, such as bluetooth speakers, game devices, cell phones, I Pods, headphones, and any other form of electronic devices. I Pods, CD players or game devices may be brought to school for use on morning, evening bus rides and on field trips, but must be kept in lockers during the day. **The Academy is not responsible in the event of loss of such items.**

EXTORTION/INTIMIDATION

Causing a student or staff member by threat, intimidation or other means to give up any personal possession, or to perform acts against his/her will. Causing a student or staff member by threat, intimidation or other means to give up any personal possession, or to perform acts against their will, or actively to create in any individual a feeling of threat or impending violence or abusive behavior against that individual.

FAILURE TO ATTEND DETENTION

Tardy or Failure to attend Detention will result in suspension.

FAILURE TO FOLLOW STAFF MEMBER INSTRUCTION

Failure or willful refusal to follow reasonable requests and directions of the staff members of the Academy.

<u>FAILURE TO FOLLOW SCHOOL RULE/POLICY</u>	Failure or willful refusal to follow the policies and rules of the Academy.
<u>FIGHTING</u>	Physically abusive conduct directed toward another student, which leads to, or could lead to, physical harm of that person or bystanders.
<u>FIGHTS-ARRANGING, PROVOKING, ETC.</u>	Acting during or after school hours to arrange a fight during school hours or other time. Acting in such a way as to provoke another individual to fight or otherwise to physically attack or attempt to harm another individual.
<u>FORGERY</u>	Signing another person's name (staff, student, parent, etc.) to any document without that person's permission.
<u>GAMBLING</u>	Playing games of chance or taking part in any types of pools, betting, wagering, etc. in which money or other goods of value are transferred from the loser(s) to the winner(s).
<u>HAZING</u>	Causing any student to take part in any demoralizing, dangerous, or otherwise intimidating acts, whether against the individual's will or not, for the purpose of acceptance or initiation into clubs, societies, etc. or any similar acts upon any student either before or after acceptance into any organization real or imagined.
<u>PHYSICAL CONTACT, NON-THREATENING</u>	Physical contact which does not cause physical harm, but which is deemed inappropriate by administration and/or which is unsolicited, uninvited, and/or not preferred by the recipient.
<u>PHYSICAL CONTACT, THREATENING</u>	Threatening Physical contact that cannot be defined as fighting, intimidation or other infractions.
<u>LANGUAGE, INAPPROPRIATE</u>	The use of profanity, vulgarity, or abusive, derogatory or hurtful speech either directed to another individual or in any other context. Written language of the same nature.
<u>OUT OF ASSIGNED AREA</u>	Failure to report to or to remain in class or other area as assigned, either by regular schedule, hall pass, direction of staff, etc.
<u>PHILANTHROPY</u>	Is the love of humanity in the sense of caring for, nourishing, developing, and enhancing what it is to be human.
<u>PROFANE GESTURE</u>	Any profane physical gesture used in any context.
<u>PUBLIC DISPLAYS OF AFFECTION</u>	"Romantic" physical contact of an unacceptable nature between opposite sex or same-sex individuals.
<u>ROUGH-HOUSING</u>	Consensual rough and inappropriate play among individuals.
<u>SEXUAL HARASSMENT</u>	Includes (but is not limited to) unwelcome sexual advances or suggestions, displaying sexually suggestive objects, writings, drawings, etc. to those who do not invite such displays, sexual comments about another person's body, clothes, appearance, etc., physical conduct of a sexual nature directed toward an unwilling recipient, speech of a sexual nature in the presence of those who do not invite such speech, etc.

Intimidation, hazing, or extortion (see the related definitions) using any sexual references is considered sexual harassment.

SEXUAL MISCONDUCT

Sexual contact or conduct between individuals.

TARDY TO CLASS

Failure to be in a classroom or other assigned area by the time the bell rings to begin that period. At their discretion, teachers may make other policies for their individual classes, such as for students to be in seats at the bell, etc.

TARDY TO SCHOOL

Arriving at school with no parent excuse after the final bell to start the school day.

THEFT

Taking any item that does not belong to the individual.

**TOBACCO, POSSESSION/
USE**

Use, ingestion, holding, carrying, concealing, storing, etc. any tobacco (or look-alike) substance which is illegal to be in the possession of underage individuals in the State of Indiana.

TRUANCY FROM SCHOOL

Unexcused absence from any part of the school day, or leaving school premises after arrival, for any part of the school day.

UNPREPARED FOR CLASS

Failure to bring pencil, paper, notebooks, textbooks, etc. to class.

IMSA will not enroll and/or admit any expelled students from any schools in Indiana or other states.

**Contract Requirements for Students
In Addition To Student Handbook**

I fully commit to IMSA in the following ways:

SCHOOL SCHEDULE

1. I will arrive at IMSA by 8:45 am (Mon – Fri.) and leave at the scheduled time.

CRITICAL DISCIPLINE ISSUES

1. I understand that if I disrupt the class in any way, I will not be allowed back into the class until my parents are contacted. I will promise my parents, my teachers, and the administration not to hinder my learning and others. I HAVE NO RIGHT TO OBSTRUCT OTHER STUDENTS' LEARNING.
2. I will follow the IMSA dress code fully. I understand that I will not be allowed to enter the school building if I am not wearing the school uniform. If there is a compelling, legitimate excuse, my parents, not me, must call the administration and explain. I WILL ALWAYS WEAR MY UNIFORM.
3. I understand that I will be quiet in the hallways. I will not run or chase other students.
4. I understand that a four-minute break is long enough to go to my locker and be back to class on time. I WILL BE ON TIME TO CLASS.
5. I am responsible for my own behavior. I understand that if I show disrespect to my teacher or my classmates/peers in the school, I will not be allowed back in class until I apologize and promise not to repeat that behavior. If a second offense occurs, I will go back to my class, apologize in front of the class and promise not to

repeat the behavior. The administration will contact and inform parents that the student is in violation of the contract.

6. I WILL RESPECT EVERYONE IN THE SCHOOL.
7. I WILL NOT BRING FOOD, DRINK, CANDY, OR GUM TO THE CLASSROOM.
8. BEFORE TALKING IN CLASS, I WILL RAISE MY HAND AND WAIT TO BE RECOGNIZED.

IN GENERAL

1. I will always work, think, and behave in the best way and I will do whatever it takes for my fellow students and me to learn. I will complete all of my homework every night. I will call/contact my teachers if I have a problem with the homework or a problem with coming to school. I will raise my hand and ask questions in class if I do not understand something.
2. I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions.
3. I will always protect the safety, interests, and rights of all individuals in the classroom. I will give my respect to everyone in the school.

Failure to adhere to these commitments may cause me to lose my contractual rights and my student status as described in the Student Handbook.

_____ Date Student's Name _____
_____ Grade Signature of Student _____
_____ Signature of Supervisor (or Grade Chair)

Indiana Math and Science Academy

Parent/Guardian Commitment

We fully commit to IMSA in the following ways:

1. We will make sure our child arrives at IMSA every day by 8:45 am (Mon. – Fri.) and leaves at the scheduled time.
2. We will ensure that our child attends IMSA **mandatory** orientation program. My student is not enrolled until we have completed the mandatory orientation program.
3. We will make arrangements for our child to come to IMSA on appropriate Saturdays (whenever teacher or administration asks for extracurricular activities or tutoring).
4. We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework. We will encourage our child to read every night.

5. We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the office and the teacher as soon as possible, and we will carefully read all the papers that the school sends home to us.
6. We will allow our child to go on IMSA field trips.
7. We will allow our child to participate in IMSA extracurricular activities when it is desired. We will also provide transportation when needed.
8. We will keep our emergency contact information updated at all times.
9. We will make sure our child follows the IMSA dress code.
10. We understand that our child must follow the IMSA rules so as to protect the safety, interests and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

IMSA

Bus Conduct Rules and Regulations

The following bus regulations are considered recommended guidelines to correct behaviors that could create an unsafe environment. It is our privilege and pleasure to furnish students with the safest transportation possible as they travel between home and school and on school-related trips. In order to protect all students on IMSA buses, safety precautions are a must! Your help is needed because safety is everyone's responsibility!

All students are to understand that the bus driver is in charge of the bus at all times. Any student who repeatedly violates the safety precautions and/or bus rules may be denied the privilege of riding the bus and is subject to other disciplinary action to be determined by the school administration. To that end, the following conduct rules are called to your attention:

1. Students must arrive at the bus stop five minutes before the bus is scheduled to arrive. The bus will not wait.
2. Students must wait quietly in a location clear of traffic and away from the bus stop.
3. Student behavior at bus stops must not threaten life, limb or property of any individual.
4. Students must go directly to an available or assigned seat.
5. Students must remain seated, facing forward with both feet on the floor, keeping aisles and exits clear.
6. Students must observe classroom conduct. All school rules apply on the bus. Obey the driver promptly and respectfully.
7. Students must be courteous and respectful to fellow students and to the bus driver.
8. Students must not engage in loud talking or laughing, excessive horseplay, or fighting.
(Unnecessary confusion diverts the driver's attention and might result in a serious accident.)
9. Students must not use profane or abusive language.
10. Students must refrain from chewing gum, eating and drinking on the bus except as required for medical reasons.
11. Students must not use or possess tobacco, or related products, on the bus.
12. Students must not have alcohol or drugs in their possession on the bus except for prescription medication required for students.
13. Students must not throw or pass objects on, from or into the bus.
14. Students may carry on the bus only objects that can be held in their laps. No living creatures are permitted.
15. Students must treat bus equipment as one would treat valuable furniture in his or her home. Vandalism will not be tolerated. Keep the bus clean and sanitary.
16. Students must not extend any part of their bodies out of the bus windows.
17. Students are to remain absolutely quiet at railroad crossings until the bus has completely crossed and the driver says it is okay to talk.

18. Students must leave or board the bus at locations to which they have been assigned unless they have written parental and administrative authorization to do otherwise.
19. Book bags, musical instruments and other carry-on items are to be held on the student's lap or placed under their seat.
20. Board in single file, respecting the other students also boarding.
21. All electronic devices (cell phones, IPODs, handheld gaming systems, etc.) must not be a distraction to the driver or other students.
22. Remain seated until the bus has come to a complete stop.
23. Move away from the bus and into clear view of the driver if crossing the street, students need to stand at least ten feet in front of the bus and wait for a signal from the bus driver crossing; never cross behind the bus
24. Parents or guardians are responsible for the safety of their child on the way to and from as well as at the bus stop

MINOR VIOLATIONS

Minor Violations are those that disrupt the driver's concentration or behavior that may cause harm to the student or others. Some other minor violations include:

- Loud talking (at any time) or talking at railroad crossings
- Moving around the bus or out of the seat
- Touching/disrupting others
- Repeated tardiness to the bus
- Disrespect to other students or the driver
- Harassment of other students
- Not following the reasonable request of the driver
- Eating or drinking (food or gum) on the bus
- Littering or throwing objects from the bus
- Any other infraction of the building's student behavior code

CONSEQUENCES- Three minor violations may result in a bus suspension up to 3 days.

MAJOR VIOLATIONS

Major Violations are those that are severe in nature or that directly or indirectly endanger the student or other students, the driver, or the public.

- Minimum of five repeated Level I offenses (Minor Violations)
- The threat of violence to the driver or other school employees
- The use of profanity
- Possession of a match or lighter
- Igniting a match or lighter
- Possession of an incendiary device (smoke bomb, firecracker, cherry bomb, sparkler, etc.)
- Fighting/assault
- Possession of a weapon
- Vandalism or arson
- Theft
- Pushing/hands on others/tripping
- Tampering with emergency equipment or doors

CONSEQUENCES- Suspensions up to 10 days or expulsion up to 180 days from the bus and/or from school.

Failure to adhere to these commitments can cause my child to lose various IMSA privileges, get disciplinary action and can lead to returning to his/her home school.

Parent/Guardian Signature_____

Student Name _____

Supervisor (or Grade Chair) Signature_____

Administration Signature_____

Date_____

INDIANA MATH AND SCIENCE ACADEMY**2023-2024****STUDENT/PARENT HANDBOOK AWARENESS STATEMENT**

Signature below indicates that I have received and read the STUDENT/PARENT HANDBOOK completely.

Student's Name (Print) _____

Student Signature

Grade

Date

Parent Signature

Date

Signature below indicates that I have received and read the IMSA Principles of Acceptable and Safe Internet Use.

.Please Sign and Return.

Any changes to this handbook will be given to the students and parents in writing.



MTSS

Multi-Tiered Systems of Supports

A Proactive RtI, Culture and Climate and Social Emotional Learning 3-year Plan (2022-2024)

Table of Contents

Mission Vision & Goals	<u>3</u>
IMSA MTSS Implementation Plan	<u>4</u>
What is MTSS?	<u>5</u>
Balance Approach to Culture & Climate	<u>6</u>
What is RTI?	<u>7</u>
IMSA North Response to Intervention (RtI) process	<u>8</u>
Tier 1	<u>9</u>
Tier 2	<u>11</u>
Tier 3	<u>12</u>
Vision of Distinguished Instruction	<u>13</u>
MTSS Handbook Appendix	
	Re
sources	<u>16</u>
• FAQ's about MTSS	
• Understanding MTSS	
• RTI & Related Forms	
Additional Resources	<u>17</u>
School Wide Culture & Expectation Matrix	<u>18</u>
MTSS Performance Diagnosis Matrix	<u>19</u>

IMSA North Mission & Vision:

We transform communities one mind at a time with real world engagement and continue to inspire generations through a STEM-focused education that successfully prepares students for tomorrow. As a valuable member of the IMSA North Community, today I commit myself to growth, achievement, and success. I pledge to use the tools I have been given, to realize my talents, fulfill my dreams, and attain my goals. I am on a quest to be my best.

MTSS Goals 2022-2024:

- Academic Goal: ClearSight Goals:
- Students scoring proficient or above on the 3rd interim assessment (**ELA**):
 - 40% (2022)
 - 50% (2023)
 - 65% (2024)
 - Current State: 19.4% (2021 ILEARN)
- Students scoring proficient or above on the 3rd interim (**Math**):
 - 35% (2022)
 - 40% (2023)
 - 50% (2023)
 - Current State: 19.4% (2021 ILEARN)
- Cultural Goal: By the end of the academic school year, IMSA North's student referral rate for classroom disorderly conduct will decrease by 15% at the end of year (2022); by 10% (2023); by 5% (2024)
- SEL Goal: By the end of the academic school year, IMSA North's students' percentage related to Safety will increase by 10% on the 5 Essential survey at the end of year (2022); by 10% (2023); by 5% (2024)

Baseline Data Sources: SEL Panorama Student survey results, NWEA, ESGI, ClearSight & ILearn Data, CSIS Management system data (for culture and climate data)

IMSA MTSS Implementation Plan

AUGUST

- Developed MTSS team
- Research of MTSS and definition; resources;
- Panorama Data Preparation/Review of Data
- Reviewed 6 MTSS program manuals from different schools

SEPTEMBER

- Continue Research of MTSS and definition; resources;
- Order Implementation Guide (**Book: The MTSS Start-Up Guide: Ensuring Equity, Access, and Inclusivity for ALL Students**)
- Reviewed 6 MTSS program manuals from different schools
- Reviewed information in committee meetings
- Established MTSS Goals
- Established bi-weekly meetings
- Identified MTSS training, including reading books

OCTOBER

- See August and September ideas above
- Developed Rough Draft of MTSS Plan

NOVEMBER

- Continued Development of MTSS Rough Draft
- Met Bi-weekly with MTSS committee-
- [MTSS Strategies for Student Support Team \(Panorama\) \(KS\)](#)
- [A Comprehensive Guide to MTSS for the 2021-2022 School Year](#)

DECEMBER

- Met Bi-weekly with MTSS committee-
- Continued Development of MTSS Rough Draft
- **Created/Reviewed Tier 1, Tier 2**

JANUARY

- Met weekly with MTSS committee
- Brief Presentation of the MTSS draft plan with the Leadership Team
- Develop Draft MTSS Performance Diagnosis Matrix for Assessment

FEBRUARY

- Meet weekly with MTSS committee-
- PD- Building Efficacy To Strengthen Your Multi-Tiered System of Supports-**EdWeek Webinar**

APRIL/MAY

- (MTSS) Presentation to the Leadership Team
- Make necessary changes according to feedback
- Look at specific data points of students to determine Tier 2, Tier 3
- Review Data across the board if available(NWEA K-2, ClearSight, Behavior, ??)

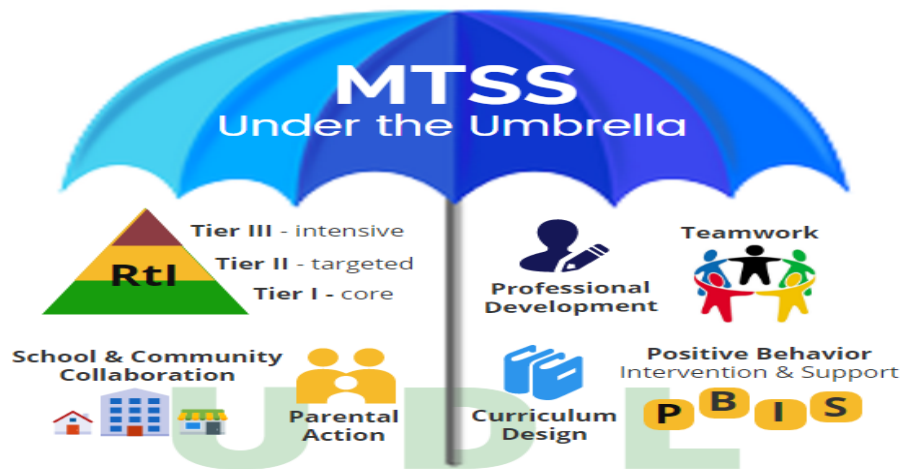
JULY/AUGUST

- Introduction of MTSS 3 year plan to all staff during in-service training
- Plan 2022-2023 Rollout

PD Opportunities:

- Education Week Webinars
- Keep Indiana Learning
- Education Peer Exchange

What is MTSS?



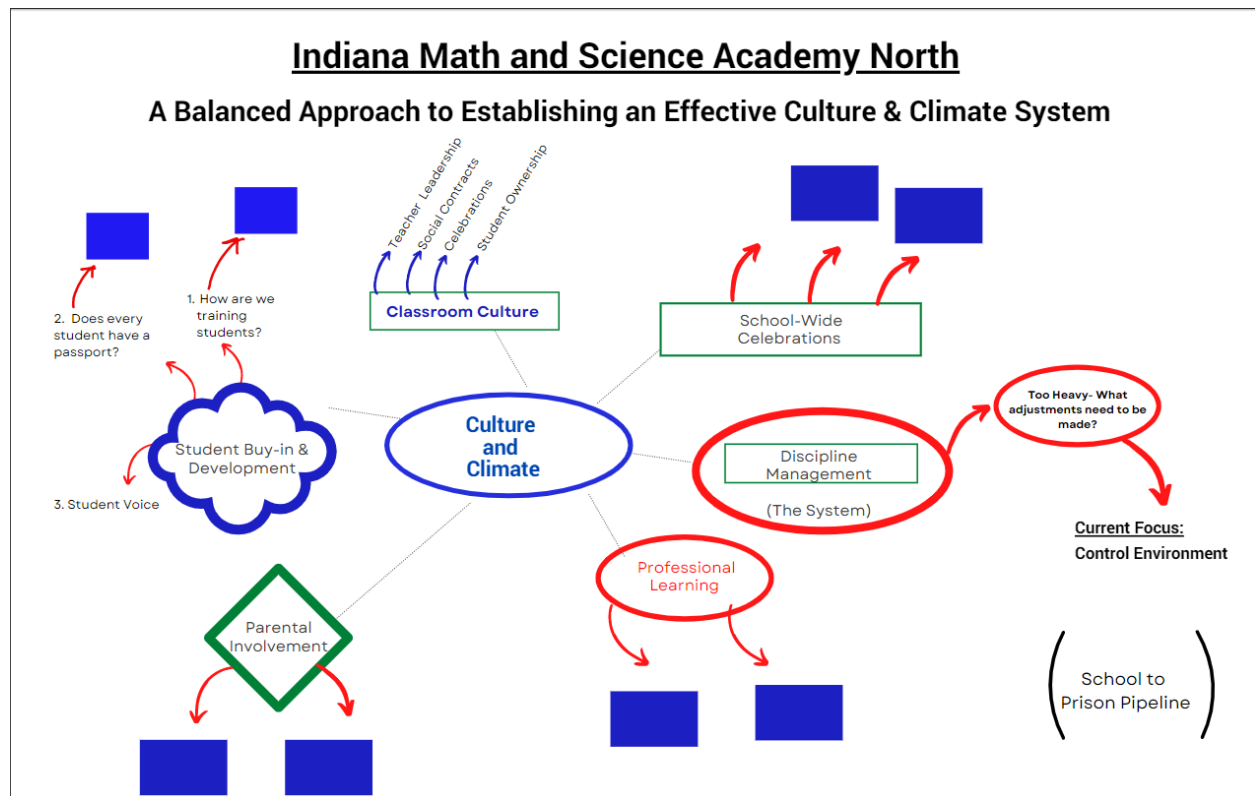
What you need to know about MTSS: MTSS is a tool that allows for schools to have a set structure of a multi-tiered support system for their students. This allows for support and resources for the students in all walks of life, from academic to social well-being. MTSS is all about having equity, equality, and inclusiveness for all students; with the, “current state of implementation, and implementation changes,” (Hannigan & Hannigan, 2021, p. 4), in mind.

Hannigan, D. J., & Hannigan, J. E. (2021). *The Mtss start-up guide ensures equity, access, and inclusivity for all students*. Corwin.

Resources:

- <https://www.doe.in.gov/sites/default/files/specialed/mtss.pdf>
- https://www.iasd.cc/apps/pages/index.jsp?uREC_ID=1637260&type=d&pREC_ID=1778779
- https://www.lwsd.org/uploaded/Website/Get_Involved/MTSS/Best_Practices_in_Multi-Tiered_Support_Structures.pdf
- <https://www.pbisrewards.com/blog/what-is-mtss/>
- <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/mtss-what-you-need-to-know>

Balance Approach to Culture & Climate



What is RTI?

Response to intervention (RTI) aims to identify struggling students early on and give them the support they need to thrive in school. The word intervention is key to understanding what RTI is all about. The goal is for the school to intervene, or step in, and start helping before a student falls really far behind.

Teachers can provide targeted teaching — called interventions — to help struggling students catch up. A big part of the RTI process involves closely monitoring student progress. That way the school can see which students need more academic support.

RTI isn't a specific program or type of teaching. It's a proactive approach: RTI measures students' skills and uses this data to decide which interventions to use.

RTI is effective for lots of reasons. For one, it can help more kids thrive in general education classrooms.

It can also help schools save special education resources for kids who truly need them. Many students performing below grade level don't have disabilities. Through the RTI process, they can make progress without special education services.

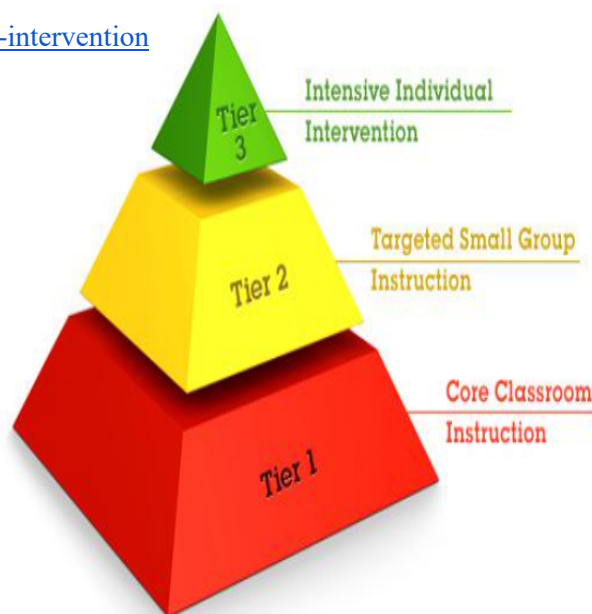
RTI creates a tiered framework in which the number of tiers can depend on the specific way in which RTI is being implemented in a given educational system. Typically, though, they can be generalized into three levels:

Tier 1 – Level of instruction found in general education classrooms

Tier 2 – More deliberate, direct and explicit in how students are taught and how feedback is modeled and details provided

Tier 3 – Intensive instruction, including the introduction of a specialist with specific expertise to weigh in on the situation

<https://www.understood.org/en/articles/understanding-response-to-intervention>



IMSA North Response to Intervention (RTI) process

(PARENTS ARE NOTIFIED AND ARE INVOLVED THROUGHOUT THE ENTIRE PROCESS)

● Academics

Step 1: ALL students have access to a high-quality curriculum and are highly engaged regularly. [Vision of Distinguished Instruction](#)

Step 2: Student struggles academically. Teacher initiates 3 academic interventions with goals using the Pre-Referral Intervention manual and records the impact of the intervention for a minimum of 10 instructional days. Parents are notified.

Step 3: Student did not meet academic goals set in step 2. Teachers will use the [Informal Request for Assistance form](#), set new/adjust goals and meet with the grade-level team for more ideas. Teachers will use the new plan for a minimum of 10 instructional days. (See Appendix)

Step 4: Student Academic goals are still unmet, concerns continue: Teacher makes a [Formal Request for assistance](#) and makes request through Team lead to meet with RTI Committee. RTI Committee will schedule a meeting within 24-72 hrs. Parents will be notified of updated progress.

Step 5: RTI Committee and teacher meet to complete a [25-Minute Planning Process Worksheet](#). Teacher will use the plan for a minimum of 20 instructional days.

Step 6: Student continues to struggle, RTI Committee completes the Intervention Decision Guide and forwards it to the Director of Special Education. Parents notified of the final decision.

Step 1: ALL students have access to a high-quality curriculum and are highly engaged regularly; students also have access to SEL supports within the classroom.

Step 2: Students display behavioral concerns: Teacher initiates 3 behavioral intervention goals using the Pre-Referral Intervention Manual and records the impact of the intervention over a minimum of 10 instructional days.

Step 3: Student did not meet behavioral goals set in Step 2. Teacher will use the [Informal Request for Assistant Form](#) and meet with the grade-level team for more ideas. Teachers will use the new plan for a minimum of 10 instructional days. (See Appendix)

Step 4: Student behavioral concerns continue: Teacher makes a [Formal Request for assistance](#) with the APA of School Culture through the Team Lead. The Culture Team will observe the student in several environments and within 24-72 hrs make recommendations to the teacher. Parents will be notified of updated progress.

Step 5: RTI Committee and teacher meet to complete a [25-Minute Planning Process Worksheet](#). Teacher will use the plan for a minimum of 20 instructional days.

Step 6: Student continues to struggle, RTI Committee completes the Intervention Decision Guide and forwards it to the Director of Special Education. Parents notified of the final decision.

● Culture & Climate

Tier 1

Tier 1 – Universal or primary – Majority of students (75-90%) Core

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Building-wide:

- All students will be involved in school-wide celebrations, including attendance incentives and attendance competitions **(2022-2023)**
 - Examples at IMSA North: *Monthly assemblies celebrating student success: (Deans/Teachers) Ex. Student of the month, Academic Scholar Wall, Weekly Readers) Knights Time
- All students will be trained on the school-wide Matrix-(Classroom/Gym/-Google PBIS)**(2022-2023)**
 - PBIS Matrix training schedule that ensures all students have access to school-wide expectations. (Deans) Posters-Around School and every classroom. **(2022-2023)**
[IMSA Matrix](#) (See Page 14)
- All students will attend a classroom that has a Culture and Climate plan **(2022-2023)**
 - Deans will provide all teachers a framework and training on how to use the framework and build a culture and climate plan (Demerit System, Knights Points, Dojo). This plan will entail expectations, incentives, and behavior modification. (Deans)
- All students will participate in the monthly SEL focus **(2023-2024)**
 - Every month the Gallahue Services and MTSS Specialist, SEL Committee will lead with an SEL focus.
 - All students will receive a SEL Screener (SEL Team) (Honor Society)
- All students will have access to teachers who have access to the PBIS Resource (Reflection Center) and SEL Library **(2023-2024)**
 - The deans will assign every Grade-level team a PBIS representative (Deans)
 - During staff meeting, time will be set aside to discuss PBIS/resources (Deans/Team Leads)
- All parents/guardians will have access to the School-wide Culture Expectations Matrix **(2022-2023)**
 - Parent meetings will be held to discuss the Matrix
 - (Parent-Family Liaison, PTO, and Weekly Family Reader)
- Virtual PBIS Store- In Person **(Spring 2023)**

Classroom:

- All students will be involved in classroom celebrations**(2022-2023)**
 - Each classroom will develop a plan on how it will regularly celebrate students and classroom accomplishments. (Deans/MTSS Specialist/Teacher)
 - (Example) quarterly assessment test data, Attendance Competition
- All students will be acknowledged for their efforts**(2022-2023)**
 - Each classroom will develop a plan on how students will be celebrated for their work and effort. (Deans/MTSS Specialist/Teacher)
 - (Example) ILEARN, ClearSight, Class/Hall Bulletin Boards
- All students will be trained on classroom expectations**(2022-2023)**
 - Each classroom will develop a plan on how students will be taught and regularly trained on classroom expectations, and how they will be actively involved in ensuring expectations shape culture and climate. (Deans/ MTSS Specialist)
- All students will receive classroom training and support around SEL, including Restorative Justice, Social Emotional Learning, Trauma Informed Practices and Growth Mindset. (Panorama data)**(2022-2023)**
 - Weekly- students will receive support around SEL, Restorative Justice, Social Emotional Learning, Trauma Informed Practices, SEL and Growth Mindset. (MTSS Specialist)
- All students will have access to teachers who are knowledgeable about and employ researched-based behavioral interventions**(2022-2023)**
 - Interventions and discussions around interventions are available (Deans)
 - Each grade-level team will receive a copy of the Behavior Intervention Handbook to use to target specific behaviors. (Deans)
 - Each grade-level team will meet twice a month with Deans to discuss how to incorporate behavior interventions using the Behavior Intervention Manual. (Deans).
- All students will have access to Culture and Climate stations where they will be taught to address SEL concerns, resolve minor conflicts, and work on specific behavior and soft skills.**(2022-2023)**
 - Each teacher will receive training and resources on how to build Culture and Climate Stations. (Deans/MTSS Specialist)

Tier 2

Tier 2 – Secondary – Small groups of students (10-25%) Targeted

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

Samantha's Tier 2 Scenario Example

Guided Questions:

1. Does evidence exist that demonstrates current support systems/programs are effective?
2. What changes (if any) should be considered for the upcoming academic year?

Building-wide:

- An organized structure of support: Each support system will provide small group support to identified students for the purpose of a) behavior modification, b) soft skill development, c) conflict resolution, d) character development, e) grit, and f) mindset reflection. Ex. Gallahue, RTI, MTSS Specialist, **(2022-2023)**
- Using several data points, including ConceptSIS, Powerschool, Universal SEL Screener, Grade-level Team Recommendations and Dean recommendation, a list of students will be identified for Tier-2 support. **(2022-2023)**

Tier 2 Team

Gallahue Team	MTSS Specialist	RTI Committee
EL Coordinator	Classroom Teachers	Admin. (Respective Grade Level Rep.)
EB Coordinator	Support Services Staff	Content Area Specialist
Deans/APoSC		

Classroom:

Students in this Tier will have access to:

- Culture and Climate Station(s) designed for self-assessment, behavior modification support, soft skill development, conflict resolution, character development, and mindset reflection. **(2022-2023)**
- Small group ability based academic instruction from teacher or assistant.**(2022-2023)**
- Check In/Check Out with identified support teachers.**(2022-2023)**
- Using RTI interventions for individual students by classroom teacher or MTSS Specialist**(2022-2023)**

Tier 3

Tier 3- Tertiary – Individual students (< 10%)-Intensive

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

Renee Tier 3 Scenario 3 Example

Guided Question:

1. What external partners are available to assist with this work?
2. Who are IMSA North's current external partners, and have we evaluated the relationship?

- Building-wide:

****Students at this Tier 3 will have access to a MTSS Specialist, Reflection Center, PBIS Training and access to a Dean (2022-2023)**

Tier 3 Students will access to external partners(Police Department, Churches)-

- ❖ Classroom:

- Students in this Tier will have access to Culture and Climate Stations designed for behavior modification support, soft skill development, conflict resolution, character development, and mindset reflection. **(2022-2023)**

(INDIVIDUAL reflection)

(Example: Assigned Buddy Reflection-Provide examples for Teachers K-12)

Things to consider:

- How will students be identified:

ConceptSIS Data, SEL Screener, grade level teachers and staff recommendations

- Staff Development Plan:

Guided question:

- Are we currently using teachers' time effectively/productively?

1. Staff meetings
2. PLC time
3. Grade Level meeting

- Challenges:

1. Teacher Buy-in
2. Staff development time- Resource Books

3. Administration's mindset
4. Deans cannot spend hours investigating minor offenses
5. Building-wide, moving from a reactive mindset to proactive thinking process
6. Incentives

INDIANA MATH & SCIENCE ACADEMY NORTH

VISION OF DISTINGUISHED INSTRUCTION

Classroom Environment

- ❖ All students feel valued, speak with respect, and are comfortable taking intellectual risks
- ❖ The classroom is characterized by a shared belief in the importance of learning
- ❖ Students take an active role in monitoring their own learning
- ❖ Instructional time is maximized due to efficient classroom routines and procedures

Instruction

- ❖ Teachers use a variety of questions to challenge students cognitively and advance high-level thinking
- ❖ Virtually all students are intellectually engaged in challenging content through well-designed learning tasks
- ❖ Questions and assessments are used regularly to diagnose evidence of learning
- ❖ Teachers differentiate instruction to address individual student misunderstandings

Connections

- ❖ Teachers systematically acquire knowledge and connect with students
- ❖ Students use multiple learning strategies to connect with other students
- ❖ Students make connections to self, text, and world through curriculum
- ❖ Teachers collaborate with other teachers to make cross-curricular connections

MTSS Handbook Appendix

Resources

FAQ's about MTSS

- <https://sites.google.com/a/sd735.org/family-mtss/faq>
- https://www.icasd.org/resources/Documents/MTSS_Final.pdf

Understanding MTSS

- <https://www.doe.in.gov/sites/default/files/specialed/mtss.pdf>
- https://www.iasd.cc/apps/pages/index.jsp?uREC_ID=1637260&type=d&pREC_ID=1778779
- https://www.lwsd.org/uploaded/Website/Get_Involved/MTSS/Best_Practices_in_Multi-Tiered_Support_Structures.pdf
- <https://www.pbisrewards.com/blog/what-is-mtss/>
- <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/mtss-what-you-need-to-know>

RTI:

- National Center on Response to Intervention (www.rti4success.org)
- [Intervention Toolkit](#)
- [Informal Request Form](#)
- [Formal Request Form](#)
- [25 Minute Planning Sheet](#)
- [Special Education Mission and Vision Statement](#)

Additional Recommended Resources:

- Mindful Affirmations and Activities- a kid's guide... (Tomar)
- Mindfulness Workbook for Teens...(Bixby)
- Coping skills for kids Workbook: Over 75 Coping.... (Halloran)
- The Teen's Guide to Social Skills (Fitzsimons)
- Colorful Emotions: A workbook to help Children... (Moore)
- The Ultimate Self-Esteem Workbook for Teens... (MacCutcheon)
- CBT Toolbox for Children and Adolescents: Over 200 Worksheets... (Phifer)
- The Self-Esteem Workbook for Teens (Schab)
- The Grit Workbook for Kids: CBT Skills to help... (Nebolsine)
- 20 Ways To Implement Social Emotional Learning in... (Minasian)
- Feeling Better: CBT Workbook for Teens (Hutt)
- Life Strategies for Teens Workbook (McGraw)
- Smart but Scattered Teens...(Guare)
- Culturally Responsive Teaching and The Brain (Hammond)
- Behavior Intervention Manual (Hawthorne)
- The PBIS Team handbook
- Interventions (Safe and Civil Schools)
- Pre-Referral Intervention Manual (Hawthorne)

School-wide Culture Expectations Matrix

	Classroom	Hallway	Playground	Cafeteria	Restroom	Entering/ Exiting	Assembly	Bus
C	<p>Follow teacher directions the first time</p> <p>Work collaboratively with other students</p> <p>Work together to keep the classroom clean and organized</p>	<p>Walk down the right side of the hallway.</p> <p>Maintain my place in line.</p>	<p>Take turns and share equipment</p> <p>Follow playground rules</p> <p>Stay in designated areas</p>	<p>Stay in my own space in line</p> <p>Walk quietly when dismissed</p>	<p>Use quiet voices</p> <p>Take turns leaving class for a restroom break</p> <p>Return to class or the lunchroom quickly and quietly</p>	<p>Proceed to the right side of the hallways</p> <p>Use quiet voices</p>	<p>Students must enter quietly</p> <p>Follow directions</p> <p>Sit quietly until dismissed</p>	<p>Stay seated and face forward</p> <p>Watch for traffic when I am entering or exiting the bus</p> <p>Keep hands and feet to yourself</p>
P	<p>Always do my best work</p> <p>Bring any materials</p> <p>Complete and turn in homework</p> <p>Take care of classroom materials</p>	<p>Keep my hands off the walls and the items on the wall</p> <p>Wear my uniform with pride</p>	<p>Take care of school equipment</p> <p>Be a good winner and a good loser</p> <p>Show good sportsmanship</p> <p>Encourage others</p>	<p>Clean up after myself.</p> <p>Throw all trash away when you exit</p> <p>Keep your hands off the walls and the items on the walls</p>	<p>Keep the washroom clean at all times</p> <p>Flush toilets and urinals</p> <p>Throw trash away</p> <p>Put only toilet paper in the toilet</p> <p>No vandalism</p>	<p>Keep my school clean</p> <p>Wear clothing that meets the dress code</p>	<p>Stay silent during the Pledge of Allegiance</p> <p>Join in on the Knight's Pledge</p>	<p>Keep your backpack closed</p> <p>Report problems to adults/bus driver</p>

RULE	Listen to the teacher and to other students. Raise my hand to speak	Keep my hands and feet to myself	Be responsible for my own actions	Use good table manners	Wash my hands	Walk on the sidewalks and path	Listen to the speaker.	Listen to the bus driver
	Ask to borrow what belongs to someone else, take care of and return it promptly	Keep my voice off while classes are in session		Be courteous: say please and thank you, excuse me, etc Use quiet voices	Be private and allow others to have privacy Keep myself and others dry	Be on time to school	Clap and cheer at appropriate times. Keep my hands to myself.	No eating or drinking Keep track of your belongings

Multi-Tiered Support Systems (MTSS) (2022-2023) Performance Diagnosis Matrix

Performance Levels	Performance Needs		
	Goals	Design (the plan)	Management
Organization	<p>IMSA N has developed and communicated a viable MTSS strategy and appropriate organization-wide goals.</p> <p>Document that has strategy and organization-wide goals. How do the goals connect with the organization goals? How do the goals add value to the students, parents, community, and stakeholders?</p>	<p>IMSA N has established a MTSS structure which enables the organization and process goals to be met.</p> <p>How do we move them from where they are to where we want them to be (the process)? How closely related are the process goals to achieving the goals that we set? (ex. study hall- before and after school)</p>	<p>IMSA N has planned, allocated resources, monitored, and diagnosed the MTSS system as a system of integrated processes.</p> <p>How does PBIS fit into the larger IMSA N system? What other systems should PBIS connect with? What resources are available to align IMSA N's PBIS and other systems?</p>
Processes	<p>IMSA N has established a manageable number of MTSS end-of-process and upstream goals that link to the organization goals and reflect customer and financial needs.</p> <p>Do we have a reasonable and doable number of goals? How will we assess it? How will we know when it has been accomplished?</p>	<p>IMSA N has designed MTSS processes which enable the process goals to be met.</p> <p>Example: Team will meet twice a month to review data. Track IMSA N's student incentive program to determine equity. Quarterly MTSS surveys will be completed by staff.</p>	<p>IMSA N has installed an infrastructure for continuously monitoring and improving our MTSS processes?</p> <p>What actions am I taking to demonstrate continuously monitoring and improving? How am I going to measure the success of the process?</p>

<p><i>Job/ Perfor mer</i></p>	<p>IMSA N has established MTSS individual / team goals which are linked to process goals</p> <p>Does each team member have performance goals that are connected to the team/organizational goals?</p>	<p>IMSA N has designed MTSS jobs and responsibilities which will enable the job goals to be met</p> <p>Examples: 1. Who will lead the monthly assemblies? 2. Who will monitor IMSA N's student store? What are the requirements to receive IMSA N's Bucks?</p>	<p>IMSA N has selected the right people, and provided the training resources, feedback, and rewards which will enable MTSS job goals to be met?</p> <p>Does the team follow a strategic plan on hiring, onboarding, and training each member? Is every team member familiar with the organizational resources?</p>
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Indiana Math and Science Academy Staffing & Collective Capacity

Staffing:

- **Christopher S. Murphy, Ed.D.** brings extensive experience in educational leadership, managing teams, and supporting a large network of growing charter schools. His ability to recruit and manage staff effectively has been pivotal in maintaining a high-performing network.
- **Mustafa Arslan** serves as a Regional Superintendent for Concept Schools, overseeing the performance and operations of multiple charter schools. His extensive experience in recruitment and hiring, as well as in supporting school leaders and staff, ensures that schools under his jurisdiction attract and retain high-quality personnel.
- **Joy Brown** contributes her expertise in human resources and office management, ensuring that school operations run smoothly and that staff are effectively managed.
- **Dr. Zach Paley** serves as the Regional Director of Teaching and Learning, where he leads the development of quality staff through strategic training and professional development initiatives. His extensive experience in school administration and curriculum development ensures effective staff management and instructional excellence.
- **Chris Bultman** supports staffing through his role as Regional Director of External Affairs, collaborating with leadership to ensure that the team is aligned with the strategic priorities of the charter schools.
- **Halil Dulgeroglu** adds financial oversight to staffing considerations, ensuring that budgetary allocations for staffing align with the schools' financial health and long-term goals.

Professional Development

- **Mustafa Arslan** is actively involved in providing professional development opportunities and mentorship to school leaders, helping them address challenges and improve school performance. His role includes organizing and facilitating professional development to align with regional and school-specific goals.
- **Christopher S. Murphy, Ed.D.** leads professional development initiatives for network administrators and board members, ensuring continuous growth and improvement across the charter network.
- **Dr. Zach Paley** coordinates district-wide professional development programs as the Regional Director of Teaching and Learning, facilitating the implementation of the Danielson Framework and ensuring that professional development aligns with state standards and district goals.
- **Chris Bultman** integrates professional development into his role by staying informed about trends and best practices in communication, community engagement, and education policy, thereby continuously improving strategies and approaches.
- **Halil Dulgeroglu** supports professional development by ensuring that financial resources are available for training programs and that these initiatives are budgeted effectively.

Performance Management

- **Mustafa Arslan** is deeply involved in performance management, regularly monitoring the academic performance and operational efficiency of the schools under his jurisdiction. He provides leadership in setting goals, developing strategies, and implementing improvement plans when necessary.
- **Christopher S. Murphy, Ed.D.** oversees performance management at a network level, ensuring high levels of student engagement and school performance across multiple states.



- **Dr. Zach Paley** plays a critical role in performance management by coordinating the district's academic programs and managing the teacher observation and evaluation system. He provides leadership in developing district and school improvement plans based on student achievement data.
- **Chris Bultman** contributes to performance management by aligning external affairs efforts with the overall performance goals of the schools, ensuring that communication strategies, community engagement, and student enrollment are effectively managed.
- **Halil Dulgeroglu** ensures that performance management initiatives are supported by sound financial practices, including the allocation of resources necessary to implement improvement strategies effectively.

General Operations

- **Mustafa Arslan** has extensive experience in managing the general operations of charter schools, including budget management, curriculum implementation, and community outreach. His leadership ensures operational efficiency and alignment with the Concept School's broader mission and vision.
- **Christopher S. Murphy, Ed.D.** oversees large-scale operations, including the development of new charter schools and the management of federal grants, demonstrating his expertise in general operations.
- **Joy Brown** excels in office management, budgeting, compliance, and administrative operations, ensuring that the day-to-day functions of the school are executed efficiently.
- **Dr. Zach Paley** manages general operations related to the district's academic programs, collaborating with the superintendent, principals, and other stakeholders to ensure the effective implementation of educational initiatives and compliance with state standards.
- **Chris Bultman** plays a key role in general operations, particularly in managing marketing, communications, and community engagement strategies that support the charter schools' mission and goals.
- **Halil Dulgeroglu** manages the financial operations, ensuring that budgets are prepared, monitored, and aligned with the schools' operational goals. He also oversees compliance with financial regulations and long-term financial planning.

Facilities Management

- **Mustafa Arslan** oversees the management of school facilities as part of his broader responsibilities, ensuring that resources are allocated effectively and that facilities meet the needs of students and staff.
- **Christopher S. Murphy, Ed.D.** has experience in securing and managing facilities for new charter schools, ensuring they comply with regulatory requirements and support the educational mission.
- **Joy Brown** has handled facility management tasks in her previous roles, ensuring that school facilities are well-maintained and operational needs are met.
- **Dr. Zach Paley** contributes to facilities management by ensuring that school environments support instructional goals and align with district standards and expectations.
- **Chris Bultman** contributes to facilities management by ensuring that the school environment aligns with strategic communication and community engagement goals.
- **Halil Dulgeroglu** provides financial oversight for facilities management, ensuring that capital budgets are effectively allocated and that long-term facility needs are planned for and funded.