

Quality Counts

Indiana Charter School Program Grant

REQUEST FOR PROPOSAL 84.282A

2019-2020

Final Approved Version

Final Due Date: Thursday, August 15, 2019 1:30 p.m. ET

Technical Assistance Opportunities

**Technical
Assistance Webinar:**

<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and
budget at:**

<https://form.jotform.com/73124027451952>

Federal Program Title:	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
Federal Agency:	U.S. Department of Education
State Agency:	Indiana Department of Education
CFDA Number:	84.282A
Award Name:	Quality Counts FY 18
Award Number:	<i>U282A170017</i>

Important Dates

Wednesday June 19, 2019 and Thursday June 27, 2019: Technical Assistance Phone appointments. Technical assistance also available by appointment throughout application period.

Thursday, August 15, 2019 at 1:30 PM ET: Proposal submission due date

Tuesday, August 20, 2019: Start of peer review period

Friday, September 20, 2019: Notification of initial awards

Friday, September 20 2019: Project period start date—the date to which grant awardees are able to date back reimbursements

Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana’s challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools, which are demonstrated by

New schools wishing to open

- 1) Based upon the submitted plan
 - a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.
 - b. If a federal accountability grade is available for a school, it will be considered in evaluation of the application regardless of the length of time the school has been open, and will be used to determine high-quality.

Existing schools wishing to expand or replicate will be considered a high-quality applicant by meeting the below requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages). If a federal grade is

available for a school, it will be considered in evaluation of the application regardless of the length of time the school has been open.

- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE.
 - a. Student Safety:
 - b. School Finance
 - c. Operational Management
 - d. Statutory or Regulatory Compliance

- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE.

Replication of a High-Quality Charter School: Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

Expansion of a High-Quality Charter School: Expand means to significantly increase enrollment (20% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

Early Childhood Programs: According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for

future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees.

Early Childhood programs must be a site that will offer pre-school or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3rd grade. (Early Learning is defined as birth through age 8).

Postsecondary: Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

Rural: The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S. Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The planning period ends at the end of the business day before the first day of school. Thus, the grant recipient's first day of school (for students) will be considered the first day of year one implementation funds. The planning period budget may not exceed \$300,000 and the planning period timeline may not exceed 18 months. The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

Spending is done at the applicant's own risk until the budget is formally approved by the IDOE.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to four years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the four-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time, but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
 - a. Providing professional development; and
 - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
 - i. Teachers
 - ii. School leaders
 - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the submission date of the application.
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
- 5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the [US Department of Education's ESSA Flexibility Frequently Asked Questions \(FAQ\) from December 2017](#).

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

Desktop Review: Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Visit: IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including repayment of CSP grant funds.

Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

Enrollment Policy: Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5€ provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in

the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically provided for in the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

Tuition and Fees: Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the [Nonregulatory Guidance for CSP funds](#), however this document is in the process of being updated. Technical Assistance meetings will be available on June 19, 2019 and June 27, 2019 and may be scheduled by e-mailing Charter School Specialist Amreen Vora at avora@doe.in.gov. If further opportunities for technical assistance are needed beyond these dates, then the prospective applicant may email the IDOE charter school specialists, Beatriz Pacheco at bpacheco@doe.in.gov or Amreen Vora at avora@doe.in.gov.

Submission Process

Email the full application and budget by the submission due date of August 15, 2019 1:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Quality Counts:
Indiana Charter School Program Grant Application
2017-2018

Applicant Entity: Hope Academy

Contact Person for Grant: Rachelle Gardner	Title: Chief Operating Officer
Total Grant Funds Requested: (Up to \$900,000): \$900,000.00	Total Project Period Months Requested (24-48 months): 36
Application to: (check one) <input checked="" type="checkbox"/> Open <input type="checkbox"/> Expand <input type="checkbox"/> Replicate School to Expand: _____ School/Model to be Replicated: _____ *If the application is to replicate a school, the school must be specified above and the school/model being replicated must have an A or B standing.	Expected Date School will Open, Expand, or Replicate: 2020
Charter Authorization Approval Date: If not approved, please check Pending: <input checked="" type="checkbox"/> Indicate date on which charter application was submitted: 8/8/19	Charter Application Renewal Date:
Have you submitted a charter application for authorizer approval to more than one IN authorizer agency within the past three years?	
Yes: <input type="checkbox"/>	
No: <input checked="" type="checkbox"/>	
If YES, please list to which authorizing agencies the applicant has submitted a charter application. Please provide the date of application and indicate approval or denial status, as applicable:	
Proposed Charter School Address: 8102A Clearvista Parkway, Indianapolis, IN 46256	
Applicant Address (if different than proposed address):	
Applicant Telephone: (317) 519-4588	Applicant Email: rgardner@fairbanksd.org
Fiscal Contact	

Fiscal Manager: Rachelle Gardner	Title: Chief Operating Officer
Telephone: (317) 519-4588	Email: rgardner@fairbankscd.org



Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.
- 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [ESEA, specifically section 4303, which begins on page 246](#), in

the hyperlinked document.

8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via <https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form> to indicate that such a plan is in place. Plan has been included as an appendix in the application. Evidence of submission of the plan is the confirmation of receipt e-mail sent to the applicant by the Office of School Building Safety. (Schools not opening this academic year, but the next academic year, are exempt from attaching this in their application.)

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, Steve Balko, Director, sbalko@doe.in.gov and Ryan Stewart, School Safety Academy Specialist, rstewart@doe.in.gov.

I have read the above and agree to all terms and assurances.

Rachelle Gardner

Signature of Project Contact

Marissa L. Madolen

Signature of Board President

8/12/19

Date Signed

8/12/19

Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2019-20	9-12	40
Second Year 2020-21	9-12	45
Third Year 2021-22	9-12	50
Fourth Year		
Maximum		
Student Demographics <i>indicate if actual or expected percentage of total student population</i>		
X Actual Expected		
Free/Reduced Price Lunch: 32%	Special Education: 12%	English Learners:
Black: 12%	Native Hawaiian or Other Pacific Islander:	Hispanic: 16%
American Indian:	Multiracial: 4%	Asian: 4%
White: 64%	Male: 55%	Female: 45%
Grant Requirements		

Expanding and Replicating Schools High Quality Determination

The applicant confirms that they are an expanding school applicant as evidenced by a 20% or more increase in student population, or the addition of one or more grade levels in the school. (If not applicable, leave blank).

The applicant confirms that they are replicating a high quality school model, as evidence the school whose model they replicating having an Accountability grade of A or B. (If not applicable, leave blank).

As an Expanding or Replicating School applicant, an Accountability grade of A or B can be confirmed:

N/A:

No Significant Issues as demonstrated by no open corrective action plans with the IDOE in the following areas:

School Safety:

School Finance:

Operational Management:

Statutory or Regulatory Compliance:

English Learners:

N/A:

By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs:

Compliance with this standard demonstrated by the school not being considered under targeted support & improvement as defined by Indiana’s ESSA plan.

N/A:

By checking the box, as a developer of a new, high quality charter school I confirm that the school has opened within the past three years (Fall 2015) or submitted a charter application and plans to open within 18 months.

N/A:

If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the requirements listed in the instructions for:

Early Childhood Program:

Post-Secondary Program:

Rural Locale:

N/A:

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	8/31/19 to 10/1/20* *Max 18 months	300,000.00* *Max \$300,000 for planning year
Year 1 Implementation	8/31/20 to 8/31/21	300,000.00
Year 2 Implementation	8/31/21 to 8/31/22	300,000.00
Year 3 Implementation (if applicable)	to	
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Linda Gagyi Email: lgagyi@fairbanksd.org Phone Number: (317) 519-4588
English Learners (including Title III):	Contact Name: Linda Gagyi Email: lgagyi@fairbanksd.org Phone Number: (317) 519-4588
Title I, Part A:	Contact Name: Linda Gagyi Email: lgagyi@fairbanksd.org Phone Number: (317) 519-4588
Title II, Part A:	Contact Name: Linda Gagyi Email: lgagyi@fairbanksd.org Phone Number: (317) 519-4588

Management Organization Information		
<p>Will the school work with a charter or educational management organization?</p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If no, skip to the next page.</p>		
<p>If yes, name the management organization: Employer Identification Number (EIN):</p>		
Is the management organization:	<input type="checkbox"/> For Profit	<input type="checkbox"/> Not for Profit
Employees of the school will be:	<input type="checkbox"/> Employed by the school <input type="checkbox"/> Employed by the management organization	
<p>Note about management organizations:</p> <p>Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.</p> <p>Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.</p>		

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant answer for each questions as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. **2 page limit for optional elements.** Indicate areas of focus:

1. Early Childhood
- X Postsecondary
- Rural Areas

Hope Academy (Hope) is Indiana’s only nationally accredited and tuition-free, Indiana public charter high school for teens in recovery from substance-use issues. Hope provides an environment where high school students can begin and/or continue their recovery away from the traditional high school pressures and temptations. *The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth.* Hope Academy acts as a first-line intervention against drug-use. To graduate from Hope Academy, a student not only has to complete Indiana’s Graduation Pathway requirements, but also our own recovery requirements.

Indiana Graduation Pathway Requirements:

1. Diploma: We will strive for every student to attain at minimum a Core 40 diploma. We understand, however, that our some of our students will have a unique high school experience that might justify a general diploma.
2. Employability Skills: We will require each graduating senior to complete a Senior Capstone Project, which will be a combination of service and learning.

3. Postsecondary Competencies: We will partner with our students to help them prepare for standardized tests such as the SAT and ACT. We offer our students the ASVAB test onsite. We will work with our students and partner with other schools to provide career-technical education and experiences.

Hope Academy Recovery Requirements:

1. Extended sobriety
2. Working with a sponsor
3. Attending weekly meetings

As Indiana faces one of the most devastating substance abuse crises in its history, Hope's educational experience is more important to our future than ever before. Hope has developed, tested, and proven that a comprehensive educational program is a critical piece to ensuring that adolescents and teens recover from substance usage. *Ensuring that students across Indianapolis have access to a high quality experience, that is steeped in both education and sobriety, has always been our goal.* We believe over the last 13 years we have created something on the northside that is critical to ensuring that the entire city of Indianapolis recovers from the manifestation of the opioid crisis. Fairbanks is pleased to share that in order to broaden the scope and impact of Hope Academy, we have chosen to launch Hope into its own organization, Hope Academy, Inc. We believe that Hope's mission and services are uniquely positioned to serve the city in a more impactful way given the level of substance uses we have documented across the city.

The rate of substance use for our young people is climbing at alarming speed. According to research conducted by the Indiana University Richard M. Fairbanks School of Public Health's Center for Health Policy¹:

- Here in Indiana, over half (51.5%) of young people, ages 12 and older, drank alcohol in the past month and one-fifth (21.8%) engaged in binge drinking.
- In the same age range, 7.5% of Hoosier young people reported using marijuana and 12.9% used in the previous year.
- Young adults ages 18-25 had the highest rates of alcohol use in Indiana (61.8%, with 39.5% reporting binge drinking).
- The percentage of Indiana youth younger than 18 years old abusing heroin saw a sharp increase from 1.1% in 2010 to 11.5% in 2012 but saw a decrease to 1.8% in 2013.

Indiana is not alone in this crisis. Approximately 1.3 million young people, ages 12-17, are affected by substance use disorders nationwide and 7.9% of adolescents in the U.S. meet the criteria for alcohol or other substance use disorders. Of students in the 8th through 12th grades, 47% admitted to using illicit drugs in the past 30 days. One-third reported consuming alcohol within the same time span.

Furthermore, research indicates that substance use also has a significant impact on society and the economy. The last available estimate of the economic cost of substance abuse in the U.S. was \$193 billion². The majority of this cost, \$120 billion, was tied to lost productivity. It is crucial that we intervene with youth at an early age so they are able to finish school and be prepared to be productive members of society later in life.

Substance use disorders (SUDs) in the U.S. affected more than 1.3 million *young people* between the ages of 12 and 17 in 2014; however, little more than 120,000 of these young people received treatment [1, 2]. Four years prior, an estimated 4% of all young people in Indiana were in need of treatment for substance use [3]. For *young people in recovery* the school environment is often the single greatest hazard to their success in maintaining sobriety [4], which is illustrated by the fact that nearly 80% of all young people in recovery return to drug use within a year after returning to traditional high school [5, 6]. **Per IDOE data, there were 5,749 expulsions related to Drugs, Alcohol, and Weapons in 2018-19 statewide.**

Incubating a medically sound and educationally rigorous model at Fairbanks has allowed Hope to ensure that its services are the highest quality across both aspects of its model. Hope is currently in conversations with the University of Indianapolis (UIndy) to grow out its services and build a collegiate recovery model. CSP funds have been built into the budget to work with UIndy to incubate the collegiate recovery program. Additionally, Hope has established the following goal specific to collegiate recovery:

Provide specific transition planning services for students to transition smoothly from the recovery high school and maintain their sobriety.

Year 1 Benchmark: Fully developed transition planning practices, policies, and language.

Year 2 Benchmark: New transition planning practices materials ready in fall 2020 for new facility.

Year 3 Benchmark: Hope's student body population meets the national DAP data.

**A letter of support from UIndy can be found in the attachment section of this proposal.*

² National Drug Intelligence Center, 2011. National Threat Assessment: the Economic Impact of Illicit Drug Use on American Society. Department of Justice, Washington, DC.
<https://www.justice.gov/archive/ndic/pubs44/44731/44731p.pdf>

Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

1a) Describe the vision of the charter school.

The mission of Hope Academy (Hope) is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction who have made a commitment to personal recovery, have a desire to learn, want to attain a high school diploma and are willing to be an active part of a school community of like-minded students and faculty.

1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

The rate of substance use for our young people is climbing at alarming speed. According to research conducted by the Indiana University Richard M. Fairbanks School of Public Health's Center for Health Policy³:

- *Here in Indiana, over half (51.5%) of young people, ages 12 and older, drank alcohol in the past month and one-fifth (21.8%) engaged in binge drinking.*
- *In the same age range, 7.5% of Hoosier young people reported using marijuana and 12.9% used in the previous year.*
- *Young adults ages 18-25 had the highest rates of alcohol use in Indiana (61.8%, with 39.5% reporting binge drinking).*
- *The percentage of Indiana youth younger than 18 years old abusing heroin saw a sharp increase from 1.1% in 2010 to 11.5% in 2012 but saw a decrease to 1.8% in 2013.*

**** Per IDOE data, there were 5,749 expulsions related to Drugs, Alcohol, and Weapons in 2018-19 statewide.***

Based on national and state data, Hope recognizes the need to grow their enrollment to include more students. Statistically, more students in Indianapolis are in need of Hope's program. Beginning with the

2018-2019 school year, Hope hired a dedicated enrollment specialist to ensure that specific attention was being paid to recruitment and retention. We focused our efforts on 5 categories of possible referrals: Web/Parents, Treatment Providers, Returning Students, Fairbanks Referrals, Probation/Department of Child Services. The enrollment specialist has been an important addition to the Hope staff. With this additional concentrated effort, Hope doubled its enrollment from the previous school year--we were able to gain 42 students from the beginning of school to the end of the school year. Our overall total enrollment increased 18% from the 2017-2018 school year. We are confident that moving to a more central location and continuing to cultivate robust relationships with the township schools will further support increased enrollment.

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

Empirical studies suggest that high school students with substance use disorder have histories of diminished educational success, higher rates of school failure, and are at an elevated risk for dropping out of school. Furthermore, empirical investigation has revealed that students prone to substance abuse have weak relationships with school faculty and staff, find little personal relevance in the curriculum, and feel alienated from the life of the school (e.g., Hawkins et al., 2001). For Hoosier high school students and their families who have faced their addiction, Hope Academy offers hope—a unique school experience that is intentionally designed in every aspect of its operation to support a student’s personal recovery and to address the learning and academic challenges that he or she must surmount.

Hope Academy will serve as a small charter school that will engage students in mastering a state standards-based curriculum. Faculty who understand student recovery and academic needs will teach the students. A Recovery School must be a personal place; a community of close-bonded relationships to adults and peers; and a place where students are challenged, yet, at the same time are provided multiple layers of behavioral and educational support. School must be a place where what is taught is connected to the life and world of the learner.

To assure that the daily operations of Hope Academy are in line with its mission and will fulfill its founders’ vision, the school will operate within the parameters of ten guiding educational principles. These guiding principles reflect factors found in the empirical and professional literature associated with bolstering the recovery and academic success of addicted students. These ten guiding principles will serve as the philosophic scaffolding to inform the school’s foundation and operation, and over time to evaluate its success.

Principle 1—provide a recovery culture appropriate to high school-age students of diverse backgrounds.

The disease of chemical dependency does not discriminate. The demographics are clear; young people across diverse populations are affected by substance use disorder. Meeting the educational needs of these students demands that in every aspect of its operation, Hope Academy provides a safe, sober,

and challenging high school experience, informed and driven by recovery values and processes that have been shown to motivate and support the sobriety and health of students, as well as to promote their educational success.

Principle II—*establish a school with recovery supports, rather than a recovery center with educational supports. Learning from its past, Hope Academy will place its primary focus on being a school while offering recovering supports. Teachers’ primary responsibility will be classroom instruction while staying informed and sensitive to individual student needs.*

Principle III—*establish a code of conduct and discipline procedures based on restorative principles. Because of the unique behavioral needs of many recovering students, student behavior problems require attention through a responsive and restorative system, that is, a system that reinforces recovery values, enables the practice of recovery skills, develops a student’s capacity to self-regulate, and helps the student engage self and others in civil and productive ways. Hope Academy will address inappropriate student behavior in an equitable and timely fashion through defined protocols, in a manner that meets state guidelines for due process and legal sanction. A variety of recovery tools will be developed and used to assist this process.*

Principle IV—*provide students a state standards-based curriculum that balances critical content and relevant learning processes for the purpose of readying each student for post-high school life and further educational goals. We will implement a curriculum that meets both state standards and the educational needs of each student. Hope Academy is committed to providing instruction that will help students retain essential information and construct knowledge in personally relevant forms, so they can attain a level of success that will enable them to seek the form of post-high school education or a vocation that best fits their personal goals. A school experience that challenges late adolescent substance abusers to consider the meaning and direction of their personal lives significantly limits their later substance use/abuse as young adults.*

Principle V—*develop instructional delivery systems of various approaches to strategically promote active student engagement and diverse modes of learning. An array of learning deficits has been associated with substance-impacted student status. Many abusing students show soft signs of varied cognitive impairments, insufficient for diagnosis but significant enough to challenge their school success. Hope Academy will apply a variety of strategies and techniques to mitigate its students’ propensity for manifestation of these associated weaknesses, e.g. Differentiated instruction, integrated thematic instruction, and hands-on-learning. Proactive classroom management, interactive teaching, cooperative learning, and student social and emotional skill development can offset high-risk factors and increase academic achievement in populations prone to substance abuse.*

Principle VI—*provide both external (standardized) and internal (non-standardized) means to assess student achievement and to advance personalized learning. Hope Academy is committed to use an array of assessments to help teachers, students, and their families assess student progress. The strategic and integrated use of external (standardized) assessments with internal (non-standardized)*

assessments will be incorporated to gauge, from various perspectives, the academic, developmental, and recovery progress of each student. The school recognizes the necessity to use non-standardized measures to maximize personalized learning, some of which may include projects, portfolios, résumés, presentations, etc. Non-standardized assessments will focus on the students' application of their knowledge and will be evaluated in precise ways according to given standards. Students will be given critical feedback and adjustment loops for guided growth in a context of personalized learning.

Principle VII—provide students a variety of recovery supports and recovery requirements. Hope Academy will make recovery part of its academic curriculum, in addition to providing various recovery supports. Hope Academy will hire a recovery staff consisting of recovery coaches, school counselors, peer specialists, and a part time school nurse.. We will have a required recovery education curriculum that all students participate. Students will be required to join the outside recovery community, participating in community recovery meetings and partnering with a recovery sponsor. We will provide a separate school environment (STARR – Supportive, Therapeutic, Action-Focused Recovery Room) for students who need additional education and recovery supports.

Principle VIII—personalize each student's education by focusing on individual post-high school education and career plans. Hope Academy will work with students so that they can be successful after high school. The school will counsel students in applying for college, exploring trade schools, enlisting in the military, and exploring other job areas. We will partner to provide students with college credit opportunities, internship opportunities, and job-shadowing opportunities.

Principle IX—build an active professional development culture that demands constant professional reflection. Hope Academy will build and maintain a professional development culture marked by collegiality, open faculty and staff exchange, information feedback systems, problem solving, and continuous professional education

Principle X—actively pursue alumni and adjunct community support to help the school fulfill its mission. The recruitment and establishment of a wide range of community and individual collaborations will be sought to support student recovery, to broaden and enrich each student's academic experience, and to extend student service learning into the community.

Application of Our Ten Principles

Students at Hope Academy will attend a school that focuses on delivering a high-quality education while also providing recovery support and recovery education. Students will attend seven class periods per day, with classes being traditional teacher-taught classes. Courses that are not available in the traditional class period will be available online during one or more of their class periods.

Academically, our goal is to help each student achieve, at minimum, an Indiana Core 40 diploma. Recognizing Indiana's changing graduation requirements, we will adjust our curriculum as necessary to meet the needs of our students. During Student Resource Time (SRT) three days a week, we will implement

a curriculum that focuses on College, Career and Vocation exploration and readiness skills. Graduating seniors at Hope Academy will complete a Senior Capstone Project, where they will partner with a community organization to further their personal recovery education and commitment to community service.

Recovery support and recovery education will be an important area of focus at our school. Students will participate in a school-wide recovery circle every Monday and Friday during Basic Skills where students and staff will share personal reflections on daily readings, goals and accomplishments, etc. Students will receive recovery education three days per week during Basic Skills. Students will have access to a recovery coach and peer specialists to discuss recovery plans and sobriety. Each student will also be screened for potential new substance use at least twice per month. Students who enter our school with little or no previous recovery education will be placed in STARR (Supportive, Therapeutic, Action-focused Recovery Room), a program that pulls students out of the regular community and gives them individualized academic time with each teacher, as well as a dedicated recovery education time with the recovery team.

Staff members at Hope Academy will be trained in the area of adolescent substance use disorder, including brain function and trauma. Some of the strategies our teachers will use in teaching adolescents with addiction issues include:

- *teaching lessons in small chunks*
- *spiraling curriculum*
- *applying learning to students' lives*
- *balancing homework & recovery requirements*
- *clearly posting the rules/expectations*
- *creating horizontal lists instead of vertical lists*
- *providing students, a physical location so that they can re-center themselves (Serenity Room)*

While it is the primary purpose of teachers to teach their classes, they will also be trained in identifying issues and in funneling students to the appropriate supports. Furthermore, our school's guidance counselor will counsel students in issues separate from, but likely intertwined with, their addictions. We will also employ a school nurse who will perform drug screens, help assess and meet student health needs, and any medical emergencies. A recovery coach is on staff to support students and their recovery needs.

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.

We anticipate that some of the students may have a native language other than English. If, during the initial staff and parent/student informational meeting it is determined by the school director that a student speaks no English; the student will be classified as a LEP. If the student can speak some English, the school will administer, within 30 days, the English exam normally used by public school districts and the results from the exam will be used to determine the student's level of LEP. Regardless of the

outcome, if we do not employ a member of our staff that can provide language services to these students, Hope is committed to seeking outside assistance to provide services for these students on a contractual basis.

It is our commitment to all students and parents who attend Hope to ensure that no student will be denied an education because of family background, income, race, religion, gender, health or disabilities. It is our understanding that, as a public high school, our school will comply with all rules and regulations as prescribed by the Individuals with Disabilities Act (IDEIA 04) and Article 7 (511 IAC 7-17 through 7-31).

*Because of the customized learning mechanisms already built Hope, such as the Continuous Learning Plan and Graduation Contract, **all** students will be monitored, and progress checked on a daily basis. However, for students who have been identified with special needs, Hope will have an Individual Education Plan (in addition to their Continuous Learning Plan) that will specify goals, level of placement, ancillary services and least restrictive placement.*

As described in our ten guiding principles, it is the philosophy of the Hope to provide students an “instructional delivery system of various approaches to strategically bolster active student engagement and diverse modes of learning”. Thus, it will be our goal to always provide students with disabilities services that will take place in the general education setting with non-disabled students to the maximum extent possible. Removal of students with disabilities from the general education environment will only occur when the required special education and/or related services dictate provision in a more restrictive environment.

Hope has several team members who hold a special education certification. These staff will continue serve as the Teacher of Record and will oversee the students who need special services and ensure those services are provided with each student in an effective and efficient manner.

Until students are enrolled and Individual Education Plans (IEP) are collected, we are uncertain as to how many of the students will require special services. Once enrollment is complete, we will have a better understanding of what services our special needs students will require, and a full strategy will be developed.

Identification

Students attending Hope will be identified for special needs in the following ways:

- *At the time of enrollment students will be asked to submit IEP's*
- *If the student is a drop out, he/she will be reassessed and IEP's updated*
- *If, during the first month of school, a student without IEP's exhibit signs of having a disability, we will use a third party contractor to complete all necessary testing of the student.*

Referral

If a referral is necessary, the referral will contain the following:

- Reason for referral
- Any testing, records or reports to validate referral
- Thorough explanation of all remediation attempts
- Description of parental involvement prior to referral.

As described throughout this text, all students who attend Hope will have a Continuous Learning Plan and Graduation Contract. For our gifted and talented students who desire a high academic curriculum, their Continuous Learning Plan and Graduation Contract will reflect opportunities for them to achieve their highest potential. It is our intent to provide a basic Core 40 education for all students. For those who wish to exceed those expectations, we will partner with educational institutions that can provide higher level courses. For students who are high achievers, goals in forming partnerships will be:

- Ability to enroll in A.P. classes at a local high schools & online at Hope
- Ability to attend college classes and receive dual credit from a college or university
- Ability to take foreign language at a local high school, college or university.

Other educational opportunities for gifted and talented students will be through internships, student exhibitions and demonstrations. Our school budget reflects our understanding of the costs associated with providing a high quality education to all students.

1e) Describe how the school will developed 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.

Hope Academy employs a master's level school counselor who assists with college and career transitions. As part of her master's program, she received training in career and post-secondary advice. In addition, the special education teacher provides transition planning as required per IEPs.

According to the administration, most students go to community college as a next step, though some will look at 4 year college. Some students also pursue the military. The school facilitates in a college night, and the school counselor assists with preparation of the FAFSA and college applications.

Workforce development training is available through the basic skills class. In addition, financial literacy is a state requirement.

The administration reports that about 30-40% of students take the ACT/SAT while enrolled at HOPE, but Hope does not offer a specific prep course for those tests. Due to the small size of classes, students could receive assistance for these tests in regular course work. Test prep is something the school could consider adding, however.

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

Hope has a seven-year proforma that outlines the plan to meet its ongoing operational needs based only on its future guaranteed streams of revenue. Hope has requested funds that primarily cover preplanning.

Staffing requests made to CSP funds are for 1 year only, all staff positions will remain after the CSP grant closes and are anticipated to be covered by general funds based on student enrollment. **More detailed information on sustainability can be found in section 4 of this application and the budget uploaded as part of Hopes application.**

2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

2a) Identify the key personnel involved in the development and describe their previous experience.

Rachelle Gardner has served as the Co-Founder and Chief Operating Officer of Hope Academy while it has been incubated at Fairbanks since 2005. Ms. Gardner has a master's in organizational management, a bachelor's in psychology, and is a licensed addiction counselor. She served as board chair of the Association of Recovery Schools from 2011-2019. Ms. Gardner's articles on supporting teens and adolescents navigating substance use have appeared in USA Today and the Indianapolis Star. She will be serving as the Executive Director of Hope. Her efforts at Hope have earned her recognition from the Indiana Addictions Issues Coalition, Association of Recovery Schools, and the Inaugural Faces of Hope Award from Hope Academy.

Marissa Manlove is the chair of the Hope board of directors. She is a retired nonprofit executive with an extensive background in nonprofit governance and board development, leadership, philanthropy, strategic planning, and government relations, including serving as a registered Indiana lobbyist for 20 years. She retired in December 2018 after serving as the President/CEO of Indiana Philanthropy Alliance, a nonprofit association of independent, family, community, public and corporate foundations and corporate giving. Marissa's national and local education and advocacy efforts on behalf of adolescents and young adults struggling with substance use disorders and addiction and their families has been recognized through multiple awards, including a prestigious Torchbearer award from the Indiana Commission for Women; the Circle of Hope Award from Fairbanks Hospital; the Salute to Families award from Family Services of Central Indiana; and the Parent Advocate award from Drug Free Marion County. Her passion for this issue was sparked by personal tragedy, following the 2001 death of her then 16 year old son David from a substance abuse-related drowning.

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

While Hope is applying for a new charter school, it has a record of success in both state and national level processes during its incubation period at Fairbanks. Hope offers students a 'Core 40' Indiana High School diploma, where the average graduation rate for the last 4 years is 63%. Average enrollment at Hope is 37 students, with 55% in grades 11 and 12 and the remaining 45% evenly split between grades 9, 10. Hope Academy has served 25% free and reduced students in the last 4 years. Our Special Education Population has been 19% in the last 4 years. 22% of our students have identified as non- white over the last 4 years. We have served 39 school districts in the last 4 years.

Hope Academy's curriculum is unique in that it is a combination of Core 40 classes based on both Indiana standards and recovery education. Our philosophy is that we are first a school and second a recovery support system. Students at Hope Academy will work toward completing not only the requirements for an Indiana Core 40 diploma, but also recovery requirements set forth by the school.

One of the unique challenges our school will face based on our past experience is the transience of many of our students. We will accept new students throughout the school year and will add an average of 1-2 students per week. Furthermore, a large number of our students will not stay at Hope Academy through graduation, either choosing to return to their home schools to graduate with their peers or leaving Hope Academy due to their inability to adhere to our recovery requirements which may require treatment.

Therefore, it is important that our Core 40 courses align well with Indiana standards and follow traditional year-long outlines that are most likely to align with other area schools. We frequently have new students joining our classes throughout the year and we integrate them into our classroom curriculum as seamlessly as possible.

Our curriculum will be based on the experience our school has gained over the last several years and an effort to promote cross-curricular lessons. Our teachers will work together to align lessons across several subjects several times per year. During the 2019-2020 school year we will map out cross-curricular opportunities for upcoming school years. All current staff will work on planning these cross-curricular opportunities.

3. Provide an overview of the **charter school goals.**

Hope has outlined the following goals in their new charter application with OEI:

1. Fiscal Sustainability: Hope has struggled with meeting their fiscal targets in Core Question 2 per their OEI evaluations and reports. Hope will establish necessary relationships to ensure fiscal sustainability of the organization.

2. Broaden Access to More Students in Indianapolis: Hope has struggled to ensure students across the city have equitable access to Hope's educational model. Hope has intentionally set a goal to broaden access and align the student body with the demographic statewide data.

3. Transition Planning: A key component to Hope's mission and vision is directly tied to student sobriety and the journey to healthy adulthood. Hope has established transition planning goals based on national

standards of best practice specific to recovery transition supports.

3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the *Quality Counts* CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

Hope recognizes the importance of strong transitions. Hope believes that strong transitions into secondary educational settings and the larger community are critical for students navigating substance use. Hope has deliberately developed goals to ensure that students in Indiana continue to have access high quality recovery services. Below are Hope's CSP goals:

1. Academic Goal: Increase graduation rate to 75%.

2. Sobriety Goal: Increase DAP scores to national averages.

3. College & Career Readiness Goal: Incubate a collegiate recovery program.

4. Organizational Sustainability: Establish necessary relationships to ensure fiscal sustainability of the new organization.

Hope will collect data and submit it to the IDOE CSP staffing annually. The following pieces of data will be collected specific to each goal:

1. Hope will submit graduation data to the IDOE as evidence of increased graduation rates.

2. Hope will submit DAP data to IDOE as evidence of increased DAP scores.

3. Hope will submit program development documents to IDOE as evidence of collegiate recovery programs incubation.

4. Hope will submit MOUs and contracts as evidence of partnerships and budgets as evidence of fiscal sustainability.

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.

Beginning with the 2018-2019 school year, Hope hired a dedicated enrollment specialist to ensure that specific attention was being paid to recruitment and retention. We focused our efforts on 5 categories of possible referrals: Web/Parents, Treatment Providers, Returning Students, Fairbanks Referrals, Probation/Department of Child Services. The enrollment specialist has been an important addition to the Hope staff. These effective methods of communication will be utilized to ensure that staff, students, and the community are aware of the school's goals.

4. Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the **use of the CSP funding**.

4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

Year one of the CSP budget focuses on planning expenses. Given Hope's focus on academics and sobriety based practices, this is a critical aspect of implementing the curriculum with fidelity (CSP goals #1 & 2). Additionally, funds have been allocated for fiscal sustainability (CSP goal #4).

Year two of the CSP budget focuses on staff salaries. Given Hope's focus on academics and sobriety based practices, this is a critical aspect of implementing the curriculum with fidelity (CSP goals #1 & 2). Additionally, funds have been allocated for fiscal sustainability (CSP goal #4).

Year three of the CSP budget focuses on incubation for collegiate recovery programming, and staff salaries. Given Hope's focus on academics and sobriety based practices, this is a critical aspect of implementing the curriculum with fidelity (CSP goals #1, 2, & 3). Additionally, funds have been allocated for fiscal sustainability (CSP goal #4).

Year One Expenditures: Staff Salaries, Conference Travel, Technology, AED, and Furniture

Year Two Expenditures: Staff Salaries & Stipends, Conference Travel, Service Dog, Fiscal Consultants

Year Three Expenditures: Staff Salaries & Stipends, Incubation Consultants

4b). Describe the school's sustainability plan after the grant expires.

With acquiring the CSP funds, Hope will become more self-sufficient through enrollment growth, proper fiscal management and sound academic planning. Hope is fiscally managed by the following: Hope Board of Directors, Finance Committee, outside accounting consultants, and CEO. All CSP expenditures have been selected for their ability to support Hope in building capacity for future years. Staff development, facility renovations, and incubation of the collegiate recovery program are all expenditures that will ensure that Hope provides students with a high-quality experience for many years following CSP funding.

4c) In the budget worksheet, please itemize costs within each category by year and include enough details for the peer reviewer to make a RAN (reasonable, allocable, and necessary) determination.

Hope practices sound business practices by researching market prices for comparable good and budgeted items. Hope understands the fiscal responsibility of federal funds and will not significantly

deviate from grant goals and proposed expenditures. Hope will ensure items or services purchased are fair market prices for the geographical area.

Hope understands that any cost incurred for the purpose of the CSP Grant must directly support and expand the work of the students, staff and community of Hope Academy. Expenses will be allocated on a consistent basis as outlined in each implementation year. All expenditures will be clearly documented and outlined through sound grant management.

As a new Innovation Charter School, Hope will ensure that each expenditure is necessary for overall academic growth, sobriety and community impact. Hope will ensure that expenditures and goals are consistent with best practices, policies and overall vision and mission of Hope.

Additionally, given the need to move facilities, Hope is requesting funds for “necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition” (OMB Circular A-122, Sec. 27 (rev. May 10, 2004); 2 CFR appendix B to part 230, section 27). All other requested funds focus on teacher recruitment efforts, professional development, and technology for students; allowable expenditures per IDOE CSP guidance.

In the budget worksheet’s sustainability year tab, provide additional detail on costs and activities that will and will not continue after the life of the grant.

5. Provide an overview of the charter **school governance plan and administrative relationships**.

5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.

Hope is governed by a Board of Directors (BOD). The Hope BOD functions in full accordance with the Articles, Bylaws and Indiana state law. The BOD is composed of approximately five professionally diverse community members. Each member is dedicated to the investment of equitable and exemplar educational norms, experiences, and realities for students navigating substance use. To the full extent of the lawful procedure, the BOD is vested with the oversight of business operations, property, and general school matters. The Hope BOD assumes sole fiduciary responsibility for the institution. The BOD vests the right to hire and fire the Principal and Executive Director. Additionally, the BOD is responsible for policy construction, vision oversight, mission alignment, public relations, and subsequent implementation of the organizational plan of action. To this end, the Board Chair presides over bi-monthly BOD meetings.

Hope Academy is an Indiana non-profit corporation that has applied for federal tax-exempt status pursuant to section 501 (c)(3) of the Internal Revenue Code. [Attached Appendix] for Articles of Incorporation, Bylaws, and the IRS Determination Letter.

5b) Describe how the school operates by explaining how the charter school leaders are empowered

to make daily decisions, and how staff within the school organization work together.

Given the autonomous nature of the school, Hope's Co-Founder and Executive Director have been given the freedom to think outside of the box and put into place some very innovative practices for all students. We hold that education should be rigorous and focused on sobriety. Hope is a fully autonomous charter school with its own corporation code in the Indiana Department of Education system (IDOE). Hope's board of directors is an autonomous entity, they do not report to another entity, but they do work collaboratively with OEI and the school leadership to ensure the school is in good standing.

5c) Describe the process to select board members.

The Board intends to be fully engaged in the oversight and governance of The Hope Academy Inc. Pursuant to its Bylaws, the Board of Directors of The Hope Academy Inc. Will have no less than three and no greater than fifteen Directors. The Governance Committee will serve as the nominating committee to select potential board members. The Board will strive to be well-balanced and maintain its membership with subject-matter expertise in education, legal matters, finance, business, and recovery. The Board will seek to recruit individuals to fill any gaps in these areas by resolution of the Board.

5d) Describe the governance training for board members, current and prospective.

The Board Chair and Vice Chair will be an active participant in all board of education offered through the Mayor's Office of Education and Innovation. The Hope Academy Inc. has engaged into a relationship with Board on Track to help with ongoing tracking of board activities, and assessment, board goals and tracking of agendas and minutes of board and committee meetings. Board members will receive ongoing training on Board on Track. In evaluating its own performance, the Board may move to take action aimed at improving its own effectiveness in raising student achievement and maintain in the experienced education providers or the Office of Education Innovation to determine board development and training opportunities.

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.

Hope board, leadership, and staff maintain full compliance with EDGAR 74.42 when selecting external vendors for services. All contracts for services are reviewed for conflicts of interest, specific to financial gain between vendors and Hope board members, leadership, and staff prior to execution of contracts. No educational service provider is currently utilized.

Please indicate "N/A" if no service provider is utilized.

5f) Describe how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.

Hope complies with the SBOA Guidelines for the management of federal and state funds. Hope is responsible for acquiring a Private Examiner for the annual audit requirements. Hope's Accounting Policies and Procedures were developed by Hope Staff and Outside appointed accounting firm. Hope utilizes the final document approved by the Board appointed Private Examiner to ensure sufficient compliance with SBOA requirements. Hope has worked with Fairbanks on this requirement previously. Moving forward Hope will be working with CIES for this function.

The principal of Hope submits all state and federal reporting on behalf of the school. To date Hope has never missed or failed to submit data and reports, additionally Hope has never been cited for non-compliance. Hope strives to be a good steward of all funds.

Hope follows and complies with the Office of Education Innovation (OEI) for state reporting requirements. The OEI calendar includes deadlines for submitting key information to the Office of Education Innovation (OEI) via the Charter Achievement Portal CAP Portal. The requirements outlined in this calendar are not all-inclusive and are subject to change each school calendar year. OEI attempts to notify all schools of changes in the calendar and/or reporting requirements and will give schools a reasonable period of time to meet any altered deadlines for providing information that the OEI requires. Required reports are listed based on the month due.

All reporting requirements are submitted electronically by the 1st of each month to the school's Charter Achievement Portal (CAP) portal. Reports are submitted and uploaded by the leaders of Hope Academy per the calendar below:

- *Master Calendar of Reporting Requirements: http://oei.indy.gov/wp-content/uploads/2017/06/Master.Calendar.Reporting.Requirements_SY1718.pdf*
- *OEI Financial Reporting Requirements Summary:*
 - *Fiscal Year: July 1st – June 30th*
 - *Quarterly Reports- Quarters 1-4*
 - *Board Approved School Year Budget*
 - *Accrual Based Audit Pre-Planning Meeting*
 - *Form 9- Biannual Financial Statement*
 - *Documentation of Loans/ Outstanding Debt*
 - *Budget Vs. Actual Analysis*
 - *Draft Audit to be Submitted to SBOA by 11/30*
 - *Projected Budget for Upcoming Fiscal Year (Begins July 1st)*

6. Provide an overview of the **student recruitment and admissions process**.

6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.

Hope currently participates in Enroll Indy and commits to continually doing so. In addition to Enroll Indy,

Hope also has the following processes and procedures outlined. The school's admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students, giving priority to those living within the designated boundary. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity.

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process. The lottery will be held at Hope on Friday, May 20th, 2020 if needed.

For a designated period, Hope will hold an "open enrollment term." In order to accommodate the diversity and needs of families within the community being served, Hope's open enrollment term will include designated evening and weekend times.

Given the unique nature of Hope, it is important to note that most students are placed into Hope's program.

7. Provide an overview of how the charter school will **meet the needs of educationally disadvantaged students.**

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

We anticipate that some of the students may have a native language other than English. If, during the initial staff and parent/student informational meeting it is determined by the school director that a student speaks no English; the student will be classified as a LEP. If the student can speak some English, the school will administer, within 30 days, the English exam normally used by public school districts and the results from the exam will be used to determine the student's level of LEP. Regardless of the outcome, if we do not employ a member of our staff that can provide language services to these students, Hope is committed to seeking outside assistance to provide services for these students on a contractual basis.

Currently, Hope does not qualify for Title I, but as they broaden their reach and impact across the city of Indianapolis, they do plan to apply for Title I funding as their population reaches the required threshold outlined by IDOE.

While Hope currently does not have any students that qualify for services under the McKinney Vento Act, Hope has agreed to be part of a larger consortium of schools serving the needs of Indianapolis students navigating homelessness and delinquency. This consortium includes Warren Township, Decatur Township, IPS, Urban Act Academy, and Matchbook Learning. Hope will specifically be providing the substance abuse supports for the entire consortium.

It is our commitment to all students and parents who attend Hope to ensure that no student will be denied an education because of family background, income, race, religion, gender, health or disabilities. It is our understanding that, as a public high school, our school will comply with all rules and regulations as prescribed by the Individuals with Disabilities Act (IDEIA 04) and Article 7 (511 IAC 7-17 through 7-31).

*Because of the customized learning mechanisms already built Hope, such as the Continuous Learning Plan and Graduation Contract, **all** students will be monitored, and progress checked on a daily basis. However, for students who have been identified with special needs, Hope will have an Individual Education Plan (in addition to their Continuous Learning Plan) that will specify goals, level of placement, ancillary services and least restrictive placement.*

As described in our ten guiding principles, it is the philosophy of the Hope to provide students an “instructional delivery system of various approaches to strategically bolster active student engagement and diverse modes of learning”. Thus, it will be our goal to always provide students with disabilities services that will take place in the general education setting with non-disabled students to the maximum extent possible. Removal of students with disabilities from the general education environment will only occur when the required special education and/or related services dictate provision in a more restrictive environment.

Hope has several team members who hold a special education certification. These staff will continue serve as the Teacher of Record and will oversee the students who need special services and ensure those services are provided with each student in an effective and efficient manner.

Until students are enrolled and Individual Education Plans (IEP) are collected, we are uncertain as to how many of the students will require special services. Once enrollment is complete, we will have a better understanding of what services our special needs students will require, and a full strategy will be developed.

Identification

Students attending Hope will be identified for special needs in the following ways:

- *At the time of enrollment students will be asked to submit IEP's*

- *If the student is a drop out, he/she will be reassessed and IEP's updated*
- *If, during the first month of school, a student without IEP's exhibit signs of having a disability, we will use a third party contractor to complete all necessary testing of the student.*

Referral

If a referral is necessary, the referral will contain the following:

- *Reason for referral*
- *Any testing, records or reports to validate referral*
- *Thorough explanation of all remediation attempts*
- *Description of parental involvement prior to referral.*

8. Provide an overview of the community outreach activities.

8a) Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.

Hope has been a long standing pillar in the Indianapolis charter school community. Hope was one of the first charters in Indianapolis and one of the only charters that was supported by both democratic and republican members of the City County Council. Fairbanks has been a dedicated and devoted anchor for the school. Fairbanks has provided facilities and organizational support, as well as community support for the school since its inception. As the charter school landscape and the nation's focus on substance use evolves, Fairbanks believes the need for Hope's services has grown beyond expectations. More and more schools and students are discovering a need for Hope's educational experience, as well as the role substance use plays in a child's developmental experience. Fairbanks is excited to support Hope as it launches into its own organization and expands its offerings (Letter of Support Attached).

As Hope moves into a new era of service, community partnerships are a central component to the new charter. Most importantly, Hope has been in robust conversations with community partners to broaden accessibility to its programming as a way to meet the new demand. Hope is currently in conversations with IPS to become an Innovation School. Hope Academy has been meeting with other townships to discuss how Hope can provide an alternative to expulsion program for students in their districts who struggle with substance use disorder. Letters of support have been requested. Discussions with the University of Indianapolis, a key university partner regarding facilities and other indirect cost continue as we prepare our charter and timelines for incubating the collegiate recovery program. We continue to have conversations with healthcare systems to become a community partner through their community needs assessments and corporate responsibility. Finally, we have met with our philanthropic partners to gain support for ongoing financial and back office support that helps Hope Academy be sustainable. These key partnerships will allow Hope to have a larger footprint in Central Indiana and the surrounding counties, while also ensuring that students can have a campus site that is more accessible from all sides of the city.

8b) For a school that is expanding or replicating, provide an overview and evidence of

community outreach activities.

Hope is applying as a new school.

9. Provide an overview of the **fiscal management plan**.

9a) Describe the internal controls over expenditures and how records will be maintained

The 7 year strategic budget shows the exact enrollment goals necessary to ensure that the school becomes sustainable. With the enrollment efforts described above we feel confident in increases in student enrollment. As partnerships are formed, certain expenses may be transferred to the partnership, therefore relieving the Hope Academy budget.

In addition to enrollment, Hope is also focused on establishing high quality fiscal services and back office operations. Historically, Fairbanks has provided this type of support. A critical part of the launching of Hope is currently working with the Center for Innovative Education Solutions (CIES), as well as in conversations with the Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis about providing these types of support once the transition has taken place. Additionally, Hope will work with independent accountants and the Hope Finance Committee to ensure that all fiscal matters and auditing services are taking place.

Hope's board of directors' finance committee adheres to the following processes:

Finance Committee

The purpose of the Finance Committee is to oversee matters relating to Hope Academy's finances and budget. The Committee shall:

- Oversee and provide input in the preparation of the annual school budget
- Oversee and provide input into financial forecasts and the development of long range financial plans based on the forecast
- Oversee and provide input into the annual audit and 990 filings
- Oversee and provide input into the procurement process
- Review all current Hope Academy financial policies and procedures and develop and approve all new policies and review monthly financial statements and variance from budget and recommend actions to the board as appropriate
- Oversee the development and implementation of board level training program to ensure that all trustees can be effective stewards of the school's financial resources
- Participate in fundraising activities; make an annual contribution to Hope Academy

9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant

management.

All CSP funds and decisions will be supervised by the school co-founder and CEO. The CEO worked closely with the finance department at Fairbanks and future partners to create the CSP budget. They will continue to work collaboratively with each other to ensure all grant funds are used appropriately. Additionally, the CEO will be responsible for all expenditures related to CSP funded materials and submission of receipts and reimbursement activities with IDOE. All hiring of staff with CSP funds will be done by the school leader, as well as incubation efforts.

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant

CSP funds have primarily been marked for start-up and incubation activities. Hope has requested staff funds staggered across the three years of the grant for one year each to get the program up and going. Per Hope's seven-year budget, including Alternative Education and ADM count dollars, as well as the addition of private dollars, all staff positions created by CSP efforts will be sustained pre and post CSP grant funding. More detailed information on the sustainability plan can be found in the sustainability portion of Hope's CSP budget.

10. Provide an overview of the **facilities** to ensure they are safe, secure, and sustainable.

10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs

Fairbanks has been an extremely generous partner for Hope. Hope has been the beneficiary of free facilities and back office support from Fairbanks since it opened. As a way to ensure a strong transition into their new charter and partnership, Fairbanks has agreed to allow Hope to continue to use their facilities free of charge during the 19-20 and 20-21 school years. Fairbanks is supportive of Hope staying in their current location until they finalize their next building plan with their new partner. Hope is in serious discussions with Indianapolis Public Schools to join the IPS Innovation school network and is looking at facilities within the IPS boundaries. IFF has been brought on to consult and help negotiate space that will fulfill the needs of the school. Other foundations have been brought to the table that have possible facilities to offer for Hope Academy and are still being negotiated.

10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan

Miller Transportation Services serves as our transportation vendor. We operated 2 bus routes that accommodates 50% of our student population. Students are picked up at various centralized locations in

and around the city as well as Hamilton County. Miller Transportation also provides transportation for student learning excursions.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Attached: <input checked="" type="checkbox"/>
B) Budget worksheet (Cohort 3 Budget Sheet)	Attached: <input checked="" type="checkbox"/>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	Attached: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made. Please attach federal nonprofit designation of 501c(3)	Attached: <input checked="" type="checkbox"/>
E) Enrollment or student admissions policy	Attached: <input checked="" type="checkbox"/>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: <input type="checkbox"/> N/A: <input checked="" type="checkbox"/>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Attached: <input checked="" type="checkbox"/>
H. School Safety Plan: Schools must attach their school safety plan. Evidence of submission to the State Board of Education must be submitted, in the form of the e-mail confirmation receipt upon submission. n.	Attached: <input checked="" type="checkbox"/>



Hope Academy

8102A Clearvista Parkway
Indianapolis, IN 46256

Prospectus Application for A New Charter
Presented to the Mayor's Office of Education Innovation
Indianapolis, IN

August 9, 2019

Name of Proposed of Charter School: The Hope Academy, Inc

Address: 8120 Clearvista Parkway

School District in which Proposed School will be Located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: The Hope Academy, Inc

Applicants Designated Representative: Rachelle Gardner

Address: 8120 Clearvista Parkway

City: Indianapolis

State: IN

Zip Code: 46256

Daytime Telephone: (317) 519-4588

E-Mail Address: rgardner@fairbanksd.org

The proposed school will open in the fall of school year: 2020

Proposed Grade Levels & Total Student Enrollment

Grade	School Year 1 (2020-21)	School Year 2 (2021-22)	School Year 3 (2022-23)	School Year 4 (2023-24)	School Year 5 (2024-25)	School Year 6 (2025-26)	School Year 7 (2026-27)
K							
1							
2							
3							
4							
5							
6							

7							
8							
9	7	7	6	7	7	8	9
10	11	12	14	15	17	19	23
11	11	13	15	16	19	21	23
12	12	12	14	16	17	19	20
Total	41	44	49	54	67	67	75

Is this a single-gender or co-educational school? Co-educational

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

Are you planning to work with a management organization: No

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 an application for this school to another sponsor before the Mayor of Indianapolis 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? N/A

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

Information Sheet

Information Required by Indiana Law	Section of Full Proposal Where Information Is Inserted
Identification of Organizer	Introduction
Name of proposed school	Introduction
Purpose and mission of school	Introduction
Governance structure and governance plan	Section 3
Management structure	Section 3
School's Educational and Mission goals	Section 1

Curriculum and Instructional Methods	Section 2
Methods of Pupil Assessment	Section 2
School Calendar	Section 2
Admission Policy and Criteria, subject to IC § 20-24-5	Section 2
Age or grade range of students to be enrolled	Introduction
Plan for Compliance with any Applicable Desegregation Order	N/A
Personnel Plan, including methods for selection, retention and compensation of employees	Section 3
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	Section 3
Description of Staff Responsibilities	Section 3
Budget and Financial Plans	Section 3
Description of the Physical Plant	Section 1
Transportation Plan	Section 1
Date When Charter School Is Expected to Begin Operations	Section 1
Date When Charter School is expected to have students attending the school	Section 1
Any other applications submitted to an authorizer in the previous five years	Section 1
References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations or charter school (Mayor's Performance Framework)	Appendix & Attachments
Statement of economic interest forms that contain the same information specified under IC 3-8-9-9 for each board member of the proposed school	Section 3
*For charter school proposals from an applicant that currently operates one or more charter schools in any state or nation, evidence of past performance and current capacity for growth.	N/A
*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

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Attachments

Appendix 1: Charter Application Information Sheet

Appendix 2: Technical Requirements Checklist

Appendix 3: Instructions for Leadership Information

Appendix 4: Assurances

Appendix 5: Need Analysis Chart

Appendix 6: ESP Questionnaire

Appendix 7: Conversion School Questionnaire

Appendix 8: Community Partnerships Template

[Appendix 9: Instructions for Development of School-Specific Goals](#)

I. Mission, Need, Demand

A. Mission

The mission of Hope Academy is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction who have made a commitment to personal recovery, have a desire to learn, want to attain a high school diploma and are willing to be an active part of a school community of like-minded students and faculty.

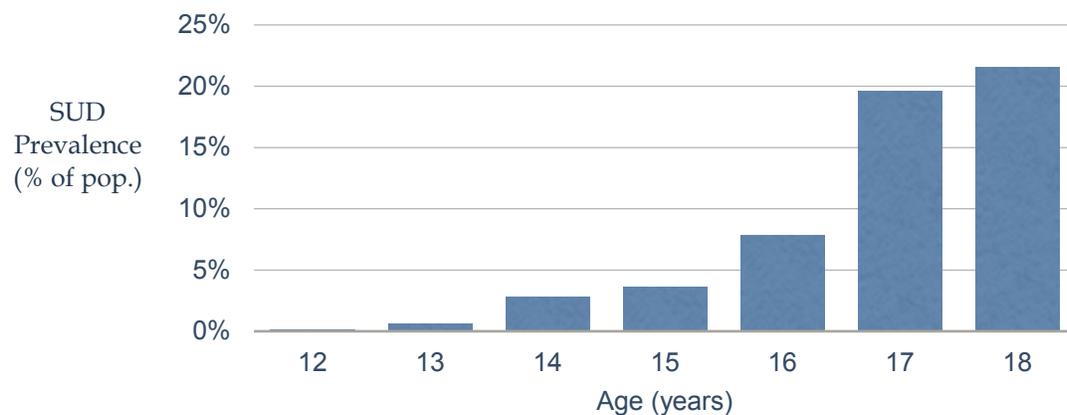
B. Need for Recovery High school to Promote Student Success in Academics and Recovery

Substance use disorders (SUDs) in the U.S. affected more than 1.3 million young people between the ages of 12 and 17 in 2014; however, little more than 120,000 of these young people received treatment [1,2].

In 2010, an estimated 4% of all young people in Indiana were in need of treatment for substance use [3]. For young people in recovery the school environment is often the single greatest hazard to their success in maintaining sobriety [4], which is illustrated by the fact that nearly 80% of all young people in recovery return to drug use within a year after returning to traditional high school [5,6].

Hope Academy, located in Indianapolis, Indiana, is one of approximately 40 Recovery High Schools in the U.S., and one of eight total schools accredited by the Association of Recovery High Schools [7]. Recovery High Schools have a dual mission to provide both a high-quality education and recovery support services to young people in recovery from SUDs [8]. These Recovery High Schools provide a unique environment where young people can manage their SUD recovery journey while maintaining academic progress, which evidence suggests may contribute to successful long-term sobriety [9].

Substance use disorders (SUDs) occur when recurrent use of alcohol and/or drugs causes “clinically significant impairment, including health problems, disability, and failure to meet major responsibilities at work, school, or home’ (p.22) [2].” SUD prevalence rises sharply after age 12 and peaks between ages 18 and 23 (see figure below) [10,11]. Not only have SUDs been shown to exacerbate the overall disease burden in our country, but also cost an exorbitant amount of money in the form of healthcare costs, lost productivity, and associated criminal justice expenditures [12-14]. In 2009, national data showed that nearly half (47%) of young people in 8th through 12th grade admitted use of any illicit drug in the past 30-days, and almost one-third (28.4%) consumed alcohol within the same timespan [15]. In 2013, there were an approximate 120,000 young people in the U.S. aged 12 to 17 in recovery treatment programs for SUDs [16], which still left more than 1.2 million individuals in need of treatment. Most of the young



people who received SUD treatment did so in outpatient facilities (87%), with the remainder split between non-hospital residential treatment and hospital inpatient treatment facilities [16].

Young people are particularly vulnerable to substance use since their brain is still under development and yet to mature. The prefrontal cortex, the specific area of the brain that remains underdeveloped until an individual reaches their mid-20s [17], is responsible for impulse control, decision making, and pharmacological processes of addictive drugs. Young people are less inclined to seek help for drug use than their adult counterparts, and evidence suggests a young person’s willingness to undergo treatment is proportional to the amount of negative consequences he or she has experienced in their relatively short

lifespan. [18] Moreover, young people, compared to adults, are more likely to conceal their substance use, and maintain such behaviors even after occurrences with the criminal justice system [19]. Lastly, young people are prone to taking risks and rebelling against authority, which makes them especially susceptible to the negative effects of substance use [20].

Unfortunately, the effects of SUDs can often carry over into adulthood, considering the majority of adults with SUDs report their drug use began during adolescence [21, 22]. The negative effects of SUDs among young people include, but are not limited to, illness, poverty, reduced grades, family and social problems, school and work performance, legal and criminal justice issues, diminished memory and cognitive abilities, problems obtaining and maintaining employment, and a decreased probability of finishing high school or attending university [23-32]. However, young people who are identified and treated for SUDs early are capable of progressing into adulthood with minimal disruptions [33]. Therefore, given the numerous negative effects, it's crucial that we understand programs that are effective in helping young people recover from SUDs.

For young people there are few options when it comes to combined academic and recovery support services following treatment. Indiana's only recovery high school is unique in that young people attend tuition-free, and it is the only recovery support provider that offers free transportation in central Indiana.

Nearly one in four high school students in the U.S. are provided with an illicit drug on school property [34] and nearly all young people in recovery who return to their original high school post-treatment report being offered drugs on first day back [36]. As a result, the school environment has a great deal of influence on the success or failure of a young person in recovery. Evidence suggests that academic achievement, interest in school, and association with non-using peers can all be protective factors against substance use for young people in recovery [37-40]; while associated risk factors include, a lack of academic success, availability of drugs, and interacting with substance-using individuals [41-44] - all of which commonly occur in or around the young person's school.

The traditional high school environment creates two critical stressors that could initiate a relapse in the recovery process: academic stressors (i.e., grades, discipline), and socialization stressors (i.e., peer influences, social norms) [45-47]. To minimize and control school-based stressors, *Recovery High Schools (RHSs)* were created with a dual mission to provide both quality education and recovery support to their students [8]. RHSs allow young people in recovery the opportunity for a high school environment surrounded by like-minded peers who share similar goals and experiences.

The first RHS was founded in Maryland in 1979 [48], and similarly to the RHSs of today, it operated like a traditional high school, where students return home at the end of the day. As of October 2016, the

Association of Recovery Schools boasts nearly 40 total schools (**Figure III**), with five of these schools having successfully received accreditation from the Association of Recovery School.



Figure III: Recovery Schools Currently Operating or Planned in the U.S.

Hope Academy, a RHS located on the northeast side of Indianapolis, was founded in 2006. Primary leadership at Hope includes, Principal Linda Gagyi, and Executive Director, Rachelle Gardner. Additional staff and faculty members include, five content teachers, a part time special education teacher, one recovery coach, one nurse, one data analyst, and one administrative assistant.

Hope offers students a ‘Core 40’ Indiana High School diploma, where the average graduation rate for the last 4 years is 63%. Average enrollment at Hope is 37 students, with 55% in grades 11 and 12 and the remaining 45% evenly split between grades 9, 10. Hope Academy has served 25% free and reduced students in the last 4 years. Our Special Education Population has been 19% in the last 4 years. 22% of our students have identified as non- white over the last 4 years. We have served 39 school districts in the last 4 years.

C. Enrollment and Demand

Hope Academy Recovery High School is Indiana’s only fully accredited and tuition-free, Indiana public charter high school for teens in recovery from substance-use issues. Hope Academy provides an environment where high school students can begin and/or continue their recovery away from the traditional high school pressures and temptations. *The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth.* Hope Academy acts as a first-line intervention against drug-use.

The rate of substance use for our young people is climbing at alarming speed. According to research conducted by the Indiana University Richard M. Fairbanks School of Public Health's Center for Health Policy⁴:

- Here in Indiana, over half (51.5%) of young people, ages 12 and older, drank alcohol in the past month and one-fifth (21.8%) engaged in binge drinking.
- In the same age range, 7.5% of Hoosier young people reported using marijuana and 12.9% used in the previous year.
- Young adults ages 18-25 had the highest rates of alcohol use in Indiana (61.8%, with 39.5% reporting binge drinking).
- The percentage of Indiana youth younger than 18 years old abusing heroin saw a sharp increase from 1.1% in 2010 to 11.5% in 2012 but saw a decrease to 1.8% in 2013.

Indiana is not alone in this crisis. Approximately 1.3 million young people, ages 12-17, are affected by substance use disorders nationwide and 7.9% of adolescents in the U.S. meet the criteria for alcohol or other substance use disorders. Of students in the 8th through 12th grades, 47% admitted to using illicit drugs in the past 30 days. One-third reported consuming alcohol within the same time span. Furthermore, research indicates that substance use also has a significant impact on society and the economy. The last available estimate of the economic cost of substance abuse in the U.S. was \$193 billion⁵. The majority of this cost, \$120 billion, was tied to lost productivity. It is crucial that we intervene with youth at an early age so they are able to finish school and be prepared to be productive members of society later in life.

Hope Academy is a unique educational model designed specifically to address these issues. It provides a publicly accessible educational option to the Indianapolis area that is desperately needed by a small portion of the population. Like many other specific and focused educational models, Hope's goal is not to be the largest charter school in Indianapolis, rather Hope strives to be the highest quality educational option for students and families navigating recovery from addiction. Hope's model balances academic achievement with an additional commitment to sobriety. Hope's model is not dependent on growing large enrollment numbers and keeping students in the program through graduation. For those students wishing to return to their home school Hope works with the applicable home school to ensure the student can have a successful and sober transition back to the original environment.

An important component to the success of the students at Hope Academy is the peer culture. Research has shown that recovery is facilitated by social support [49] and four types of social support have been identified in the literature [50, 51): emotional, informational, instrumental, and affiliation support.

⁵ National Drug Intelligence Center, 2011. National Threat Assessment: the Economic Impact of Illicit Drug Use on American Society. Department of Justice, Washington, DC.
<https://www.justice.gov/archive/ndic/pubs44/44731/44731p.pdf>

Research has also shown that peers, or individuals who share the experiences of addiction and recovery, either directly or as family members or significant others, are a valuable source of these types of support for people in recovery from substance abuse. In a peer-helping-peer interaction, a peer leader in stable recovery provides support to a peer who is seeking help in establishing or maintaining his or her recovery. Both parties are helped by the interaction as the recovery of each is strengthened.

The terms mentoring or coaching refer to a one-on-one relationship in which a peer leader with more recovery experience than the person served encourages, motivates, and supports a peer who is seeking to establish or strengthen his or her recovery. Generally, mentors or coaches assist peers with tasks such as setting recovery goals, developing recovery action plans, and solving problems directly related to recovery, including finding sober housing, making new friends, finding new uses of spare time, and improving one's job skills. The relationship of the peer leader to the peer receiving help is highly supportive, rather than directive. The duration of the relationship between the two depends on a number of factors, such as how much recovery time the peer has, how much other support the peer is receiving, or how quickly the peer's most pressing problems can be addressed.

Hope Academy has begun a new program that will help to create a stream of students for enrollment as well as fill a gap for at risk students. It is called an Alternative Peer Group. With funding from the Department of Mental Health and Addiction Services, we were able to begin this program in July of 2019.

The underlying theoretical framework in support of RHSs is the *Alternative Peer Group* (APG) model [52]. The APG model is a “comprehensive adolescent recovery support model that integrates recovering peers and prosocial activities into evidence-based clinical practice” [52] (p.110). The primary element under the APG model is the importance of positive social engagement with other peers and adults who are also in the recovery process (**Figure II**). Each of the key elements within the APG model are substantiated by widely accepted theories; such as, the *Bioecological Theory*, which supports family involvement and positive peer support; *Social Learning Theory*, which emphasizes the importance of accountability and a sense of belonging; and the *Transtheoretical Model*, which involves case management and maintenance activities as a sponsor. RHSs are prime examples of the APG model in action.

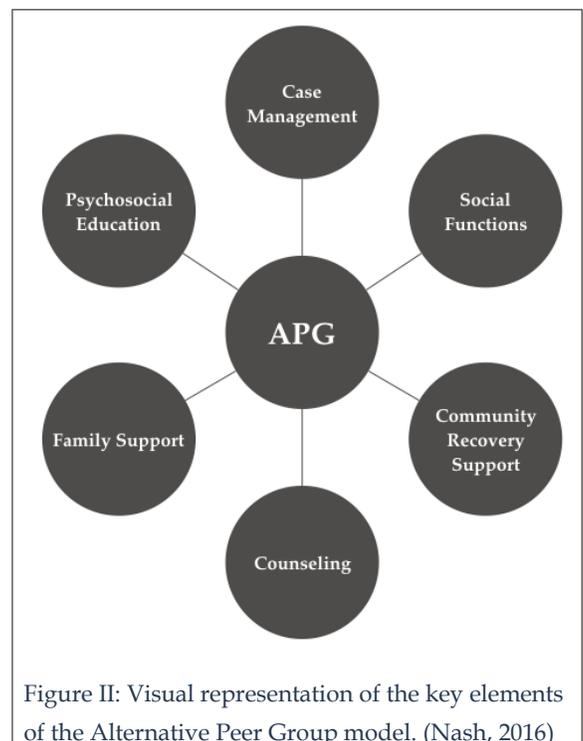


Figure II: Visual representation of the key elements of the Alternative Peer Group model. (Nash, 2016)

Hope's northside location, nestled on the Fairbanks Recovery campus, has consistently served 50-70 students during the course of each school year since 2011. Currently, the majority of Hope students come from the northside of the city. Students from other parts of the city struggle to access Hope's services due to long commutes. Enrollment and demand from other parts of the city has been a driving factor in moving Hope from this campus. Hope leadership believes that a location more centrally located, will enable students from all townships and the Indianapolis Public Schools more authentic access to the programs and services provided by their nationally recognized model. As these districts implement more savvy models focused on behavior and social emotional learning, the need for more sophisticated and focused services specific to adolescent addiction and recovery are more necessary than ever.

Based on national and state data, Hope recognizes the need to grow their enrollment to include more students. Statistically, more students in Indianapolis are in need of Hope's program. Beginning with the 2018-2019 school year, Hope hired a dedicated enrollment specialist to ensure that specific attention was being paid to recruitment and retention. We focused our efforts on 5 categories of possible referrals: Web/Parents, Treatment Providers, Returning Students, Fairbanks Referrals, Probation/Department of Child Services. The enrollment specialist has been an important addition to the Hope staff. With this additional concentrated effort, Hope doubled its enrollment from the previous school year--we were able to gain 42 students from the beginning of school to the end of the school year. Our overall total enrollment increased 18% from the 2017-2018 school year. We are confident that moving to a more central location and continuing to cultivate robust relationships with the township schools will further support increased enrollment.

Hope is currently in conversations with several community partners with footprints on the south and central sides of Indianapolis. These partners include both health organizations and higher education institutions, which will enable Hope to implement their medical and educational model with fidelity while also continuing to leverage education and health funds to support students and staff.

II. EDUCATIONAL SERVICES PROVIDED

A. Educational Model – Instruction and Implementation

Educational Model and Instructional Methods

The mission of Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth.

Empirical studies suggest that high school students with substance use disorder have histories of diminished educational success, higher rates of school failure, and are at an elevated risk for dropping out of school. Furthermore, empirical investigation has revealed that students prone to substance abuse have weak relationships with school faculty and staff, find little personal relevance in the curriculum, and feel alienated from the life of the school (e.g., Hawkins et al., 2001). For Hoosier high school students and their families who have faced their addiction, Hope Academy offers hope—a unique school experience that is intentionally designed in every aspect of its operation to support a student’s personal recovery and to address the learning and academic challenges that he or she must surmount.

Hope Academy will serve as a small charter school that will engage students in mastering a state standards-based curriculum. Faculty who understand student recovery and academic needs will teach the students. A Recovery School must be a personal place; a community of close-bonded relationships to adults and peers; and a place where students are challenged, yet, at the same time are provided multiple layers of behavioral and educational support. School must be a place where what is taught is connected to the life and world of the learner.

To assure that the daily operations of Hope Academy are in line with its mission and will fulfill its founders’ vision, the school will operate within the parameters of ten guiding educational principles. These guiding principles reflect factors found in the empirical and professional literature associated with bolstering the recovery and academic success of addicted students. These ten guiding principles will serve as the *philosophic scaffolding* to inform the school’s foundation and operation, and over time to evaluate its success.

Principle I—*provide a recovery culture appropriate to high school-age students of diverse backgrounds.*

The disease of chemical dependency does not discriminate. The demographics are clear; young people across diverse populations are affected by substance use disorder. Meeting the educational needs of these students demands that in every aspect of its operation, Hope Academy provides a safe, sober, and challenging high school experience, informed and driven by recovery values and processes that have been shown to motivate and support the sobriety and health of students, as well as to promote their educational success.

Principle II—*establish a school with recovery supports, rather than a recovery center with educational supports.* Learning from its past, Hope Academy will place its primary focus on being a school while offering recovering supports. Teachers' primary responsibility will be classroom instruction while staying informed and sensitive to individual student needs.

Principle III—*establish a code of conduct and discipline procedures based on restorative principles.* Because of the unique behavioral needs of many recovering students, student behavior problems require attention through a responsive and restorative system, that is, a system that reinforces recovery values, enables the practice of recovery skills, develops a student's capacity to self-regulate, and helps the student engage self and others in civil and productive ways. Hope Academy will address inappropriate student behavior in an equitable and timely fashion through defined protocols, in a manner that meets state guidelines for due process and legal sanction. A variety of recovery tools will be developed and used to assist this process.

Principle IV—*provide students a state standards-based curriculum that balances critical content and relevant learning processes for the purpose of readying each student for post-high school life and further educational goals.* We will implement a curriculum that meets both state standards and the educational needs of each student. Hope Academy is committed to providing instruction that will help students retain essential information and construct knowledge in personally relevant forms so they can attain a level of success that will enable them to seek the form of post-high school education or a vocation that best fits their personal goals. A school experience that challenges late adolescent substance abusers to consider the meaning and direction of their personal lives significantly limits their later substance use/abuse as young adults.

Principle V—*develop instructional delivery systems of various approaches to strategically promote active student engagement and diverse modes of learning.* An array of learning deficits has been associated with substance-impacted student status. Many abusing students show soft signs of varied cognitive impairments, insufficient for diagnosis but significant enough to challenge their school success. Hope Academy will apply a variety of strategies and techniques to mitigate its students' propensity for manifestation of these associated weaknesses, e.g. differentiated instruction, integrated thematic instruction, and hands-on-learning. Proactive classroom management, interactive teaching, cooperative learning, and student social and emotional skill development can offset high-risk factors and increase academic achievement in populations prone to substance abuse.

Principle VI—*provide both external (standardized) and internal (non-standardized) means to assess*

student achievement and to advance personalized learning. Hope Academy is committed to use an array of assessments to help teachers, students, and their families assess student progress. The strategic and integrated use of external (standardized) assessments with internal (non-standardized) assessments will be incorporated to gauge, from various perspectives, the academic, developmental, and recovery progress of each student. The school recognizes the necessity to use non-standardized measures to maximize personalized learning, some of which may include projects, portfolios, résumés, presentations, etc. Non-standardized assessments will focus on the students' application of their knowledge and will be evaluated in precise ways according to given standards. Students will be given critical feedback and adjustment loops for guided growth in a context of personalized learning.

Principle VII—*provide students a variety of recovery supports and recovery requirements.* Hope Academy will make recovery part of its academic curriculum, in addition to providing various recovery supports. Hope Academy will hire a recovery staff consisting of recovery coaches, school counselors, peer specialists, and a part time school nurse.. We will have a required recovery education curriculum that all students participate. Students will be required to join the outside recovery community, participating in community recovery meetings and partnering with a recovery sponsor. We will provide a separate school environment (STARR – Supportive, Therapeutic, Action-Focused Recovery Room) for students who need additional education and recovery supports.

Principle VIII—*personalize each student's education by focusing on individual post-high school education and career plans.* Hope Academy will work with students so that they can be successful after high school. The school will counsel students in applying for college, exploring trade schools, enlisting in the military, and exploring other job areas. We will partner to provide students with college credit opportunities, internship opportunities, and job-shadowing opportunities.

Principle IX—*build an active professional development culture that demands constant professional reflection.* Hope Academy will build and maintain a professional development culture marked by collegiality, open faculty and staff exchange, information feedback systems, problem solving, and continuous professional education

Principle X—*actively pursue alumni and adjunct community support to help the school fulfill its mission.* The recruitment and establishment of a wide range of community and individual collaborations will be sought to support student recovery, to broaden and enrich each student's academic experience, and to extend student service learning into the community.

Application of Our Ten Principles

Students at Hope Academy will attend a school that focuses on delivering a high-quality education while also providing recovery support and recovery education. Students will attend seven class periods per day, with classes being traditional teacher-taught classes. Courses that are not available in the traditional class period will be available online during one or more of their class periods.

Academically, our goal is to help each student achieve, at minimum, an Indiana Core 40 diploma. Recognizing Indiana's changing graduation requirements, we will adjust our curriculum as necessary to meet the needs of our students. During Student Resource Time (SRT) three days a week, we will implement a curriculum that focuses on College, Career and Vocation exploration and readiness skills. Graduating seniors at Hope Academy will complete a Senior Capstone Project, where they will partner with a community organization to further their personal recovery education and commitment to community service.

Recovery support and recovery education will be an important area of focus at our school. Students will participate in a school-wide recovery circle every Monday and Friday during Basic Skills where students and staff will share personal reflections on daily readings, goals and accomplishments, etc. Students will receive recovery education three days per week during Basic Skills. Students will have access to a recovery coach and peer specialists to discuss recovery plans and sobriety. Each student will also be screened for potential new substance use at least twice per month. Students who enter our school with little or no previous recovery education will be placed in STARR (Supportive, Therapeutic, Action-focused Recovery Room), a program that pulls students out of the regular community and gives them individualized academic time with each teacher, as well as a dedicated recovery education time with the recovery team.

Staff members at Hope Academy will be trained in the area of adolescent substance use disorder, including brain function and trauma. Some of the strategies our teachers will use in teaching adolescents with addiction issues include:

- *teaching lessons in small chunks
- *spiraling curriculum
- *applying learning to students' lives
- *assigning little to no homework
- *clearly posting the rules/expectations
- *creating horizontal lists instead of vertical lists

*providing students, a physical location so that they can re-center themselves

While it is the primary purpose of teachers to teach their classes, they will also be trained in identifying issues and in funneling students to the appropriate supports. Furthermore, our school’s guidance counselor will counsel students in issues separate from, but likely intertwined with, their addictions. We will also employ a school nurse who will perform drug screens, help assess and meet student health needs, and any medical emergencies.

School Calendar

Students will attend school 184days – 92 days in the fall semester and 92 days in the spring semester. In addition to the 184 days, each student will come into school for two Student Led Conferences, one each semester. Students will have an early release on 8 of the 184 student days for teacher professional development.

Teachers will be contracted for 191 days. Teachers will work on the 184 student days, the 2 Student Led Conference Days, 3 days at the beginning of the school year, 1 day at the end of the fall semester and 1 day at the end of the spring semester.

2020-2021 School Year

First Semester (92 student days, 92)

August 4-5, 2020----- Teacher Training/Preparation Days
August 6, 2020 -----First Student Day of Fall Semester
August 26, September 23, October 14, November 18, 2020 ----- Early Release/Professional Development
Undetermined Date ----- Fall Fundraiser (teacher 1/3 day)
September 7, 2020 (NO SCHOOL) ----- Labor Day
September 17, 2020 ----- End of Grading Period, 1st Six Weeks
September 18, 2020 (NO SCHOOL)-----Student Led Conferences
October 21-23, 2020 (NO SCHOOL) ----- Fall Break
October 30, 2020----- End of Grading Period, 2nd Six Weeks

November 25-27, 2020 (NO SCHOOL)----- Thanksgiving Break
 December 15, 2020-----End of Grading Period, 3rd Six Weeks
 December 16-17, 2020----- Finals
 December 17, 2020----- Last Student Day of Fall Semester
 December 18, 2020----- Teacher Work Day

Second Semester (92 student days, 93 2/3 staff days)

January 4, 2021 ----- First Student Day of Spring Semester
 January 18, 2021 (NO SCHOOL) ----- Martin Luther King, Jr. Day
 January 27, February 24, March 17, April 21, 2021 ----- Early Release/Professional Development
 February 12, 2021-----End of Grading Period, 4th Six Weeks
 February 15, 2021 (NO SCHOOL) -----President’s Day
 Undetermined Date -----Spring Fundraiser (teacher 1/3 day)
 March 5, 2021 (NO SCHOOL) -----Student Led Conferences
 March 26, 2021-----End of Grading Period, 5th Six Weeks
 March 29-April 2, 2021 (NO SCHOOL)----- Spring Break
 May 19, 2021 -----End of Grading Period, 6th Six Weeks
 May 20-21, 2021 ----- Finals
 May 21, 2021 ----- Last Student and Teacher Day of Spring Semester
 May 29, 2021 ----- Graduation (teacher 1/3 day)

Daily Schedule

Students will attend school from 9:00a-3:20p. Research shows that adolescents have a natural sleep pattern that leads to a Late-to-bed, and late-to-rise cycle. This cycle is part of the maturation of the endocrine system. Typical youth are not able to fall asleep 11:00pm and remain asleep until 8:00am. These sleep patterns have consequences on a student’s education. Teens that are sleep deprived are shown to have increased mental health and substance abuse related issues. With this research, we made the decision to have a later start time for our students. This later start time will also help to accommodate long commutes

some of our students will have as they travel to Hope Academy from school districts across central Indiana.

Students will start their days in Circle (Mondays and Fridays) and Basic Skills (Tuesdays, Wednesdays, and Thursdays). In Circle on Mondays and Fridays, the entire staff and student population will participate in a morning reading, followed by individual circle passes where staff and students will share discussion items like individual thoughts on a group reading, academic and recovery goals, number of sobriety days, weekend plans, tasks accomplished, and things to celebrate. In Basic Skills on Tuesdays, Wednesdays, and Thursdays, students (led by the recovery coach) will participate in recovery education.

After each morning's Circle or Basic Skills time (1st Period), students will then rotate through six additional periods. Students will attend teacher-taught classes in the core subjects, as well fine arts, physical education, health, and other subjects as student demand and school budget allows. In addition to teacher-taught classes, students will also possibly take one or more independent classes in the computer lab, allowing them to recover missed credits and to take classes that are not offered as teacher-taught classes at Hope Academy. Furthermore, students (on a case-by-case basis) will have the option to use one or more consecutive class periods to take courses at nearby colleges or to participate in job shadowing/internship programs.

The period before lunch will be called Student Resource Time (SRT). On Mondays, Wednesdays, and Fridays, we will use SRT for life skill education (such as budgeting, career exploration, college exploration etc.). On Tuesdays and Thursdays, we will use SRT for student groups and activities – kind of like student club experiences. We will also use SRT for standardized test remediation and school-wide speakers and events.

Despite the fairly normal daily schedule that our school will offer, we will have many school days when we modify the schedule for recovery speakers, career exploration panels, college admissions counselor visits, etc. Flexibility will be a key quality of our teachers as we balance our respect for academic time with the unique opportunities we have as a school to educate our students beyond the core curriculum.

Extra-Curricular Activities

As for extra-curricular activities, our school will require students to be a part of the local recovery community. As such, they will be required to attend two recovery meetings per week and work with a recovery sponsor. We plan to offer one of the required meetings at our school one afternoon per week after school. Students will need to attend the second meeting at a location other than our school, to help them plug into the central Indiana recovery community.

Another opportunity for our students will be participation in the equine therapy program, Agape. Our school will partner with Agape to send a group of students to their therapy program one afternoon per week (during school hours). We will also partner with Guiding Pathways to Success (GPS) to give our students an after school recovery support option for recovery help, homework help, counseling services, and social activities.

In addition to these regular weekly options, our school will also provide special opportunities for students to serve their community and have fun together. We will hold a SProm (sober prom) in the spring that all students can attend. We will participate in community events and fundraisers. Also, during school breaks, our recovery coach(es) will offer social and recovery activities at the school.

Daily Schedule

Period	Time	
1 st Period	9:00-9:30	Circle and Basic Skills
2 nd Period	9:34-10:14	Academic Course
3 rd Period	10:18-10:58	Academic Course
4 th Period	11:02-11:42	Academic Course
SRT	11:46-12:26	SRT
Lunch	12:30-1:05	Lunch
5 th Period	1:12-1:42	Academic Course
6 th Period	1:46-2:36	Academic Course
7 th Period	2:40-3:20	Academic Course

Sample Day in the Life of a Hope Academy Student

Katie is a junior and in her second semester at Hope Academy. Though it is her third year of high school, Katie barely has enough credits to call herself a junior. Her original plan was to attend Hope Academy long enough to be allowed to return to her home high school where she was expelled for one semester for

using marijuana at school. However, after the completion of her first semester at Hope Academy, she decided that she would finish out the school year at Hope Academy and possibly even complete her senior year here as well.

While Katie arrives at Hope Academy on the bus at 8:50AM, her morning starts much earlier since she lives in a suburban county over 30 minutes from school. Katie's mom drives Katie to the bus stop (a local McDonald's) to meet her bus at 7:45AM. Katie is fortunate to live five minutes from the bus stop – some students have 15-20-minute rides just to get to one of Hope Academy's bus stops. Katie meets the bus with a couple of other students at 7:45AM, and then the bus proceeds to its next three stops on the way to Hope Academy.

Katie arrives at Hope Academy on the bus at 8:50AM. She walks into the school and is greeted by the principal, and then she continues to her locker with a stop by the restroom. She goes to the Basic Skills room to be seated by 9:00AM. Since today is Tuesday, Basic Skills is led by the recovery coach and a teacher and focuses on recovery education. The recovery coach checks in with everyone, conducting a 15-minute pass where students update each other on how their previous evening was. Katie had another rough evening the night before – her mom and mom's boyfriend were arguing, and Katie wasn't able to fall asleep because of the noise. Katie shares this problem with the group because she has learned that this is a safe environment to share her struggles and that so many other students have similar struggles in their homes.

After the quick share, Katie sits through a short lesson on the effects of marijuana on adolescent brain development. This has been a unit that the Basic Skills class has been working on for two weeks and today they watch a short video that shows brain scans of different teenagers. After the video, Katie splits off with her cohort of about a dozen other students who have similar recovery experience as she does (30+ days of clean time, but no formalized treatment). In her small group, Katie and her peers go through a set of questions on a worksheet about the marijuana lesson they just received.

After Basic Skills, Katie goes to 2nd period, U.S. History. This is a teacher-taught class and Katie is currently using an iPad to create a comic-book style presentation of the main points of FDR's New Deal. Next, Katie goes to 3rd period, English 11-12, which is also a teacher-taught class. On this particular day, the class is using their letter writing skills to write short letters of appreciation to local veterans.

For 4th period, Katie goes to the computer lab where she is working on recovering a credit she missed during her sophomore year of high school. Katie only received two credits during her sophomore spring

semester because her drug use led her to skip classes, as well as lack motivation to complete her work. This semester she is taking Health in the computer lab, using the online program Plato. The class is monitored by a teacher who assists Katie when she has questions.

After 4th period, Katie goes to SRT. Since today is Tuesday, she attends the Games SRT group, where she plays social deduction games with her peers and a teacher. After that, she has lunch with her peers. She usually eats the school lunch – it is typically the most nutritious meal she will have that day. Sometimes she complains about the food, but she always completes her entire meal and often purchases seconds.

After lunch, Katie has three more classes. For 5th period, Katie goes to teacher-taught Art. Katie never really liked art before, but she appreciates the art teacher's encouragement of Katie to use art to express emotions that she might not express otherwise. Katie already has a fine arts credit for her Indiana Core 40 diploma, so she will use this credit as one of her electives.

During 6th period Katie attends Algebra 2, which is a teacher-taught class. Even though she was a good math student in junior high, she has a few gaps in her math learning because of her drug use. This is actually her second time taking Algebra 2 and she is much more confident this time around. In fact, she is getting As and Bs in Algebra 2 – grades she hasn't received in math since junior high. Finally, Katie finishes her day in 7th period, a teacher-taught dramatic literature class. Students in Indiana need eight English credits to graduate and students like Katie often have to take two English classes in one semester to recover missed credits.

Throughout the day Katie uses her passing periods to go to the bathroom. She even uses one passing period to stop by the school nurse to address a cold she has been fighting. She also sees the nurse another time during the day who gives Katie a drug screen, one of two random monthly drug screens that all Hope Academy students must do. In addition, she wants to talk with the recovery coach about some issues she's been having with friends trying to get her to use, so the recovery coach pulled her out of her 4th period Plato class for half of the period. Finally, Katie remembers that she now has six weeks of sobriety, so she moves her emblem on the Recovery Wall in the hallway to the six-week column. That makes her feel the best she feels all day.

After school is over, Katie does not go straight home, but rather stays after school for Guiding Pathways to Success (GPS). GPS is a program affiliated with Hope Academy that gives students from any high school the opportunity for a sober hang-out, recovery education, homework help, and counseling services.

Katie usually stays after school for GPS and stays here on this evening until 6:00PM. It is a sacrifice her mom makes – to drive 30 minutes out of the way to pick her up, rather than have her come straight home on the school bus.

Katie gets home around 7:00PM, after her mom makes a couple of stops on the way home. Like most other students at Hope Academy, Katie has little to no homework each night. In addition to GPS, some of Katie's Hope Academy peers participate in therapy and treatment programs in the evenings. Furthermore, Katie and other students are required to attend two recovery meetings every week. As a result, most teachers don't assign homework, and when they do, it isn't usually very much.

B. Educational Model – School Culture and Discipline

School Culture

Our school culture will be a supportive culture of students who embrace the overall recovery lifestyle.

We desire that our students trust the school's adults enough to be honest about their use and addiction issues. We want our students and adults to have genuine, caring relationships with each other. While we strive for all of our students to maintain their sobriety, we desire to have a culture where we embrace those students when they fail as long as those students desire to be clean.

We desire that our students care about each other's recovery. Our students shouldn't tell stories of their use, especially in a glorifying way. Our students should not be afraid to confront other students who jeopardize the community with their continued drug use. Our students should not be afraid to speak to adults when other students might be harming themselves or other students bring substances to school.

We desire that our culture exhibits recovery values aside from abstinence from substance abuse. Those values are

1. Honesty – students will be honest with themselves and with those they care about
2. Respect – students will respect themselves and others
3. Support – students will help themselves by helping others
4. Commitment – students will keep an open mind and be willing to make healthy changes

5. Community – students realize that people are not for hurting.

We do understand, however, that our students will come to our school from a variety of recovery backgrounds – from the student who has been in residential treatment to the student who has no treatment at all and was just recently expelled from school. Utilizing Basic Skills and STARR, we will work to indoctrinate all students in the lifestyle of recovery and how that lifestyle should affect our school culture.

Teacher Life and Duties

Teachers at Hope Academy will work five days per week, onsite, from 8:00AM-4:00PM. During those hours, teachers will have 2 hours and 20 minutes of planning and meeting time. Teachers will teach and supervise students (including while eating lunch) for 5 hours and 40 minutes each day. Teacher assignments in a typical day will be broken down into: 5 academic classes (with as many as 3-4 separate preps), 1 STARR class (where the teacher teaches STARR students that day’s regular subject lessons), 1 Basic Skills class (which is a school circle on Mondays and Fridays, and a teacher preparation period on Tuesdays-Thursdays), and 1 Student Resource Time (SRT) period (which is a life skills class time three days a week and a student club/group time the other two days).

Two afternoons each week will be set aside for staff meetings, as it is important that the school staff regularly meets to address student and school needs. It is also expected that teachers will use some of the preparation time to meet individually with students, collaborate with other teachers, and work on other school activities as needed. Hope Academy teachers could have as many as 4 different subjects to prepare for each semester utilizing their planning time.

Sample Day in the Life of a Teacher

Mr. Smith is a math teacher at Hope Academy. His Tuesday starts when he arrives at school at 8:00AM. Mr. Smith logs in to his computer, checks and responds to email, and makes copies for lessons he will be teaching later in the week. At 8:40AM, a student named Jon arrives to school a few minutes early to get a little extra help on yesterday’s math lesson. Yesterday Jon missed Mr. Smith’s Geometry class because Jon went to Agape, an equine therapy program offered through Hope Academy.

On Mondays and Fridays at 9:00AM Mr. Smith and the rest of the staff go to Basic Skills for Circle. Since today is Tuesday, Mr. Smith has an extended preparation period. Today he uses this additional time to collaborate with the social studies teacher about an upcoming unit.

After Basic Skills, Mr. Smith goes to his classroom to teach 2nd period, Algebra 2. This is one of two sections of Algebra 2 that Mr. Smith teaches. Algebra 2 is usually the most in-demand math class at Hope Academy because Hope Academy has more juniors and seniors than students from other grade levels. Like in his other classes, Mr. Smith uses an iPad and Apple TV to deliver today's lesson. On this particular day students are also using iPads to explore how adjustments to quadratic equations change the graphs of their respective parabolas.

For 3rd period, Mr. Smith walks to the STARR room where he works with a group of students who are new to Hope Academy. On this day, there are four students in STARR – two are in his Algebra 2 class, 1 is in his Geometry class, and the other student is not in any of his math classes. Mr. Smith has to balance his time in STARR working with the Algebra 2 students and the Geometry student, while also making sure that the fourth student is staying on task with work from other classes.

During 4th period, Mr. Smith teaches Algebra 1. This is his most challenging class of the day. Hope Academy doesn't usually have very many freshmen, so typically this class is his smallest of all of his math classes. However, students who need Algebra 1 at Hope Academy are usually special cases, often falling into two categories: 1) students who have failed Algebra 1 one or more times, which means their ability to graduate high school on time is in jeopardy, or 2) students who are truly freshmen, but started drug use at a fairly young age and have gaps in learning critical junior high math standards. Sometimes Mr. Smith uses iPads in this class so that the students can work on individual math skills. On this particular day one of his students looks pretty upset and is not working on the lesson. Mr. Smith sends the student to the Serenity Room, where the student is allowed fifteen minutes to re-center and fill out a reflective paper about his current state. Either the recover coach or school counselor will take that paper later in the day and meet one-on-one with the student to discuss his issues.

Next is SRT. Mr. Smith takes a group of students to the gym where they play basketball. After SRT is lunch. Mr. Smith and the other staff supervise students in lunch room.

During 5th period, Mr. Smith monitors the Plato lab. During this class, he has ten different students who are working on credits in eight different classes. Mr. Smith monitors their progress, unlocks assessments, redirects distracted students, and helps students with their work. On this particular day a student refuses to work on his Plato class and keeps looking at his phone. After three redirections, the student becomes angry, cusses at Mr. Smith, and leaves the room. Mr. Smith calls the principal who intercepts the student in the hallway.

During 6th period, Mr. Smith teaches a second section of Algebra 2. Unfortunately, this class is a day behind the other class. Mr. Smith has a handful of his students in this class who attend Monday's Agape equine therapy program. Normally that doesn't affect his progress in this class, but there were also two additional students absent yesterday. So, instead of moving on with yesterday's lesson, he offered some remediation to students who were in class and had to move yesterday's lesson to today. This is often an issue at Hope Academy – students might be absent for many valid reasons. Flexibility is a key positive trait that teachers need to have at Hope Academy.

Mr. Smith's last class is Geometry. During between 6th and 7th periods is his turn to monitor the restrooms. While monitoring the restrooms, the student who stormed out of his Plato class earlier in the day comes up to Mr. Smith and apologizes for his behavior. Mr. Smith has a good, quick positive conversation with the student. He finishes his restroom duty and then teaches the Geometry class. Today students are using compasses to make constructions of inscribed circles.

At 3:20PM students leave for the day. Since it is Tuesday, Mr. Smith attends one of the biweekly staff meetings. The meeting starts at about 3:25PM. During the meeting the principal shares news and updates, as well as leads the teachers in discussions about a small number of students who have special issues (recovery, home life, grades, etc).

School Discipline Plan

We feel that the most supportive learning environment for our students is one that is safe, is recovery focused, provides an environment where students ***do not*** encounter temptations by other students to use chemicals, and where students ***do*** receive support and encouragement from the education team and other students. Policies and procedures regarding behavior have been developed in a collaborative approach with the school staff. These policies will be posted for all staff, students and visitors to view as well as published and given to all students at the time of enrollment. These policies and procedures have been developed around the Recovery Values and will be a significant component to establishing the school culture.

Because of the unique behavioral needs of many recovering students, student behavior problems require address through a responsive and restorative system (e.g., a system that reinforces recovery values, enables the practice of recovery skills, develops student capacity to self-regulate, and helps the student engage self and others in civil and productive ways). This process, known as restorative justice, allows peer feedback on how the behavior is affecting the culture, focuses on repairing the harm that has been encountered, and then creates a plan to avoid the behavior in the future. This process brings the entire school together to confront the negative behavior and restore the recovery culture.

(See attachment for the detailed discipline plan.)

Cultural Competency

There exists many challenges in establishing cultural competency among all of the stakeholders at Hope Academy. Our challenges are exacerbated by the varied demographics our students will represent and the general lack of education in addiction and recovery they will have when they come to our school.

Professional development will be key for the teachers, staff, and administration of Hope Academy in establishing cultural competency. *First* and foremost, we will provide onsite and offsite opportunities for our employees to learn more about the disease of addiction, how addiction affects adolescents specifically, and how adolescent substance use disorder affects learning and school behavior. *Second*, we recognize that past and current trauma often go hand-in-hand with adolescent addiction. So, we will address trauma issues in professional development. *Third*, we recognize that our school will be made up of virtually every possible demographic variability – racial, geographic, socio-economic, gender, sexual orientation, religion, and ethnicity, to name a few. We know that we will be hosting a melting pot of students from across central Indiana – rural students, suburban students, township students, and inner-city students. So, we will address these issues through professional development, focusing especially on poverty, gender/sexual orientation, and race.

We will conduct employee professional development during contract days before the school year starts, during planned early release days, during planned teacher work/professional development days, and during weekly staff meetings. Furthermore, we will fund our teachers to participate in outside professional development in these areas.

We recognize that cultural issues might negatively impact our students' academic and recovery performances. Therefore, we will make efforts to address such issues throughout the school year (e.g., hunger related to poverty or bathroom use related to gender). We will be careful to attempt to correlate trends in student recovery and academic performance to cultural issues and engage as a faculty and staff to identify strategies to address those issues.

Establishing cultural competency in our parents will require purposeful outreach on our part. We

understand that many parents do not understand their child's addiction and have unrealistic expectations affecting how they deal with it as a family. We will provide our families with resources – family support group information and family addiction and recovery education information. We will conduct family nights at Hope Academy that not only provide an opportunity for parents to speak with teachers and staff, but also provide an addiction/recovery education component in some type of presentation or discussion. In addition to these opportunities, we will also set up Student Led Conferences each semester with the student, his or her parents/guardians, and a teacher.

Establishing cultural competency in our students will be an ongoing part of Basic Skills and the STARR program. We will supplement these ongoing structures with speakers and other discussions throughout the school year. We will also use national holidays and days/months that celebrate various causes as an opportunity to educate our students – both as an entire school and in individual class lessons.

Hope Academy's Innovation

Hope Academy is one of approximately 40 recovery high schools in the United States. Recovery high schools provide students the unique opportunity to obtain their high school diploma and prepare for life after high school, all while participating in an environment that promotes, educates, and supports their recovery efforts.

Hope Academy's model is even unique among the small number of national recovery high schools as we offer primarily teacher-taught classes in a traditional school-day environment. Most recovery high schools deliver their curriculum through computer-based classes. We take great pride in the education we provide central Indiana students, and, in the opportunity, we have been asked to advise other recovery high schools and potential recovery high schools nationwide.

C. Educational Model – Curriculum

Curriculum Overview

Hope Academy's curriculum is unique in that it is a combination of Core 40 classes based on both Indiana standards and recovery education. Our philosophy is that we are first a school and second a recovery support system. Students at Hope Academy will work toward completing not only the requirements for an Indiana Core 40 diploma, but also recovery requirements set forth by the school.

One of the unique challenges our school will face based on our past experience is the transience of many of our students. We will accept new students throughout the school year and will add an average of 1-2 students per week. Furthermore, a large number of our students will not stay at Hope Academy through graduation, either choosing to return to their home schools to graduate with their peers or leaving Hope Academy due to their inability to adhere to our recovery requirements.

Therefore, it is important that our Core 40 courses align well with Indiana standards and follow traditional year-long outlines that are most likely to align with other area schools. We frequently have new students joining our classes throughout the year and we integrate them into our classroom curriculum as seamlessly as possible.

Our curriculum will be based on the experience our school has gained over the last several years and an effort to promote cross-curricular lessons. Our teachers will work together to align lessons across several subjects several times per year. During the 2019-2020 school year we will map out cross-curricular opportunities for upcoming school years. All current staff will work on planning these cross-curricular opportunities.

Factors We Will Prioritize in Our Curriculum Creation

Factor I: Equivalent Validity with Continuous Progression

Substance abusing students have a history of not being connect to their schools. When it comes to school, many recovering students suffer from a sense of alienation. Because of this, the academic curriculum provided to recovering students' needs to be aligned to the curriculum offered in traditional schools. The curricular experience presented to recovering students must help them replace their shame, doubt and alienation by helping them successfully complete courses of recognizable similarity, that is, a curriculum of equal rigor. We believe it is important that Hope Academy provides its students an Indiana CORE 40 based curriculum in terms of identifiable core academic courses, general course content, standards, and accountability.

Factor II: Flexibility.

Our previous experience has taught us that substance abusing youth share common issues around their compulsion to use, yet they shouldn't be stereotyped. They are a diverse group with varied backgrounds, capacities and aspirations. We believe our curriculum needs to reflect this fact. We propose that the curriculum must provide students: (1) recovery courses (see #6 below) that address universal recovery

issues; (2) CORE 40 academic courses that provide students with academic rigor and, (3) elective, flex, career-academic sequence, and service-learning courses that provide students with varied opportunities. We envision a curriculum flush with opportunity for students to take a wide variety of courses, accessed across various venues. Our goal is to provide a curriculum with flexibility, so students can align their course of study to personal interests, background, capacities, and aspirations, whether those are college, career or vocational.

Factor III: Meaning and Personal Relevance

To have a curriculum that truly engages recovering students, it must be viewed by students as relevant to their issues, interests, and life needs. Since Hope Academy is committed to a CORE 40 basic curricular structure, its delivery will require unique and creative pedagogy that promotes student use of learning strategies to enhance their ability to construct knowledge in personally relevant ways. The school plans to utilize the notion that a course's relevancy can be significantly increased through implementing an integrated thematic instruction design (e.g., Kovalik and Olsen, 2002). This approach weaves relevant life situations, themes, and issues with the content and levels of mastery required by state standards.

For example, scholars have pointed out (e.g., Zucker et al., 2000) that alcohol and drug use has been imbedded in the everyday fabric and historic flow of American life. Alcohol is a drug of everyday use; it occupies a special place in the social order that ties patterns of both use and abuse to regular life events—social intercourse, business exchange, courting, recreation, and leisure. In America, the ebb and flow of alcohol and drug abuse is dynamically interconnected with major events as well as with social, economic, moral, legal and political issues of the day. Through thematic-integrated-instruction, students see that their addiction problems are part of a line of ongoing American social and historic processes. They can then use this relevant template to organize and store in memory key historic events and processes.

Factor IV: Sufficient Integration and Scaffolding

Students recovering from chemical dependency will, in most cases, struggle with general dependency issues in other areas of their lives—school is usually one of those areas. Recovery high school educators are quick to point out that all too often recovering students are overwhelmed by feelings of helplessness and hopelessness when it comes to school. Years of negative interaction with teachers, behavior problems, low performance, and a nagging sense of failure haunt these youth. Hope Academy's curriculum will be structured and integrated to build student competencies ("I can") and developmental assets ("I have") so that the recovering student's empty narcissism ("I haven't, but I'm still cool") and co-occurring helplessness and hopelessness ("I can't, and I never will") can be ameliorated. Our stand is, when a recovering student sees how academic course content can be used to enhance and support recovery and build personal capacities, his/her motivation and success in academic courses improves.

Take Ed, for example, a ninth-grade student just out of treatment. In his first year at Hope Academy he learns that one of the things that happens to person who uses drugs or alcohol is that his thinking becomes distorted—receptive language becomes interpreted in defensive, self-centered ways; expressive language becomes cut away from image, simile, and metaphor, as it is progressively organized around expletives, and expletives serve as the linguistic filter used to interpret personal experience. Ed learns that these facts result in addicts employing “using lingo,” with which he is all too familiar. Ed also learns that recovery demands the reconnection of self to self and to others, and this reconnection is mediated through appropriate thoughts, words and deeds.

At the same time Ed is learning these things, he is taking English. In English one of the focuses is on vocabulary development and word meanings. Ed’s Recovery Coach is teaming with his English teacher to construct a series of language-based recovery exercises which focus on the role of the internal and external use of language to interpret experience and how those interpretations influence the way one behaves. One of the assignments they developed is for students to keep a personal word log/dictionary of new words learned in English class assignments. The purpose of this exercise is to expand and enrich the recovering students’ vocabulary. Students practice, in real life, the use of log words, recording how they used them to interpret an experience, and how the interpretation impacted their feelings and behavior. Through these exercises, Ed begins to notice changes in his thinking, feelings and behavior. He also learns that a standards-based academic content requirement is relevant to his recovery. Through this process, academic information is constructed by Ed in life-relevant ways which then serve as scaffolding for further learning and knowledge retention. The next year when Ed takes a psychology class, he learns about cognitive therapies and how the quality of the words one uses relates to thought, personal experience, emotion, and behavior. He once again sees the relevance of required academic material and how its application actually builds a sense of self-competency: the asset—“I CAN!”

Factor V: Community Grounding

Addiction permeates and colors the whole life of a young person abusing substances. This fact tends to demarcate the difference between youth who *abuse* alcohol and other drugs and youth who are *addicted* to alcohol and other drugs. Central to addiction’s “permeation” in a young person’s life is the breaking of relationships—to self, loved ones, others and in general, to life. Repair of these breaks is essential for successful recovery. Helping substance abusing adolescents at school to recover requires much more than providing students a safe place away from peers who use and away from the temptation of substance supplies found in, around, and through school. A recovery school requires a sober community consciously pursuing the repair of relational breaks. We believe a strong curriculum ultimately facilitates learner engagement on numerous levels—self, others, and the environment. Thus, our commitment is toward a school curriculum that promotes student interaction and community; a curriculum where students master academic requirements through strong bonds to individuals, school and learning. This commitment informs

our curriculum. For example, systems of instruction that emphasize isolated, individual learning, such as computerized learning, will have a secondary or supportive role at Hope Academy. The central paradigm for instruction is human interaction.

Factor VI: Provision of Explicit and Implicit Recovery Management

Hope Academy must integrate recovery management philosophy and core beliefs throughout its curriculum, as well as reflect this philosophy in the organizational design of the school and in the behavior and attitudes of faculty and staff. This is the *implicit* recovery management curriculum. To adequately support student recovery, though, a strong and continuous line of *explicit* recovery management courses must also be part of the curriculum. Our vision is for these courses to be integrated into our Basic Skills class and taught during the beginning of the day to ensure students will start each day confronting the primary issue of their lives—their addiction—within the positive frame of recovery.

Factor VII: Data Driven Curriculum Evaluation and Adjustments

Hope Academy is committed to design and use continuous curriculum evaluations to inform pedagogy, and thereby provide our students and families the tools for success in recovery and in attaining a high school diploma.

Core 40 Matrix

Depending on staffing, this is an expected matrix of how the courses we will offer align with an Indiana Core 40 diploma.

Subject	Core 40 Requirements	Hope Academy's Teacher-Taught Classes	Additional Hope Academy Online Options
English	8 credits (a balance of literature, composition, and speech)	English 9/10 English 11/12 Speech Dramatic Literature	
Math	6 credits: Algebra 1, Geometry,	Algebra 1 Geometry	Probability and Statistics

	Algebra 2, other quantitative reasoning	Algebra 2 Pre-Calculus Trigonometry	
Science	6 credits: Biology, ICP, other	Biology ICP Earth and Space Science 1 Environmental Science	
Social Studies	6 credits: U.S. History, U.S. Government, Economics, World History/Civ.	U.S. History Government World History/ Civ. of the World	Economics
Directed Electives	5 credits	Intro to 2D Art Psychology Music Appreciation College Entrance Preparation	Personal Financial Responsibility (various world languages) (various classes)
Physical Education and Health	2 credits PE, 1 credit Health	Physical Education Health	Health
Electives	6 credits	Basic Skills	(various classes)

Graduation

To graduate from Hope Academy, a student not only has to complete Indiana’s Graduation Pathway requirements, but also our own recovery requirements.

Indiana Graduation Pathway Requirements:

4. Diploma: We will strive for every student to attain at minimum a Core 40 diploma. We understand, however, that our some of our students will have a unique high school experience that might justify a general diploma.
5. Employability Skills: We will require each graduating senior to complete a Senior Capstone Project, which will be a combination of service and learning.
6. Postsecondary Competencies: We will partner with our students to help them prepare for standardize tests such as the SAT and ACT. We offer our students the ASVAB test onsite. We will work with our students and partner with other schools to provide career-technical education classes.

Hope Academy Recovery Requirements:

4. Extended sobriety
5. Working with a sponsor
6. Attending weekly meetings

Exit Standards:

The exit standards below are an example of what we envision. The exact exit standards will be established by the principal in consultation with faculty. These standards are representative of what Hope Academy students will know and be able to do upon graduation in regard to their own recoveries and academic achievements.

Hope Academy Exit Standards		
Subject	Purpose	Profile
Mathematics	Hope Academy students will develop problem solving skills and perseverance in solving problems and tackling difficult tasks.	Hope Academy students will successfully complete Algebra 2.
English Language Arts	Hope Academy students will learn to effectively communicate through written and spoken words, as well as comprehend what they read.	Hope Academy students will successfully complete English 11/12.
Recovery	Hope Academy students will apply their recovery education to the service of the greater community.	Hope Academy students will successfully complete a Senior Capstone Project.

HOPE ACADEMY DISCIPLINE PLAN

Attendance Policy and Procedures

Compulsory Attendance

Every child between the ages of seven (7) and eighteen (18) years is required to attend school. A student

may not withdraw until the age of 18 and an exit interview is conducted. Students will be marked absent/excused if the following scenarios are validated:

- Student illness or medical, dental, or professional appointments **with** documentation
- Death in the immediate family
- Exclusion because of exposure to a contagious disease
- Required religious observance
- Court appointment
- Absences assigned for disciplinary reasons (example: suspension)

Students will be marked absent/unexcused if they are not present in school and one of the above criteria is not met. If the school office has not heard from a parent by end of the school day, the students will be considered truant (absent/unexcused). Truancy will result in disciplinary action. Teachers are not required to allow students to make up classroom work if the student is truant (absent/unexcused).

IN THE FOLLOWING EVENTS, STUDENTS ARE NOT COUNTED ABSENT IN ACCORDANCE WITH IC 20-8.1-3-18. AND THESE ABSENCES MUST BE PREARRANGED:

- Page or honoree in the Indiana General Assembly
- Subpoenaed court appearance
- Aide to a political candidate, a political party, or to a precinct election board on the date of an election
- National Guard Duty
- School-sponsored field trips, including approved and parent-accompanied higher education days

Attendance Reporting

The student's parent or guardian is expected to call the School Office (572-9440) before 10:00 a.m. of the day the absence occurs to notify the school. When calling, the following information is requested:

- The student's name
- Name of the person making the call and relationship to the student
- The reason, date & period(s) for the absence, if not for entire day.
- Contact phone number so the call may be verified.

If the parent or guardian does not have access to a phone, a note from a parent/legal guardian will be accepted on the day the student returns to school. If the absence is due to a medical, dental or other professional appointment, a note of verification from the professional appointment is required at which time the absence will be excused. The note should include the date, time and length of the appointment on professional letterhead with a phone number and address. The notes should accompany the student upon

their return to school. Doctor's notes may be requested if the student has an extended illness.

The following reasons will be considered as excused absences:

- Student illness or medical, dental, or professional appointments **with** documentation
- Death in the immediate family
- Exclusion because of exposure to a contagious disease
- Required religious observance
- Court appointment
- Absences assigned for disciplinary reasons (example: suspension)

All phone calls must be received by the School Office within one hour of the start of school. If no phone call is received the absence will be marked as truancy. Efforts will be made to contact the parents if no call is received.

Early Dismissal for Professional Appointments

Students will not be allowed to leave school grounds without the knowledge and permission of a parent or guardian and permission from an administrator.

Students will not be allowed to leave school or miss class to run errands such as returning home for books or materials. When a student needs to leave school before the end of the school day, the following steps must be followed:

- The parent or guardian should call the school office 572-9440 or send a note to the school office.
- The school staff will write the student a pass to leave at the specified time.
- The student will show the pass to the teacher and report to the school office to sign out. All students leaving the building without permission or without signing out will be subject to the same consequences assigned for truancy.
- Students sent home from the Nurse's Office must sign-out in the school office. Before a student who has become ill or injured is sent home, the school will notify parents or guardians to arrange for transportation. In case of an injury which needs medical attention, an attempt will be made to consult with the parent or guardian for advice. Under no circumstances will the school allow another student to transport the ill or injured student. If a parent or legal guardian cannot be reached, the student will be taken to a doctor or the hospital. The school does not assume responsibility for payment of these bills.

Absences, Excessive

In the event of a student who has absences (excused and/or unexcused) in excess of five (5) days, the

administration may recommend one of the following actions:

- No action necessary (work is updated, doctor notes turned in, student on track)
- Student will be required to serve detention (before or after school)
- Student will be suspended
- Students will be recommended for expulsion
- Students with an excessive amount of absences may lose the following privileges:
 - Loss of driver license until age 18
 - Revocation of work permit
 - Loss of driving privileges

School Interventions

- Day Five – a phone call or email will be sent to the parent/guardian notifying him/her of the absences along with the attendance policy and possible future obligations.
- Day Six – A conference with the student, parents, and administration will be scheduled at which time the family and school administration will discuss obligations as listed above.
- Day Seven – a letter will be sent home notifying parents and given to the student to inform them of the violation of the attendance policy.
- Day Nine – Parent will be contacted and notified that one more absence will result in an attendance hearing with the school.
- Day Ten – Parent will be contacted to schedule an attendance hearing with school administration at which time the student’s attendance will be reviewed and a determination of obligations will be established.

College Visits and Pre-arranged Absences

- At the beginning of the 11th grade year each student may explore many post-secondary options.
- Students in grades 11 or 12 are allowed two higher education days, these absences must be prearranged.
- Occasionally, situations arise whereby students are required to be absent from school. On these occasions, the principal/designee may grant a prearranged absence if the request is appropriate and within timelines. A pre-arranged absence request form must be submitted at least five (5) school days in advance of the requested absence. A student may use no more than five (5) school days of prearranged absences per year. A pre-arranged absence request form may be found on our website. Students are responsible for making up all missed assignments; no assignments will be given in advance. Failure to request a pre-arranged absence five (5) school days in advance will result in an unexcused absence(s). Prearranged absences will not be approved on days the student’s class is scheduled for final examinations, NWEA (MAP) and ISTEP testing days, achievement tests, or during student-led conference days, or days extending Thanksgiving break, Christmas break or Spring break.

Truancy Consequences – invalidation of driver’s license

Indiana law states that under certain conditions a student may have his/her driving license suspended.

The purpose of this law is to encourage student attendance and appropriate behaviors. Under Indiana Code section 18 IC 20-33-2-11 students must meet minimum requirements to qualify for the issuance of an operator's license or a learner's permit.

- Be at least thirteen (13) years of age but less than 18 years of age
- Must not be a habitual truant under the definition of IC 20-33-8-12. A child is defined as habitual truant student who is chronically absent, by having unexcused absences from school for more than ten (10) days of school in one school year.
- If a student is defined as a habitual truant they may not receive their operator's license or learner's permit until the age of 18.
- The governing body may determine that the individual's attendance record has improved to the degree the individual may become eligible to be issued an operator's license or a learner's permit before February 1 and October 1.
- The term suspension used in this policy is an out-of-school suspension as defined in IC 20-8.1-1-11.

A driver's license or a learner's permit may not be issued to an individual less than eighteen (18) years of age who meets any of the following conditions:

- Is a habitual truant under IC 20-33-8-12.
- Is under at least a second suspension from school for the school year under IC 20-8.1-5.1-8 or IC 20-8.1-5.1-9.
- Is under an expulsion from school due to misconduct under IC 20-8.1-5.1-8, IC 20-8.1-5.1-9, or IC 20-8.1-5.1-10.
- Has withdrawn from school, for a reason other than financial hardship and the withdrawal was reported under IC 20-8.1-3-24 (a) before graduation

If a person is less than eighteen (18) years of age and is a habitual truant, is under suspension or an expulsion, or withdrawn from school described in Section 1, IC 9-24-2, the Indiana Bureau of Motor Vehicles shall, upon notification by the student's principal, invalidate the person's license or permit until the earliest of the following:

- The person becomes eighteen (18) years of age.
- One hundred and twenty (120) days after the person is suspended or the end of a term during which the person returns to school, whichever is longer.
- The suspension or expulsion is reversed after the person has had a hearing under IC 20-8.1-5.1.

Enforcement of Attendance Policy

The principal or designee shall:

- Designate any student as a habitual truant if the student's attendance records indicate such designation.
- If a student is designated as a habitual truant the principal may file a report to the appropriate agencies in order to assist with this issue. This will include legal authorities including the Bureau

of Motor Vehicles. Indiana Code grants power to the state to remove or delay drivers' licensing of students who are habitually truant (I.C. 9-24-2-1)

- Review the student's attendance record no less than one time each school year to determine if the prohibition against receipt of an operator's license or learner's permit shall continue. At least one hundred and twenty (120) school days must have elapsed since the determination of designation in order to have a significant sampling from which to make a determination of improved attendance. This review will be made at the written request of the student or his/her parent or guardian.
- If the prohibition against receipt of the license or permit is removed, the principal shall notify the Indiana Bureau of Motor Vehicles. The removal of the prohibition, however, shall not cause the number of truancy days to be erased for purposes of later determining that a student is a repeat habitual truant under this policy.

Tardiness

Students are expected to maintain a 95% attendance rate. Regular school attendance improves learning, establishes dependable work habits, allows students to take full advantage of educational opportunities and enhances a supportive recovery environment.

Students who are late to class will be counted as tardy. A student not in the classroom when the bell begins to ring will be considered tardy. Students who arrive at school after the tardy bell rings must sign in at the School Office.

Tardy Policy

For each individual class (periods 2-7):

- First offense – Verbal warning given by teacher and mark in attendance
- Second offense – Verbal warning given by teacher and mark in attendance
- Third offense – Verbal warning and parent contact by teacher, also mark in attendance
- Fourth offense – Verbal warning, parent contact, mark in attendance and referral to guidance counselor for contract
- Fifth offense – Verbal warning, parent contact, mark in attendance and referral to administrator for lunch detention
- Sixth offense – in/out of school suspension and/or after school detention

Lunch Detention will take place Tuesdays and Thursdays.

For tardies to school (entering Hope after 9:00 a.m.)

- First offense – Verbal warning given by principal or guidance counselor, teacher marks attendance when student comes to class with late pass from office
- Second offense – Verbal warning given by principal or guidance counselor, teacher marks attendance when student comes to class with late pass from office
- Third offense – Verbal warning and parent contact by principal or guidance counselor, teacher marks attendance when student comes to class with late pass from office
- Fourth offense – Parent conference with student, guidance counselor, and principal to develop an intervention plan
- Fifth offense – loss of driving privilege, possible suspension and/or after school detention

Student Behavior

To help students develop appropriate behaviors, Hope Academy will apply the principles of Restorative Practices in the student behavior system. Restorative Practices are based on the premise that students will be more likely to make changes in their behavior when they are involved in the process and the focus remains on what is best for the community. The use of Restorative Practices is designed to be responsive to the behavioral needs recovering students bring to school.

The faculty and staff will use progressive and restorative discipline practices as a guide for determining the appropriate actions for a specific student. A student's behavioral needs will be evaluated in terms of how often the behavior has presented itself, the impact the behavior has had on the community, and the length of time the behavior has been occurring. The following steps will be taken during the restorative discipline process: Making affective statements, stating affective questions, having impromptu meetings/discussion, conducting a circle of concern, parent contacts, conferencing, and/or behavior transformation meeting. Additionally, students impacting the educational process or causing safety concerns may be removed from the classroom, removed from the school community, suspended, and/or recommended for expulsion.

Hope Academy staff and student have developed lists of Community Expectations. These expectations will be reviewed and modified each year. These documents will be visually displayed and will guide desired student behaviors.

With regards to some major disruptive behaviors, students may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be considered to be an interference with school purposes or an educational function, or the student removal is necessary to restore order or protect persons on school property.

The grounds for suspension or expulsion apply when a student is:

- on school grounds, before, during, or after school hours
- off school grounds at a school event or activity
- traveling to or from school or school event/activity

Hope Academy Community Expectations Arrival

To promote safety and punctuality, students are to enter the building in uniform without outside food or drink, at which time they are to proceed to their locker and prepare for the day. Students are to be mindful of the following when planning for the day: plan ahead as to not jeopardize being late by placing personal items in locker and making sure all materials needed for class are prepared to go. Remember to follow all community expectations for school areas such as hallways, lounge, and vending area.

Attendance

To respect the educational processes students are expected to have a 95% attendance rate. Having a high attendance rate is conducive to strong recovery and educational outcomes.

Dismissal

To respect the school environment, students and faculty will ready the classroom for the next day as presented by administration. For example, chairs will be stacked, paper and supplies are to be off the floor, and computers will be shut down and stored properly. Students will then leave the building in a respectful manner at 3:20pm.

Passing Periods

Student will be given 4 minutes to pass from one class to the next. During this time students are expected to follow the community expectations for each area. (lounge, hallway, restroom, and vending area) Students are expected to be on time for their next class. Students are not allowed on the first floor during this time and are to only use the bathrooms located in the south student hallway.

Restrooms

To promote a clean and safe environment, students will follow the community expectations for the restroom area. The restrooms will be monitored by peers and a staff member to promote a sense of pride in our community and facilities. Students are prohibited from using any kind of smoking device in any of the building restrooms.

Cafeteria

Hope Academy students and staff will gather and promptly proceed together to lunch at the appointed time. Travel to and from the cafeteria is to be quiet and respectful. When in the cafeteria, students are to be respectful of others eating and cafeteria staff by waiting in line, talking quietly, using appropriate table manners and when finished eating, put their trays in the racks. At no time are students allowed to use their cell phones while in the cafeteria. Students must follow all guidelines established by Hope leadership with regards to sharing food, returning to food line for additional purchases, and purchasing protocols.

Leaving the Classroom

To respect the learning process and to minimize distractions, leaving the classroom is discouraged. However, if a student needs to leave a classroom for an important reason during class, students are to request permission and a pass will be assigned. Students may also be required to leave their cell phones with the classroom teacher when leaving the class.

Lockers/Backpacks

Each student will be given a locker to store personal items. To respect the school environment, all lockers are to be kept neat, clean, and organized. Personal backpacks, purses, and other devices used to transport materials to and from school WILL NOT be allowed in classrooms. Students will be given a Hope Academy Back pack that he/she will be required to carry to each class with necessary materials. Lockers are Hope Academy property and may be searched at any time.

Personal Space/Boundaries

The space of each student, faculty, and staff member shall be respected at all times. This included their physical space, psychological space, and possessions. Pushing, shoving, borrowing items without permission, and talking out-of-turn are all examples of personal space/boundary violations. Public displays of affection are limited to hand holding during non-instructional times.

Language

The use and development of appropriate language is a key factor in working personal recovery. To promote recovery, each member of Hope Academy will be expected to use language that is constructive, positive, and supports the core values of Hope Academy.

Addressing Faculty and Staff

To promote respect towards faculty and staff, students will address adults by using their surnames. (Example: Mrs. Smith)

Readiness for the Classroom

Students will be mindful of those things they need to do to be ready for class. This includes arriving on time, being dressed appropriately, having completed assignments, and having the necessary resources to complete that day's school work.

Food, Drink, and Snacks

To promote safety, cleanliness, and respect for our school environment, food will **NOT** be allowed in the classrooms and will be confiscated if visible in the classroom. Students may have snack food in the student lounge area. Students may bring in drinks that have been sealed and are unopen. Once inside the school, only these drinks will be allowed in the classroom, as long as there is a lid for the container. Coffee and/or drinks with unsealed lids from the café downstairs or from an outside vendor will not be allowed. Students may have the school provided coffee up to 8:55 a.m. in either the Serenity room or Quads. Students are expected to clean up areas where food and drinks are allowed.

Electronic Devices

To respect learning, minimize distractions, and to promote socialization in recovery, personal electronic devices will not be allowed in school. (Examples: iPods, MP3 players, or CD players, E-Readers/Tablets, iPad, laptops, and headphones) Items will be confiscated by staff and may have picked them up at the end of the day. After the third confiscation, parents will be required to pick up the devices.

Cell Phones

Cell phone use is not permitted during class. Cell phones will be placed in a bin at the beginning of each period and may be picked at the end of each period. After the second time a phone is confiscated, the phone must be picked up by a parent or guardian.

Computer Use

Computers have been purchased by Hope Academy for students to use for educational purposes. Students using the computers are to respect them as property of the school and maintain high standards of care while in use. Students using a computer for purposes other than educational activities may have computer use suspended. Activities include; using Facebook, YouTube, Streaming Music/Video, etc.

Dress Code

The Hope Academy dress code has been designed to provide a positive and consistent atmosphere that encourages learning and supports a culture of recovery. Families that accept enrollment in the school also accept the school uniform policy.

All students will adhere to the following guidelines for student dress:

- The school uniform is defined as: floor length tan, navy or black khaki style pants worn waist high, and a black, gray, purple, or white polo shirt of appropriate size. Hope Academy has polo shirts with the Hope logo available for purchase in the front office.
 - The uniform must be worn at all times.
 - Appearance is to be neat and well-groomed. (Students will be notified and given 1 day to correct)
 - Only Hope Academy fleece jackets may be worn over the uniform if necessary.
 - Undergarments may not be visible.
 - Athletic shorts may not be worn under khaki pants.
 - Shirts worn under student polo shirts must be tucked in.
 - Shoes must be worn at all times.
 - House slippers are not permitted.
 - Student jewelry should not distract from the educational environment of Hope Academy.
 - Pant material may not be denim or stretch and should not be tight fitting.
- Students that come to school out of uniform will not be permitted in school.
- Students that are noncompliant during the school day will be removed from the community.
- To encourage Community spirit, there may be designated “dress down” or “themed dress” days that students may participate in during the year. The expectations for these days will always be communicated to students and parents (via email) prior to this day. In order to avoid exclusion from school on these days, it is recommended that the student bring their uniform in case they are not in compliance with the special attire as outlined for that day.

Students will be required to call home and/or develop a plan to get into uniform. If a student is out of uniform twice during a day, they will be sent home. Students missing class time due to improper uniform will be held to the tardy, attendance, and/or truancy school policy.

Tobacco

Hope Academy is a tobacco-free campus for *all* ages. Therefore, students attending Hope Academy are not allowed to possess or use tobacco products on school grounds. Examples include but are not limited to: cigarettes, chewing tobacco, vape devices, dip, snuff, etc. Indiana State Law prohibits the possession and/or use of tobacco products by students under the age of 18 therefore, the school will confiscate, and discard tobacco products and legal action may be taken. Students are not allowed on the adult smoking patio.

E Cig Policy/Vaping

The school prohibits the use of electronic nicotine delivery systems such as; electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products at any time. These devices will be confiscated, and the parent/guardian will be required to pick up the devices from the school office for the 1st and 2nd offenses. For the 3rd and subsequent offenses, the devices will be kept until the last day of school when a parent/guardian may pick them up.

Obligation Chart

A detailed obligation chart has been included in the handbook and may be used by Hope Academy staff as a guideline for disciplinary obligations for inappropriate behaviors.

Hope Academy

Lesson Plan

Algebra 1	Standard: QE.4,5 Solve Quadratic Equations		
Unit 10 – Quadratic Equations and Functions	Lesson: 10.4	Homework: 10.4	

- 1) Daily Bell Work (DBW)
 - a) Factor $x^2 - 5x + 6$
- 2) Lesson (Notes 10.4)
 - a) introduce Zero Product Property
 - i) tie to Indiana Standards term: “zeros of a function”
 - b) solve algebraic factors set equal to zero
 - i) example
 - ii) individual practice
 - iii) use Desmos on iPads to discover how the answers relate to their graphs
 - c) apply factoring of quadratic equations to solving them
 - i) example together
 - ii) individual practice
 - d) real-life example
- 3) Assignment
 - a) Homework 10.4

Differentiation:

This lesson builds on the current unit and the previous unit (Unit 9 – Polynomials and Factoring).

For extra help, students can read “Solving quadratic equations by factoring” on www.khanacademy.org or watch the video with the same name.

Students can also practice last unit’s factoring by doing practice problems at “Quadratics by factoring (intro.)” on www.khanacademy.org.

Khan academy also has a Spanish website.

Algebra 1 - Semester 2

Unit	Standards	Objectives	Lessons	# Days	Assessments
6 - Systems of Equations and Inequalities	SEI.1, 2, 3, 4 L.7	*Solve linear systems by graphing, substitution, and elimination *Solve linear inequalities by graphing and writing systems of linear inequalities from graphs	6.1-6.6	16	Quiz - 2 Test - 1
7 - Radical Expressions and Equations	RNE.3, 4	*Simplify radical expressions *Introduction to rational exponents	7.1-7.3	7	Mini Test - 1
8 - Exponents and Exponential Functions	RNE.3, 5 QE.2, 3	*Zero and negative exponents *Multiplication properties of exponents *Division properties of exponents *Exponential growth and decay	8.1-8.6	13	Quiz - 2 Test - 1
9 - Polynomials and Factoring	RNE.6, 7	*Simplifying polynomials *Factoring polynomials (common factors) *Mutlplying binomials *Factoring quadratic trinomials *Factoring cubic quadronomials by grouping	9.1-9.8	22	Quiz - 2 Test - 2
10 - Quadratic Equations and Functions	QE. 1, 3, 4, 5, 6, 7	*Graph quadratic functions *Solve quadratic functions: graphing, square roots, factoring, quadratic formula *Choosing linear, exponential, or quadratic models	10.1-10.6	15	Quiz -2 Test - 1
11 - Data Anayls and Statistics	DS. 1, 4, 5, 6	*Sampling (bias) *Correlation/causation *Two-way tables	11.1-11.5	12	Quiz - 1 Test - 1
Final Exam - 2 days review - 1 day test					

Algebra 1

Unit 10 Quadratic Equations and Functions

Lesson #	Main Idea(s)	Indiana Standards	Bloom's
10.1	id vertex and making basic quadratic graphs (use tech.)	QE.3,6 graph quad.	understand apply
10.2	graph quadratic functions (use tech.)	QE.3 graph quad.	understand apply
10.3	solve quadratic functions by graphing and using square roots (with real-world - using gravity)	QE.4,5,6,7 solve quad.	understand apply
10.4	solve quadratic functions by factoring (using the zero product property)	QE.4,5 solve quad.	understand apply
10.5	solve quadratic functions with the quadratic formula	QE.4,5 solve quad.	understand apply
10.6	choosing the correct model: linear, quadratic, or exponential	QE.1 choose correct model	analyze, evaluate

Indiana Standards Terms

zeros of a function
line of symmetry
extreme values (minimums and maximums)

Differentiation

*Class sizes are small.
*Extra help at Khan Academy.

Hope Academy

Lesson Plan

Geometry	Standard: LP.4 Proofs
Unit 3 – Parallel and Perpendicular Lines	Lesson: 3.2 Homework: 3.2

- 4) Daily Bell Work (DBW)
 - a) Law of syllogism practice
- 5) Lesson (Notes 3.2)
 - a) remind term “postulate”
 - b) Postulate 3-2 “Converse of the Corresponding Angles Postulate”
 - i) discuss
 - ii) draw
 - c) define/explain “flow proof”
 - d) Theorem 3-5 “Converse of the Alternate Interior Angles Theorem”
 - i) prove
 - e) Theorem 3-6 “Converse of the Same-Side Interior Angles Theorem”

- i) prove
 - ii) example
 - f) Theorem 3-7 “Converse of the Alternate Exterior Angles Theorem”
 - i) prove
 - g) Theorem 3-8 “Converse of the Same-Side Exterior Angles Theorem”
 - i) prove
 - ii) examples
- 6) Assignment
- a) Homework 3.2

Differentiation:

This lesson contains much new material – most of it brand new to these students. A little of it builds on previous knowledge from junior high/middle school.

“Practice” days are built into the schedule for differentiation.

Geometry - Semester 1

Unit	Standards	Objectives	Lessons	# Days	Assessments
1 - Tools of Geometry	LP.1, 2 PL.1, 2, 4, 5 T.8 CI.4	*Introduction to inductive reasoning *Basic geometry ideas - points, lines, angles *Distance formula/midpoint formula *Construct segments, angles, and bisectors *Perimeter, circumference, and area	1.1-1.8	15	Quiz - 2 Test - 1
2 - Reason and Proof	LP.3, 4 PL.3	*Conditional parts *Converses and biconditionals *Laws of detachment and syllogism *Basic angle theorems (vertical angles, congruent supplements, congruent complements)	2.1-2.4	9	Quiz - 1 Test - 1
3 - Parallel and Perpendicular Lines	PL.3, 4, 5 LP.4 T.1 QP.3	*Parallel lines and their angles *Perpendicular lines *Triangle basics - angle-sum theorem, classifications *Polygon angles *Coordinate plane lines - linear forms, parallel, perpendicular *Constructing parallel/perpendicular lines	3.1-3.8	17	Quiz - 2 Test - 1
4 - Congruent Triangles	T.1, 2, 3, 4	*Congruent polygons *Congruent triangles (SSS, ASA, SAS, AAS, HL, CPCTC) *Triangle theorems (isosceles, third angles) *Constructing congruent triangles	4.1-4.7 (and 4.3 activity lab)	16	Quiz - 2 Test - 1
5 - Relationships within Triangles	T.1, 6 LP.3, 4 CI.7	*Triangle theorems (midsegment, perpendicular bisector, angle bisector, triangle inequality, inequality in one triangle, hinge) *Points of concurrency *Inductive reasoning: inverse, contrapositive, indirect proof	5.1-5.5	12	Quiz - 2 Test - 1
6 - Quadrilaterals	QP.1, 2	*Classify quadrilaterals *Parallelogram theorems *Working with figures in the coordinate plane	6.1-6.7	13	Quiz - 2 Test - 1

Final Exam - 2 days review - 1 day test

D. Methods of Pupil Assessment

The unique needs of Hope Academy students require a set of mission specific measures that will yield data that can both help Hope Academy leadership and staff accomplish their mission while also providing much needed insights into the recovery process of students suffering from substance use disorders. To that end, Hope Academy has developed a standing data package that includes measures of academic achievement, sobriety, mental health, childhood trauma as well as a measure of the personal and community assets the student may have to help them in their sobriety.

Since 2011, students at Hope Academy have been asked to complete the measurement package and the data that has resulted has been used to fulfill the requirements of the Office of Education Innovation for mission specific measures. This data has also been used in research studies published in peer reviewed journals, doctoral dissertations and conference presentations. A summary of the measures currently included in the Hope Academy Standard Measurement Package is below. The ACEs (Adverse Childhood Experience) assessment will be added to the standard data package in the 2019-2020 academic year.

The data collected at Hope Academy have found a link between the negative impact of substance disorder

and academic achievement. Using data from the GAIN-SS, the Global Appraisal of Individual Needs – Short Screener and the Northwest Evaluation Association Measures of Academic Progress, paired observations (Testing 1 (T1) vs. Testing 2 (T2)) were formed. These paired observations were categorized based on information from the Global Appraisal of Individual Needs – Short Screen, as increased, decreased, or no change in substance disorder. Results confirm the impact of substance disorder on academic growth, with T1–T2 pairings in which substance disorder increased resulting in a decrease in academic growth, and T1–T2 pairings in which substance disorder decreased resulting in an increase in academic growth. The impact of no change in substance disorder from T1 to T2 varied by the time frame of the substance use, either in the past month or in the past year.

These results have led to more research examining the “Dual Recovery Hypothesis” which posits that there is an interaction between academic success and success in recovery from substance use disorders. As a student experiences recovery success with the support of Hope Academy staff and students, they begin to find that their academic work becomes easier and more rewarding. These academic successes bolster their recovery efforts, which in turn positively impact their recovery.

In addition to the work described above, data from Hope Academy has been used in a Ph.D. dissertation examining the impact of the recovery community on student success, a Masters’ Thesis examining the “unpackings” that occur when a student relapses, and research papers on the impact of spirituality on recovery written by faculty at Indiana Wesleyan University.



Standard Measurement Package

Measurements to Reflect Our Mission—to provide a safe, sober and challenging school experience for students recovering from alcoholism/drug addiction in grades 9 – 12 who share a commitment to educational achievement and personal growth within a community of common recovery values and activity.

Measure	Purpose	Administered	Importance
Academic			
NWEA-MAP <i>Measure of Academic Progress (MAP)</i> —nationally normed, adaptive computerized tests measuring student academic progress.	To measure student academic progress made between X2 administrations, i.e. for the school year.	Administered twice a year—once in the fall (September), and once in the spring (May).	A mandatory Mayor's Office measure used to evaluate Hope's effectiveness in facilitating student academic success.
ECAs State of Indiana mandated <i>End of Course Assessments</i> . Replaces the Graduation Qualifying Exam (GQE).	To measures student academic progress in regards to state-wide standards in math, English, and biology.	Administered at the end of course for Algebra I, English 10, and Biology by School Counselor. Student must pass to graduate.	A mandatory Department of Education (DOE) measure to ensure public school accountability.
Recovery			
GAIN-SS Nationally normed <i>Global Appraisal of Individual Needs—Short Screener</i> .	Brief screen for behavioral health issues; gives a metric to behavior health needs across a population.	Administered at 3 month intervals (August, December, January, April) by Hope's Recovery Coach.	Reflects student progress and needs in regard to recovery and behavior health issues.
Developmental Assets Profile Self-report of students internal and external assets that may impact their recovery.	To measure perceived changes in the personal assets (eg, character, grit) and external assets (friends, family)..	Administered at the beginning of matriculation/school year.	Reflects students progress in developing assets related to long term recovery and well being.

E. Special Student Populations—English Language Learners

We anticipate that some of the students may have a native language other than English. If, during the initial staff and parent/student informational meeting it is determined by the school director that a student speaks no English; the student will be classified as a LEP. If the student can speak some English, the school will administer, within 30 days, the English exam normally used by public school districts and the results from the exam will be used to determine the student's level of LEP. Regardless of the outcome, if we do not employ a member of our staff that can provide language services to these students, Hope is committed to seeking outside assistance to provide services for these students on a contractual basis.

F. Special Student Populations—Special Education

It is our commitment to *all* students and parents who attend Hope to ensure that no student will be denied

an education because of family background, income, race, religion, gender, health or disabilities. It is our understanding that, as a public high school, our school will comply with all rules and regulations as prescribed by the Individuals with Disabilities Act (IDEIA 04) and Article 7 (511 IAC 7-17 through 7-31).

Because of the customized learning mechanisms already built Hope, such as the Continuous Learning Plan and Graduation Contract, *all* students will be monitored, and progress checked on a daily basis. However, for students who have been identified with special needs, Hope will have an Individual Education Plan (in addition to their Continuous Learning Plan) that will specify goals, level of placement, ancillary services and least restrictive placement.

As described in our ten guiding principles, it is the philosophy of the Hope to provide students an “instructional delivery system of various approaches to strategically bolster active student engagement and diverse modes of learning” (see page 12). Thus, it will be our goal to always provide students with disabilities services that will take place in the general education setting with non-disabled students to the maximum extent possible. Removal of students with disabilities from the general education environment will only occur when the required special education and/or related services dictate provision in a more restrictive environment.

Hope has several team members who hold a special education certification. These staff will continue serve as the Teacher of Record and will oversee the students who need special services and ensure those services are provided with each student in an effective and efficient manner.

Until students are enrolled and Individual Education Plans (IEP) are collected, we are uncertain as to how many of the students will require special services. Once enrollment is complete, we will have a better understanding of what services our special needs students will require, and a full strategy will be developed.

Identification

Students attending Hope will be identified for special needs in the following ways:

- At the time of enrollment students will be asked to submit IEP's
- If the student is a drop out, he/she will be reassessed and IEP's updated

- If, during the first month of school, a student without IEP’s exhibit signs of having a disability, we will use a third party contractor to complete all necessary testing of the student.

Referral

If a referral is necessary, the referral will contain the following:

- Reason for referral
- Any testing, records or reports to validate referral
- Thorough explanation of all remediation attempts
- Description of parental involvement prior to referral.

G. Special Student Populations—Students Above and Below Grade

As described throughout this text, all students who attend Hope will have a Continuous Learning Plan and Graduation Contract. For our gifted and talented students who desire a high academic curriculum, their Continuous Learning Plan and Graduation Contract will reflect opportunities for them to achieve their highest potential. It is our intent to provide a basic Core 40 education for all students. For those who wish to exceed those expectations, we will partner with educational institutions that can provide higher level courses. For students who are high achievers, goals in forming partnerships will be:

- Ability to enroll in A.P. classes at a local high school
- Ability to attend college classes and receive dual credit from a college or university
- Ability to take foreign language at a local high school, college or university.

Other educational opportunities for gifted and talented students will be through internships, student exhibitions and demonstrations. Our school budget reflects our understanding of the costs associated with providing a high quality education to all students.

H. Goals

Hope has established the following goals for their new charter:

1. Fiscal Sustainability: Hope has struggled with meeting their fiscal targets in Core Question 2 per their OEI evaluations and reports. Hope will establish necessary relationships to ensure fiscal sustainability of the organization.

2. Broaden Access to More Students in Indianapolis: Hope has struggled to ensure students across the city have equitable access to Hope's educational model. Hope has intentionally set a goal to broaden access and align the student body with the demographic statewide data.

3. Transition Planning: A key component to Hope's mission and vision is directly tied to student sobriety and the journey to healthy adulthood. Hope has established transition planning goals based on national standards of best practice specific to recovery transition supports.

Specific information on these goals have been outlined per OEI guidance in Appendix 9.

I. Support for Learning

Throughout the school year there are many opportunities for parents to participate in educational activities, individual academic progress monitoring, and parent recovery support activities. As students are new to the school a conference is held with the family, the student and Hope Administration and Recovery staff to talk about expectations and student background and history. Each semester parents are asked to participate in a student led conference with their student and a core teacher. During this meeting the student discusses their academic and recovery progress to their parent. In addition to the conference, parents receive academic and recovery progress communication in the form of a progress report or report card.

Each week the principal sends an email with announcements, calendar activities, and other important information to all the parents. This includes information about our parent meetings held twice each semester. Parent meetings include: Recovery education for parents, academic information, student performances and an opportunity to connect with other parents and the Hope Academy Staff. The Recovery Coach has ongoing communication with parents regarding needs of the students but also celebrations of milestones in recovery. The Guidance Counselor communicates with parents of graduating seniors regarding FASFA, college and career planning, scholarships, and credit completion.

Parents are invited to support activities at the school as well as to serve on committees for fundraising. At the end of the school year the parents are asked to complete an end of the year survey. We then use that data to help drive change or enhancements for the next school year. Additional information about specific

supports for special education and English language learners can be found in sections E. & F. of this proposal.

III. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Governance Plan –Board of Directors

As part of the launching of Hope, the Fairbanks board established a new board for Hope comprised of a group of board members that have a connection to the school and its mission. Hope’s board is comprised of members with a long standing relationship to the school. Their history with the school is matched by their dedication to the school’s mission and vision. Together this board brings a wealth of expertise and support for the school leadership. As Hope enters this new phase of service, this board is poised and ready to lead. The board members are:

Marissa Manlove

Colleen Kenney

Amy Levander

Phyllis Usher

Janine Shopp

Each Board Member’s resume and signed memorandum is located in the Leadership Information section. The board is actively engaged in recruitment and development activities as it begins the next era of Hope.

B. Governance Plan—Governance Compliance

Organizational Structure

The Hope Academy Inc. has been formed as an Indiana Nonprofit Corporation whose purpose is to oversee the operation of Hope Academy.

The affairs of this corporation shall be managed, controlled, and conducted by, and under supervision of, The Board of Directors. The officers shall consist of Chair, Vice Chair, Past Chair, Secretary, and Treasurer and such other officers as the Board of Directors may otherwise elect. The role and responsibilities of each of these positions is further described in the following subsection. Please see the Governance Documentation section for Hope Academy High School of Articles of Incorporation and Bylaws. The Governance Documentation section also includes the schools 501 (c) (3) tax exemption status.

Governance Committee

The purpose of the Governance Committee is to assist in carrying out oversight and other functions of the Board.

The Committee shall oversee matters relating to the Hope Academy governance program and evaluation of all board activities. The Committee shall:

- Serve as the nominating committee for the board and take the slate of officers and new board members to the annual meeting of the board
- Oversee and provide input on board recruitment
- Oversee and provide input into board succession planning
- Oversee and provide input into the development and revision of board handbook and policies
- Provide board education
- Coordinate the annual board evaluation
- Coordinate and oversee the creation and measurements of board goals based on strategic planning
- Review and evaluate the Executive Director of Hope Academy
- Ensure that all board members understand the charter and all provisions
- Oversee and provide input in the drafting and revision of school personnel policies and employee handbook
- Oversee and provide input in reviewing job descriptions, salary structure, employee benefits package, and the annual reviewing staff salaries.
- Participate in fundraising activities; make an annual contribution to Hope Academy

Policy & Decision-Making of the Board of Directors

Hope Academy's Board of Directors is the sole authority of Hope Academy and has the power and authority to establish policies for and make decisions on behalf of the school. The Board of Directors will

establish policies used by the school to conduct operations, including finances, enrollment, program evaluation, evaluating the school leader, and other operational aspects. The Board may establish new or change existing policies by taking action with a majority vote during an official Board meeting. The Board will request input from school leadership, partners, and the community at large in establishing school policies that affect the betterment of the school.

Board Of Directors Recruitment and Selection

The Board intends to be fully engaged in the oversight and governance of The Hope Academy Inc. Pursuant to its Bylaws, the Board of Directors of The Hope Academy Inc. Will have no less than three and no greater than fifteen Directors. The Governance Committee will serve as the nominating committee to select potential board members. The Board will strive to be well-balanced and maintain its membership with subject-matter expertise in education, legal matters, finance, business, and recovery. The Board will seek to recruit individuals to fill any gaps in these areas by resolution of the Board of Directors. They will then take the nominations to the full board to vote on new board members.

Board Development

The Board Chair and Vice Chair will be an active participant in all board of education offered through the Mayor's Office of Education and Innovation. The Hope Academy Inc. has engaged into a relationship with Board on Track to help with ongoing tracking of board activities, and assessment, board goals and tracking of agendas and minutes of board and committee meetings. Board members will receive ongoing training on Board on Track. In evaluating its own performance, the Board may move to take action aimed at improving its own effectiveness in raising student achievement and maintain in the experienced education providers or the Office of Education Innovation to determine board development and training opportunities.

C. Governance Plan—School Leadership

School Leaders Roles and Responsibilities

Pursuant to its By Laws and Articles of Incorporation, the Board will be composed of no less than three and no greater than fifteen individuals. The Governance Committee will be tasked with recruiting and bringing a slate of new board members to the full board. The Board of Directors will continue its

relationship with Board on Track to assist in the ongoing assessment and functioning of the board.

The Executive Director will serve as the chief administrator for Hope Academy and will report directly to the Board of Directors. All school staff will report directly to the Hope Academy Principal. The general governing structure as well as the organizational charter for the school is depicted in the organizational chart.

Roles and Responsibilities

Board of Directors

The Hope Academy Board of Directors will support the school in developing students' academic and recovery success so that they will have a positive impact on our communities and the local economy.

The Board's core functions will include:

- Act as the final authority for the school.
- Define a clear vision for the school.
- Review, evaluate, and adopt school operational policies.
- Set school priorities and expectations.
- Adopt performance standards for the school's academic and recovery performance as well as operational performance.
- Act as authority and oversight for all contracts and partnerships with Hope Academy.
- Approve annual budgets, set financial goals, monitor finances, and ensure that school accounts are audited.
- Provide a forum for community members to be heard regarding concerns about the school.
- Hire, evaluate, and hold the Executive Director accountable to high expectations.
- Evaluate its own performance and sometimes take action aimed at improving its own effectiveness and financial viability.

Chair of the Board

- The Board Chair is an active and voting member of the Board of Directors.
- Serves as the Chair of the Governance Committee

- Works with the Executive Director to develop the agenda for Board meetings, and presides at these meetings.
- The Board Chair shall be responsible for implementing policies established by the Board of Directors.
- Works with the Board in accordance with the organization's bylaws and mission, to establish and maintain systems for:
 - Planning the organization's human and financial resources and setting priorities for future development.
 - Reviewing operational effectiveness and setting priorities for future development.
 - Ensuring legal and ethical standards
 - Hiring and evaluating the Executive Director
 - Developing and maintaining an effective board culture
 - Developing an effective pipeline of future leaders of the board
- In conjunction with the Governance Committee, manages the development of the Board of Directors in order to help it work more effectively and efficiently.
- Communicates effectively with and supports the Executive Director in his/her job as manager of the organization. In this capacity, focuses on ensuring that the board governs rather than manages.
- Works with the Committee Chairs and the Executive Director to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Also, works to ensure effective and efficient communications between the committees and the Board of Directors.
- Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

Vice Chair of the Board

- In Chair's absence presides over the Board meetings.
- Advises the Chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- Assists the Chair by taking on responsibility for communication with Committee Chairs as needed.
- Represents the board in the community, especially at events at which the chair cannot attend.
- Other duties as delegated by the Chair.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

Secretary of the Board

- The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records.
- Ensure that all notices are duly given in accordance with the provisions of the by-laws or as required by law.
- In general, serves as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
- The Secretary will be responsible for giving an annual report to the Board of Directors regarding the disclosure of transactions of conflicts of interest.
- The Secretary shall perform the duties usual to such position and other duties as the Board of Directors or the Chair may prescribe.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

Treasurer of the Board of Directors

- Serves on the Finance Committee.
- Provides direction for the oversight of the organization's record keeping and accounting policies.
- Ensures the presentation of timely and meaningful financial reports to the board.
- Ensures the development of an annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
- Oversees development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board.
- Develops and monitors any investment policies adopted by the Board.
- Ensures that assets are protected and invested according to board policy.
- Leads the board in assuring compliance with federal, state and other financial reporting requirements.
- Presents the recommendation of the auditor to the Board for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- Other Officers Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

Executive Director

The Executive Director will provide overall executive leadership for Hope Academy. The Executive Director will be the liaison to all partners and the liaison within the community. The Executive Director

will be responsible for the following:

- Providing support to the Board of Directors
 - Articulating vision
 - Strategic planning
 - Monitoring the external environment for threats and opportunities
 - Measuring and monitoring performance indicators
 - Ensuring that the values of the school are followed
 - Providing community visibility
 - Raising financial support for the school
 - Arranging for and maintaining the provision of all non-academic support services needed by the school, thus enabling the principal and staff to focus their time and attention on the education of the students
 - Serving as the coordinator/liaison with community partners for the following services as needed by the school, e.g., Human Resources, Marketing, Management of Information Services, Development, Environmental Services, Accounting, Nutrition Services, Recovery Management Services
- The Executive Director's specific responsibilities related to school management, school operations, and community outreach are described in the Job description in the attachments

Principal

The principal will develop the curriculum based on substance-impacted students and their recovery and the school's educational philosophy. He/she will work with the Executive Director in program development, the hiring of the staff, and the recruitment of students. After the school is open, the principal will be the educational leader of the school, collaborating with all faculty members to develop and maintain a rigorous academic program that supports a culture of recovery. The principal will work closely with the Executive Director to coordinate all operational and external functions of the school including: fundraising, regulatory issues, finances, and facility issues, providing the principal the opportunity for creativity and flexibility in designing the academic program. The principal will be responsible for:

- Recruit, interview, hire, train, and retain teachers committed to the mission
- Help to create a powerfully engaging curriculum designed to move students towards meeting the specific skills and content outlined by Hope Academy
- Assist teachers in employing a wide variety of instructional methods designed to create opportunities for deep understanding and differentiated learning for all ability levels within a class, including serving students identified with special needs
- Provide guidance for teachers in their curricular plans
- Oversee all assessments
- Help teachers create a nurturing, non-competitive, and engaging classroom to encourage student achievement and growth
- Support teachers as they work to implement meaningful and purposeful instruction
- Provide formal and informal observations and feedback
- Model exemplary teaching practice
- Share expertise in order to refine management strategies for discipline, routines, and school climate

- Broaden the range of inclusive instructional strategies of teachers designed to meet the needs of all students
- Encourage growth and innovation in lesson planning
- Facilitate the process of integrating multiple content areas and academic disciplines.

Staff Selection

Our goal is for Hope Academy’s staff will be comprised of the previous Hope Academy staff. However, we recognize that some of Hope Academy’s previous staff might not want to join the new iteration or location of our school and that there will also be natural attrition.

We desire teachers to have an Indiana license to teach in their area of expertise. The teaching staff needs to be able to personalize learning for each student. In order to maximize the power of the culture of the school, the faculty must be able to foster relationships with the students. When we have job openings, we will post the jobs on our website, the state education job database, online job search sites, and/or with university placement services.

Teacher Staffing Levels:

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Regular Teacher	5 FTE				
Special Ed. Teacher	0.5 FTE				

In addition to licensed teachers, we will employ:

- Executive Director (1.0 FTE)
- Principal (1.0 FTE)
- Guidance Counselor (1.0 FTE)
- Administrative Assistant (1.0 FTE)
- Recovery Coach (1.0 FTE)
- Enrollment Specialist (1.0 FTE)

Peer Specialist (0.5 FTE)

School Nurse (0.4FTE).

In addition to paid staff, we plan to utilize college students where appropriate – as interns, classroom assistants, etc.

Staff Retention

We will place a high value on staff retention. The unique nature of our school and students creates a steep learning curve for our staff. Effective staff members not only have to understand addiction and the substance impacted student and how they learn. It is a priority that we work to retain staff from year to year.

Part of our staff retention efforts are based in our hiring efforts. We will strive to communicate clearly and accurately with potential hires both the challenges and rewards of working with our student population. In addition to purposeful hiring, we hope to reward our staff with a supportive administration, the opportunity to attend professional development, teacher appreciation activities and in other ways.

Staff Compensation

Executive Director	Base Salary:	\$105,000
Principal	Base Salary:	\$98,000
Teachers	Base Salary:	\$40,000 per full time equivalent (FTE)

Staff Benefits

- Health, Dental and Vision Insurance: All full-time staff will be eligible to participate in health, dental and vision insurance plans. These benefits are effective on the first of the month following thirty days of employment. The school will pay a percentage of the premium for each eligible employee, spouse and dependents.
- Life Insurance and Long/Short Term Disability: All full-time staff will be eligible to participate in these plans. This coverage becomes effective on the first of the month following thirty days of employment.
- Retirement: All certified staff will participate in the Indiana Teacher Retirement Fund. Non-certified staff will participate in the PERF program.

- Paid time off: Each teacher will receive five sick days and two personal days in a full calendar year. Benefits begin on the first of the month following thirty days of employment. Sick days will rollover each year and unused personal days will rollover to sick days at the end of each school year. Non-certified staff will receive paid time off that is commensurate with their experience and duties.
- Liability Insurance: The school will have professional liability insurance that covers school employees in their performance of duties for the school.

D. Governance Plan—Community Partnerships

Hope has been a long standing pillar in the Indianapolis charter school community. Hope was one of the first charters in Indianapolis and one of the only charters that was supported by both democratic and republican members of the City County Council. Fairbanks has been a dedicated and devoted anchor for the school. Fairbanks has provided facilities and organizational support, as well as community support for the school since it's inception. As the charter school landscape and the nation's focus on substance use evolves, Fairbanks believes the need for Hope's services has grown beyond expectations. More and more schools and students are discovering a need for Hope's educational experience, as well as the role substance use plays in a child's developmental experience. Fairbanks is excited to support Hope as it launches into its own organization and expands its offerings (Letter of Support Attached).

As Hope moves into a new era of service, community partnerships are a central component to the new charter. Most importantly, Hope has been in robust conversations with community partners to broaden accessibility to its programming as a way to meet the new demand. Hope is currently in conversations with IPS to become an Innovation School. Hope Academy has been meeting with other townships to discuss how Hope can provide an alternative to expulsion program for students in their districts who struggle with substance use disorder. Letters of support have been requested. Discussions with a couple of key university partners regarding facilities and other indirect cost continue as we prepare our charter. We continue to have conversations with healthcare systems to become a community partner through their community needs assessments and corporate responsibility. Finally we have met with our philanthropic partners to gain support for ongoing financial and back office support that helps Hope Academy be sustainable. These key partnerships will allow Hope to have a larger footprint in Central Indiana and the surrounding counties, while also ensuring that students can have a campus site that is more accessible from all sides of the city.

E. Budget and Financial Matters

In efforts to be transparent about fiscal matters, Hope has provided two separate budgets for review. One budget is part of a 7 year strategic plan and the other is a 3 year budget built from current enrollment numbers. Enrollment and partnerships are key to fiscal sustainability. The 7 year strategic budget shows the exact enrollment goals necessary to ensure that the school becomes sustainable. With the enrollment efforts described above we feel confident in increases in student enrollment. As partnerships are formed, certain expenses may be transferred to the partnership, therefore relieving the Hope Academy budget.

In addition to enrollment, Hope is also focused on establishing high quality fiscal services and back office operations. Historically, Fairbanks has provided this type of support. A critical part of the launching of Hope is currently working with the Center for Innovative Education Solutions, as well as in conversations with the Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis about providing these types of support once the transition has taken place. Additionally, Hope will work with independent accountants and the Hope Finance Committee to ensure that all fiscal matters and auditing services are taking place.

F. Facility

Fairbanks has been an extremely generous partner for Hope. Hope has been the beneficiary of free facilities and back office support from Fairbanks since it opened. As a way to ensure a strong transition into their new charter and partnership, Fairbanks has agreed to allow Hope to continue to use their facilities free of charge during the 19-20 and 20-21 school years. Fairbanks is supportive of Hope staying in their current location until they finalize their next building plan with their new partner. Hope is in serious discussions with Indianapolis Public Schools to join the IPS Innovation school network and is looking at facilities within the IPS boundaries. IFF has been brought on to consult and help negotiate space that will fulfill the needs of the school. Other foundations have been brought to the table that have possible facilities to offer for Hope Academy and are still being negotiated.

G. Transportation

Miller Transportation Services serves as our transportation vendor. We operated 2 bus routes that accommodates 50% of our student population. Students are picked up at various centralized locations in and around the city as well as Hamilton County. Miller Transportation also provides transportation for student learning excursions.

I. Risk Management

Hope will continue to have all necessary insurance required for a school and liability coverage for all staff for the safety of the students. Policy and procedures have been developed to ensure the safety of the students and staff members of Hope Academy. A letter of support and the coverage has been provided from our current insurance company.

Finally, Hope has specifically established several committees within their board structure to directly address fiscal sustainability concerns moving forward.

J. Timeline

As Hope navigates its evolution, it has established a multi-year transitional timeline to ensure that students continue to receive high quality services during this time. Hope has also deliberately established a leadership development component into its timeline to ensure strong leadership during the transition.

Year	Location	Leadership
Year 0 (2019-2020)	Fairbanks Campus	COO/ Principal/Consultant/School Board
Year 1 (2020-2021)	TBD	Executive Director/ Principal/ Consultant/School Board
Year 2 (2021-2022)	TBD	Executive Director/ Principal/ Consultant/School Board

Appendices & Attachments

Appendix 3: Leadership Information

****Per OEI Guidance, conflict of interest and background check information provided in unbound version.
Leadership resumes included below.****

Rachelle P. Gardner MA, LCAC

6619 Olive Branch Ct
Indianapolis, IN 46237
(317) 908-9846

PROFESSIONAL EXPERIENCE

Co-Founder and Chief Operation Officer Hope Academy, Indianapolis, IN

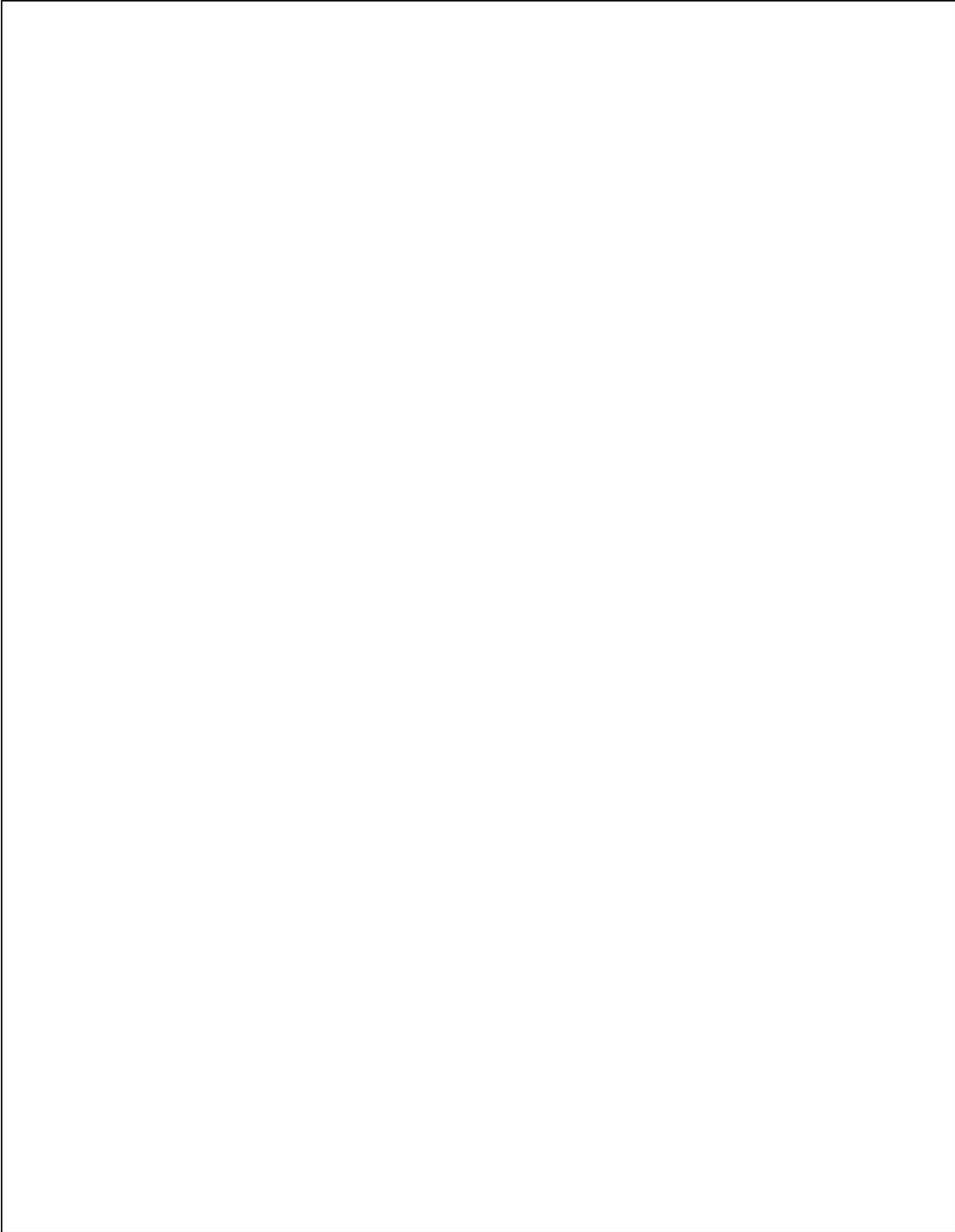
2005 - Present

- Wrote and Developed Charter School for student in recovery from addiction
- Responsible for formulate plans for program development
- Responsible for the annual budget review
- Responsible for communication with the School Board and the creation and running of board meetings
- Responsible for the development and training of school staff around addictions and recovery
- Responsible for the development and training of Restorative Discipline Model
- Responsible for training all school staff on recovery curriculum
- Oversee all aspects of Hope Academy (Educational program, Recovery program, fiscal and strategy)
- Manage and nurture relationships with all referral sources to the school.
- Present at local and national conferences on topics related to youth and addiction treatment and recovery
- Manage and maintain collaborative partnerships (Fairbanks, Office of Education Initiative, etc.)
- Facilitated and maintains the schools National Accreditation by the Association of Recovery Schools
- Consult with communities that are wanting to start up recovery schools

Director of Adolescent Services Fairbanks, Indianapolis, IN

1992-2016

- Clinically supervise adolescent multi-disciplinary clinical team and operational staff
- Responsible for program development, budgetary responsibilities, and implementation, for all levels of adolescent care to include assessment, detox, rehab, residential, outpatient and discovery groups.
- Formulate and implement program plans to expand the treatment continuum to better meet the long term recovery needs of our adolescent clients
- Provide community education regarding adolescents and their unique recovery needs to area schools, churches and community groups
- Formulate plans for program development for annual budget review and clinical implementation
- Provide planned and organized departmental orientation and training to meet child³ care licensing rules and guidelines
- Create Young Adult Male Continuum of Care to include all levels of care Inpatient, Outpatient, Recovery Management



A visionary, results-oriented public administrator and organizational leader in the field of education with more than two decades of experience in business processes, management, fundraising, grant writing, program development and implementation, and leadership development.

BUSINESS OPERATIONS

As Assistant Superintendent/ Deputy Superintendent of the Department of Education for the State of Indiana,

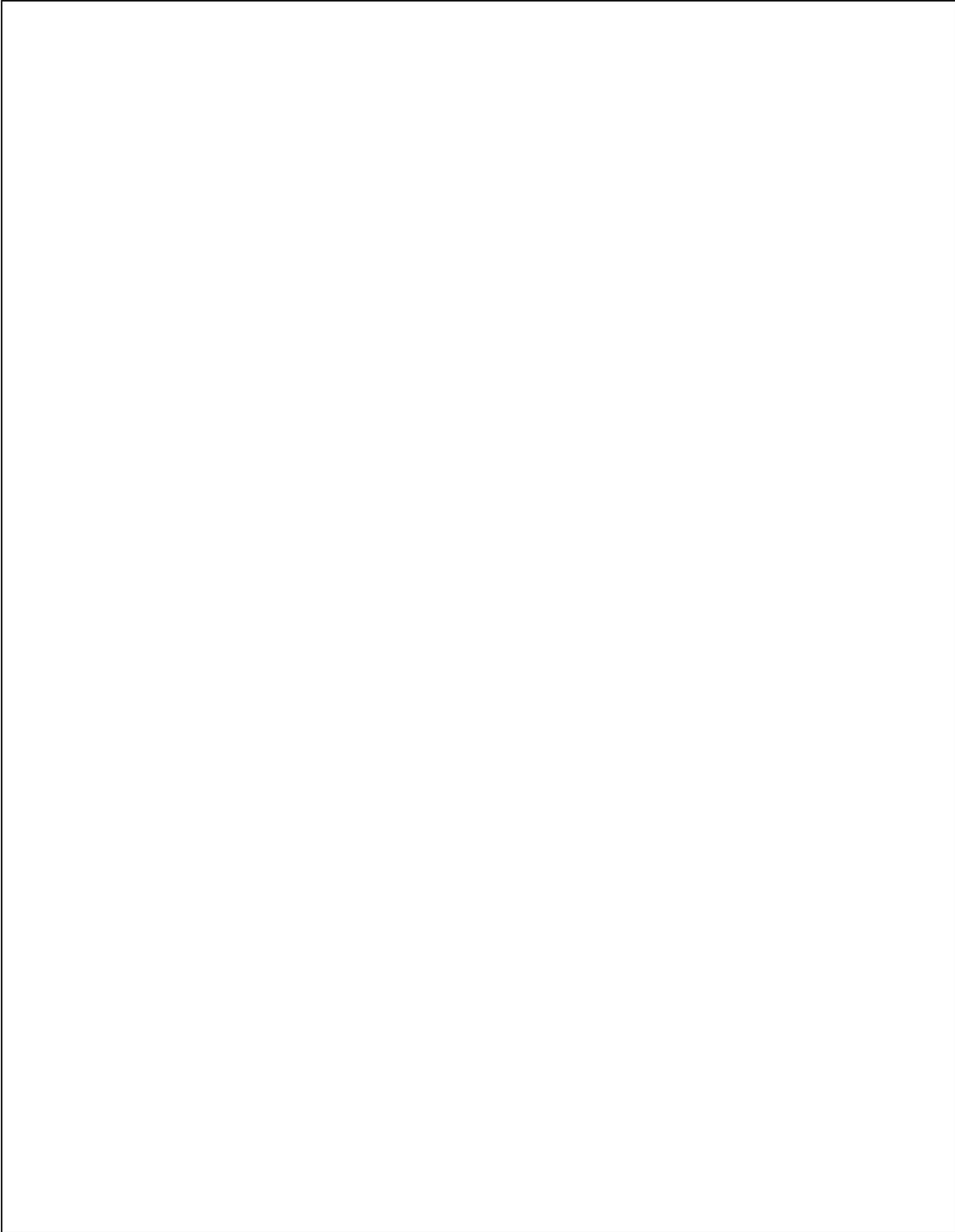
- managed annual budgets of more than \$200 million in Federal, State and foundation funds in 44 program fund centers.
- Supervised 90-100 professional and administrative employees
- maintained the IDOE Center work processes, ensuring fiduciary management and compliance with state and federal requirements
- managed administration of competitive grant proposals by developing and publishing scoring rubrics, training readers and applying inter-rater reliability, which is now used throughout the agency.

LEGISLATIVE/ADVOCACY EXPERIENCE

- Prepared legislative requests, budgets and testimony for Indiana General Assembly from 1986 until retirement
- Appointed by the State Superintendent of Public Instruction to serve as Indiana's Federal Liaison Representative to the Council of Chief State School Officers Organization, a preeminent national education policy group.
 - As National Chairperson with the Federal Liaison Group, developed agendas and interacted with members of Congress and their staffs.
 - Selected by the President of the Council of Chief State School Officers for the Reauthorization Taskforce of Elementary and Secondary Education Act before 1994 legislation.
- Elected as delegate by the participants at the State Library Conference to participate in the White House Conference on Library and Information Science.

FUND RAISING/GRANTS

- Secured grants from federal, state and foundation sources including Japan Foundation, Lilly Endowment, Bill and Melinda Gates Foundation, Christel DeHaan Family Foundation, U.S. Department of Education, Wallace Foundation Lumina Foundation, Centers for Disease Control, Corporation for National and Community Service and wrote State Plans for Titles of Elementary and Secondary Education Act. Grants and fundraising applied to state and national education reform including increasing diversity in school leadership and hosting INTEL International Science Fair.



Appendix 4: 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 Hope Academy to be located at Fairbanks campus is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. 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
2. 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.
3. Will at all times maintain all necessary and appropriate insurance coverage
4. 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.
5. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
6. 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.
7. 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

8. 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.
9. 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.

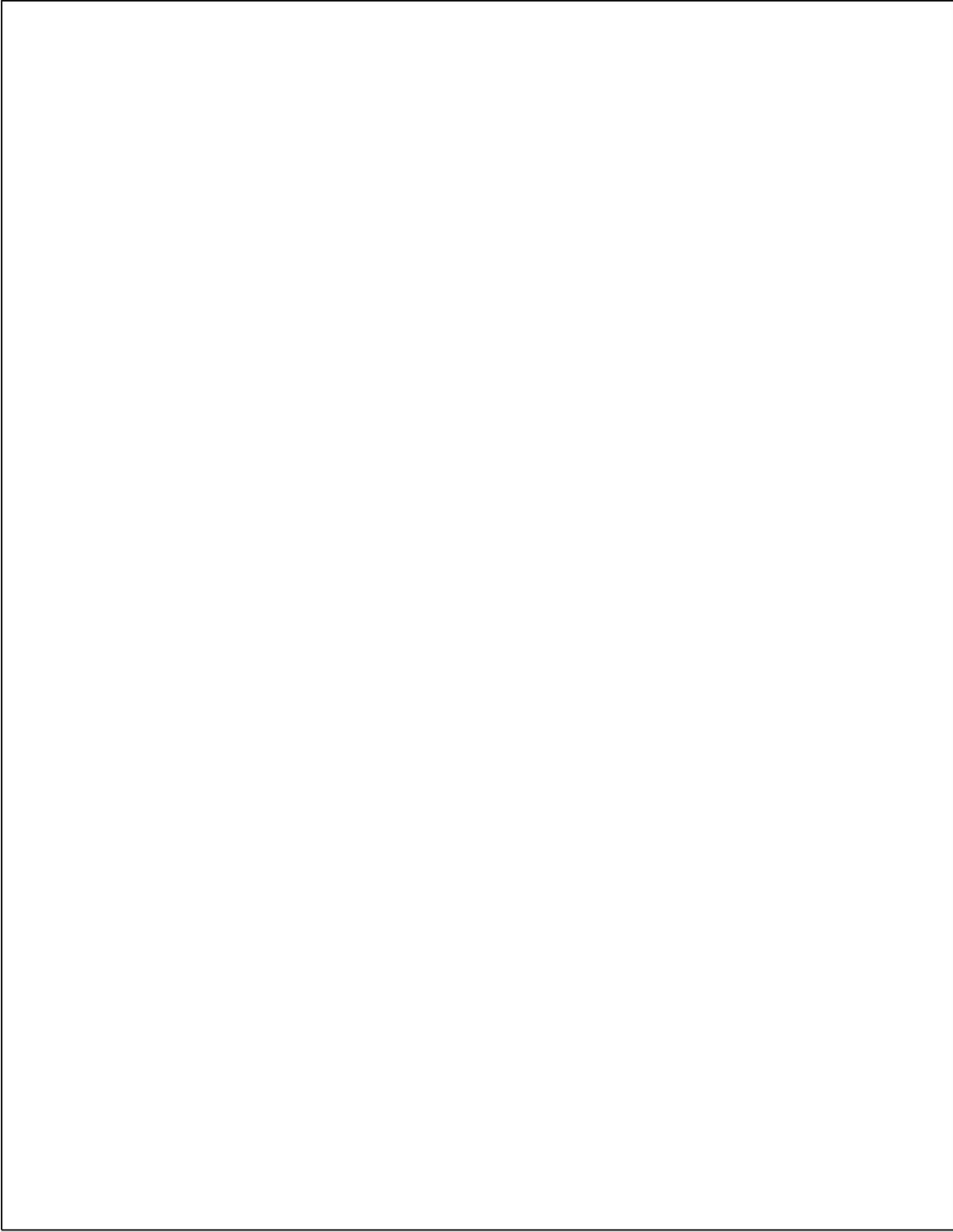
Signature of Applicant's Authorized Representative

Rachelle Gendner

Signature

8/7/19

Date



Appendix 5: Need Analysis Chart

- A. Complete this chart for all schools (traditional and charter) within a 3-mile radius of your proposed location. Only use schools that include your proposed grade levels.
- B. If you do not know your specific location, complete part A for all proposed neighborhoods.

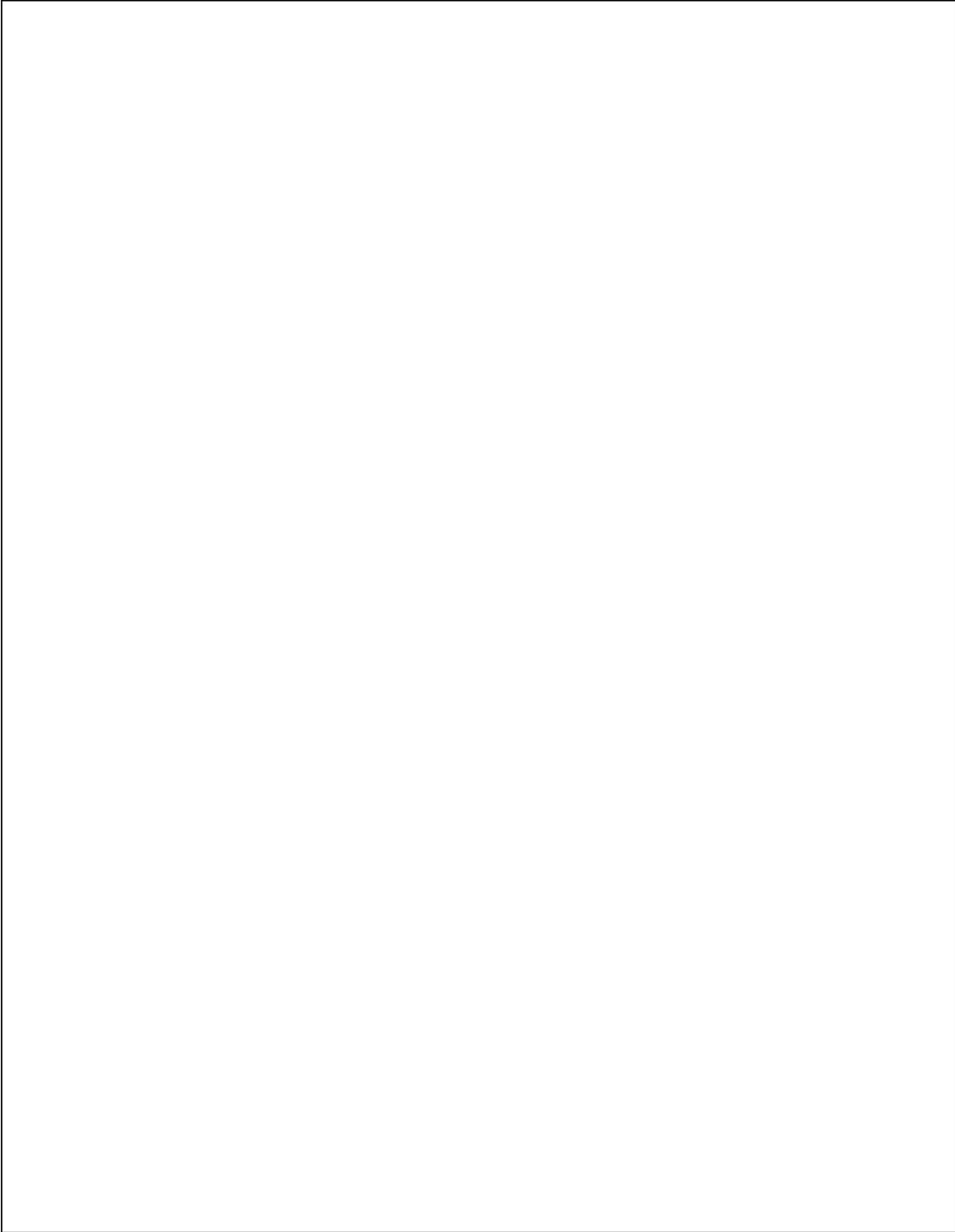
*Given the unique nature of Hope’s curriculum & our current search for a facility, we have included information related to high schools around the city. These schools do not necessarily reflect the need for Hope, but they do represent possible partners for services. **Per IDOE data, there were 5,749 expulsions related to Drugs, Alcohol, and Weapons in 2018-19 statewide.**

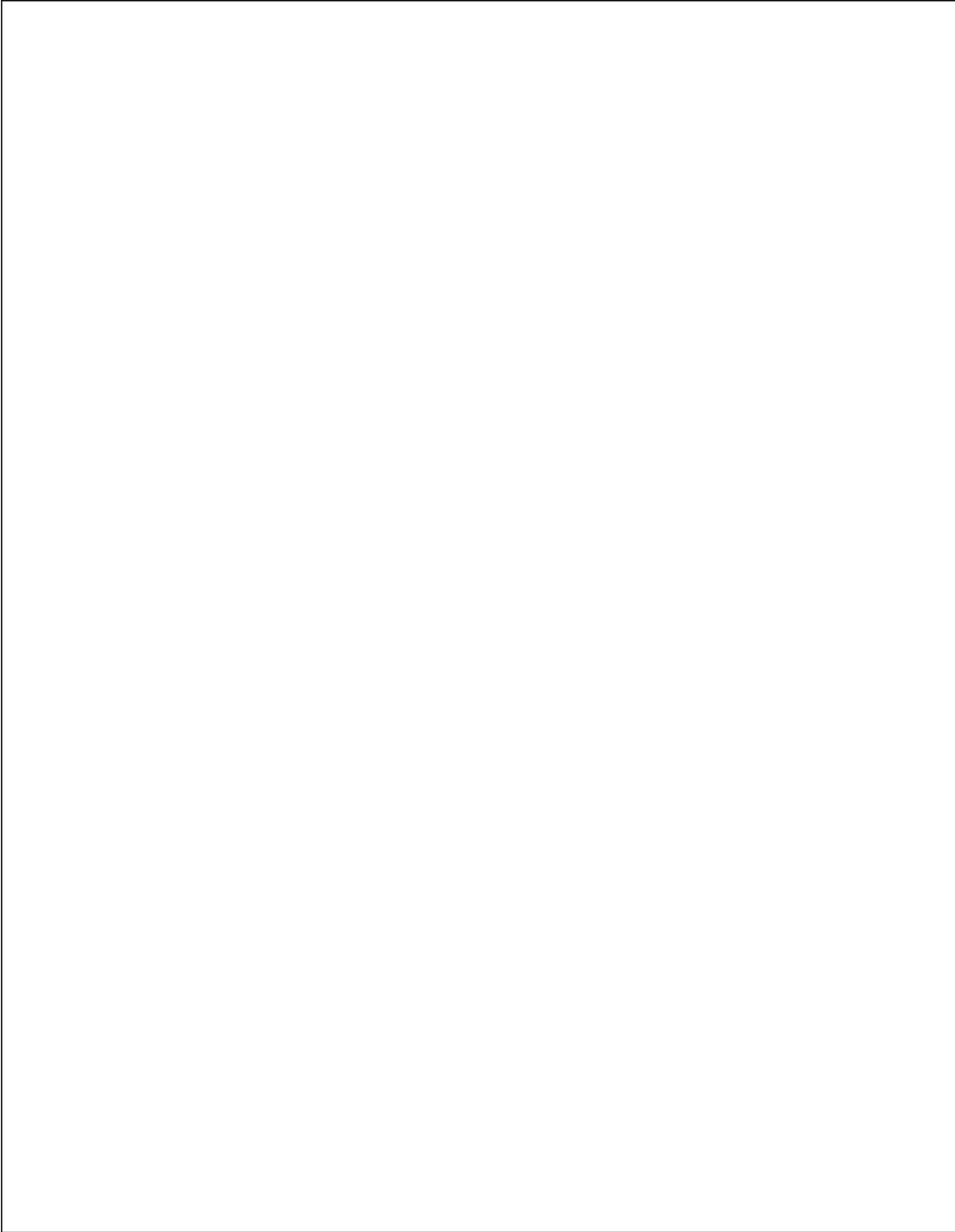
Schools	Enrollment	Race/Ethnicity	FRL population	SPED	Suspension Rate	Most recent A-F	Other performance data
Emmerich Manual High School	695	African American: 29% Latinx: 15.4% European: 46% Multiracial: 8% Asian: 2%	100%	21%	6,558 (17-18 school year: in-school, out of school & expulsions : District Total)	C	61.5% Graduation Rate
Arsenal Technical High School	2,589	African American: 50.6% Latinx: 35.6% European: 9% Multiracial: 4.2% Asian: 0.5%	67.6%	19.6%	775 (17-18 school year: in-school, out of school & expulsions)	C	48 District Referrals for Law Enforcement
George Washington High School	722	African American: 47% Latinx: 30% European: 19% Multiracial: 4%	58%	22%	215 (17-18 school year: in-school, out of school & expulsions)	D	48 District Referrals for Law Enforcement

Appendix 8: Community Partnerships Template

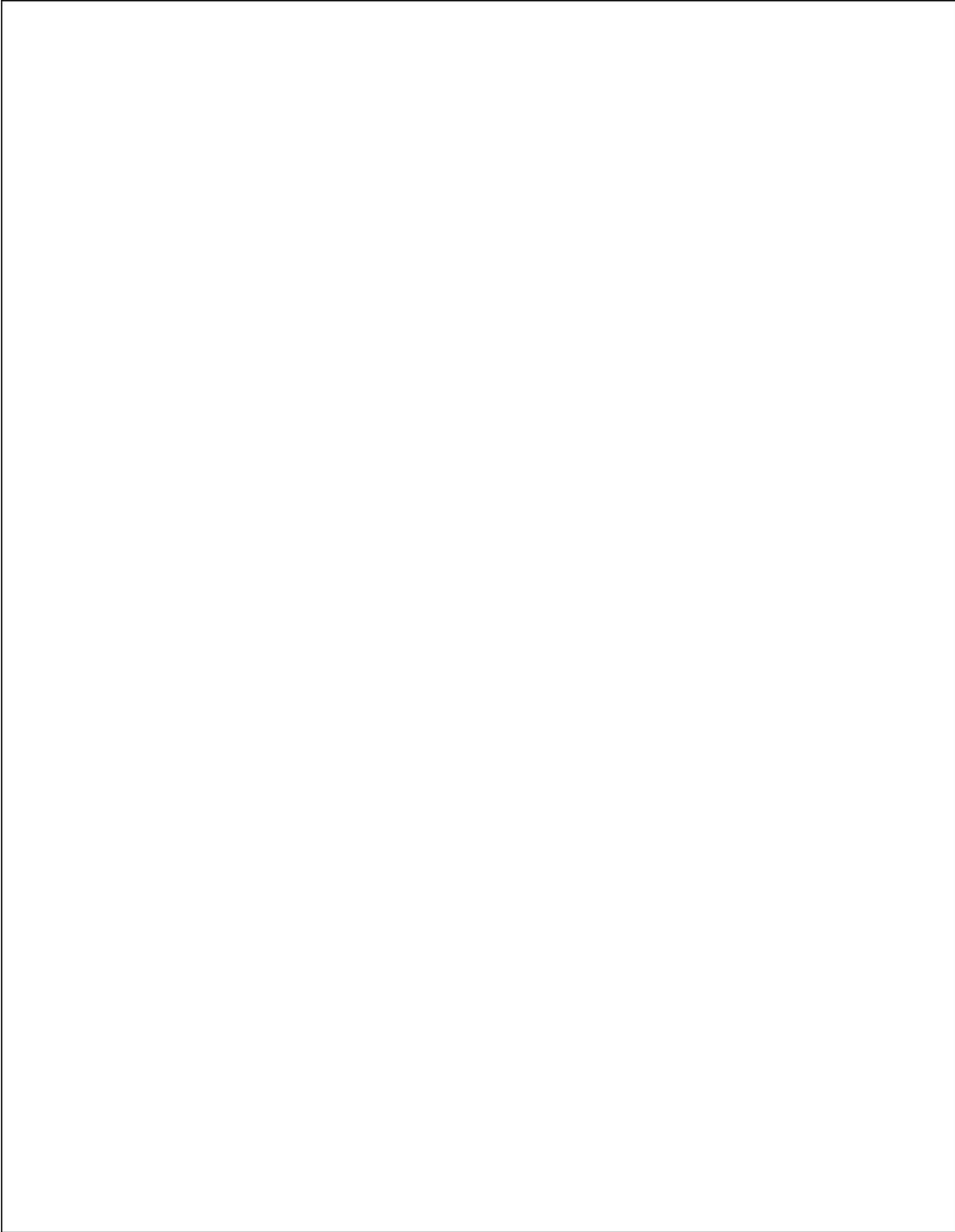
Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is a letter of support included in the application ?
Fairbanks	Barb Elliot, CEO	8102 Clearvista PKWY, Indianapolis IN 317-849-1455	Incubator	Yes
University of Indianapolis	Rob Manuel, President	Hanna Ave Indianapolis, IN 317-788-3211	Future Partner	Yes
Association of Recovery Schools	Sasha McLean, Board Chair	Sasha.mclean@archwayacademy.org	National Accreditation	Yes
Center for Innovative Education Solutions	David Rosenberg, Executive Director	david@innovativeeducation.org	Current & Future Partner	Yes
IU Health	Stephanie Berry, Director of Behavioral Health	317-297-7773	Current & Future Partner	Yes
Herron High School	Janet McNeal, Executive Director	317-231-0100	Current & Future Partner	Yes
Purdue Polytechnic High School	Scott Bess, Executive Director	sbess@purdue.pphs.edu	Current & Future Partner	Yes
Christel House	Bart Peterson, Executive Director	317-464-2030	Current & Future Partner	Yes

Hamilton-Boone-Madison Special Education Cooperative	Terri Miller, Assistant Director	317-773-2134	Current & Future Partner	Yes
Indianapolis Public Schools	Jamie VanDeWalle	vandewallej@myips.org	Future Partner	To be included in full application once innovation agreement is complete.

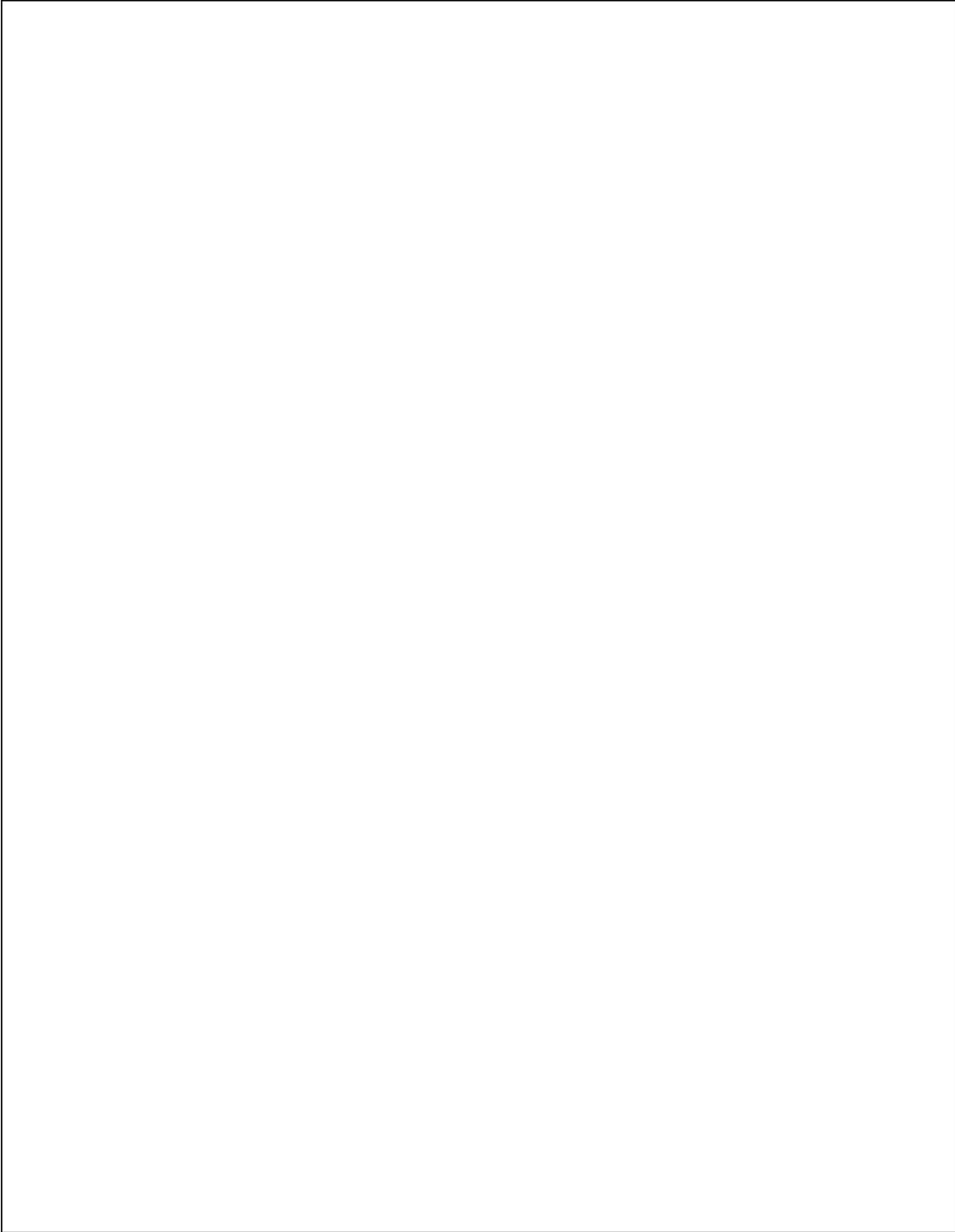


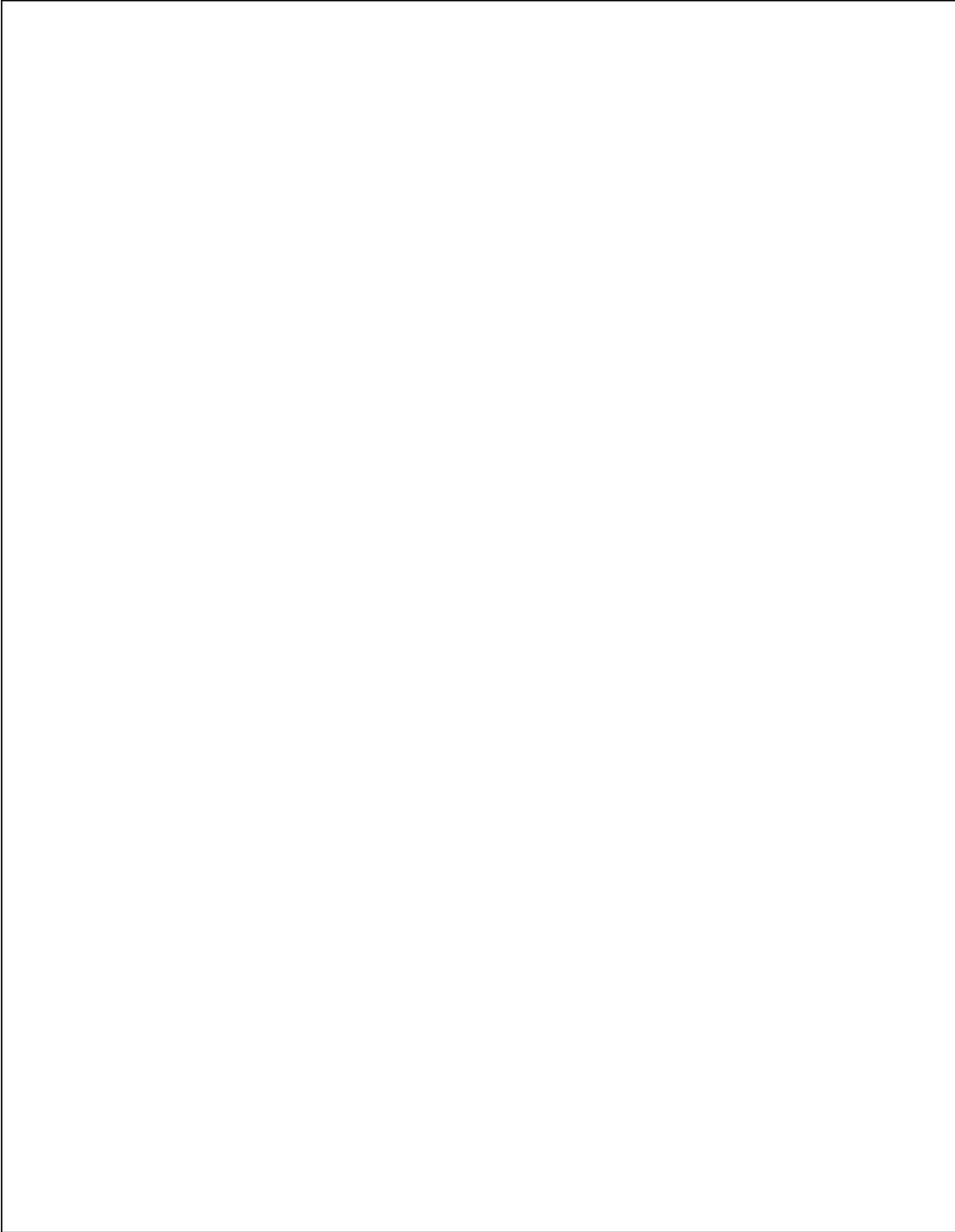












Appendix 9:

General Template for School-Specific Goals

School-Specific Goal for: Hope Academy

Mission: The mission of Hope Academy is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction in Indianapolis.

Goal (Performance): Students will graduate with an Indiana high school diploma and a plan for navigating substance usage into adulthood.

Annual Targets: How will we know that we have achieved this goal?

Goal: Establish necessary relationships to ensure fiscal sustainability of the new organization.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Fully executed partnership agreements and established systems.	Fully executed partnership agreements.	Signed MOUs for anticipated partnerships.	No MOUs in place with partners.
2	2020-21	New facility ready in Dec 2019.	Opens in fall 2020 in new facility.	Has an established timeline for moving into the new facility.	No finalized new facility.

3	2021-22	Hope exceeds the annual revenue projections in 7 year proforma.	Hope meets the annual revenue projections in the 7 year proforma.	Hope does not meet the annual projection in the 7 year proforma.	Hope fails to meet necessary revenue required to sustain operations.
4	2022-23	Hope exceeds the annual revenue projections in 7 year proforma.	Hope meets the annual revenue projections in the 7 year proforma.	Hope does not meet the annual projection in the 7 year proforma.	Hope fails to meet necessary revenue required to sustain operations.
5	2023-24	Hope exceeds the annual revenue projections in 7 year proforma.	Hope meets the annual revenue projections in the 7 year proforma.	Hope does not meet the annual projection in the 7 year proforma.	Hope fails to meet necessary revenue required to sustain operations.
6	2024-25	Hope exceeds the annual revenue projections in 7 year proforma.	Hope meets the annual revenue projections in the 7 year proforma.	Hope does not meet the annual projection in the 7 year proforma.	Hope fails to meet necessary revenue required to sustain operations.
7	2025-26	Hope exceeds the annual revenue projections in 7 year proforma.	Hope meets the annual revenue projections in the 7 year proforma.	Hope does not meet the annual projection in the 7 year proforma.	Hope fails to meet necessary revenue required to sustain operations.

Assessment Tools and Measures:

A 7 year proforma has been submitted as an additional attachment to this prospectus. This document will be used as the assessment measure for Hope’s fiscal sustainability goal.

Attachments:

7 year proforma attached

Rationale for Goal and Measures:

Hope, while part of the Fairbanks partnership, has struggled with meeting their fiscal targets in Core Question 2 per their OEI evaluations and reports. As Hope launches into a new organization, fiscal sustainability is a focus to ensure the school can continue to be a pillar of the Indianapolis charter school community.

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

This is a quantitative measure based on meeting fiscal goals as laid out by the proforma.

Baseline Data:

Previous fiscal performance and feedback within the school's national accreditation process has been included as attachments to provide baseline data and national context.

School-Specific Goal for: Hope Academy

Mission: The mission of Hope Academy is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction in Indianapolis.

Goal (Performance): Students will graduate with an Indiana high school diploma and a plan for navigating substance usage into adulthood.

Annual Targets: How will we know that we have achieved this goal?

Goal: Admission and recruitment efforts intentionally enroll a diverse student body.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Fully developed diversity statements, policies, and language and staff PD provided.	Fully developed diversity statements, policies, and language.	Diversity statements, policies, and language drafted.	No diversity statements, policies, and language drafted.
2	2020-21	New bi-lingual marketing materials ready in Dec 2019.	New bi-lingual marketing materials ready in fall 2020 for new facility.	Has an established timeline for new bi-lingual marketing materials.	No finalized new bi-lingual marketing materials.
3	2021-22	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
4	2022-23	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
5	2023-24	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
6	2024-25	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
7	2025-26	Hope's student body population	Hope's student body population	Hope's student body population	Hope fails to diversify the

		exceeds the states demographic diversity data.	meets the states demographic diversity data.	does meet the states demographic diversity data.	student body demographics from 2018-19 data.
--	--	--	--	--	--

Assessment Tools and Measures:

ARS's national accreditation and evaluation measure 2.2 will be used to assess Hope's progress related to this goal. This document will be used as the assessment measure for Hope's diversity goal.

Attachments:

ARS national accreditation report attached.

Rationale for Goal and Measures:

Hope, while part of the Fairbanks partnership, has struggled with meeting their diversity targets in section 2.2 of their ARS national accreditation efforts. As Hope launches into a new organization, broadening access to more students in Indianapolis is a focus to ensure the school can continue to be a pillar of the Indianapolis charter school community.

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

This is a quantitative measured based on meeting accreditation goals as laid out by the ARS national accreditation process.

Baseline Data:

Previous diversity data and feedback within the school's national accreditation process has been included as

attachments to provide baseline data and national context.

School-Specific Goal for: Hope Academy

Mission: The mission of Hope Academy is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction in Indianapolis.

Goal (Performance): Students will graduate with an Indiana high school diploma and a plan for navigating substance usage into adulthood.

Annual Targets: How will we know that we have achieved this goal?

Goal: Provide specific transition planning services for students to transition smoothly from the recovery high school and maintain their sobriety.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Fully developed transition planning practices, policies, and language and staff PD provided.	Fully developed transition planning practices, policies, and language.	Transition planning practices, policies, and language drafted.	No transition planning practices, policies, and language drafted.
2	2020-21	New transition planning practices materials ready in Dec 2019.	New transition planning practices materials ready in fall 2020 for new facility.	Has an established timeline for new transition planning practices materials.	No finalized new transition planning practices materials.
3	2021-22	Hope's student body population exceeds the	Hope's student body population meets the	Hope's student body population does meet the	Hope fails to diversify the student body

		national DAP data.	national DAP data.	national DAP data.	demographics from 2018-19 data.
4	2022-23	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
5	2023-24	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
6	2024-25	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.
7	2025-26	Hope's student body population exceeds the states demographic diversity data.	Hope's student body population meets the states demographic diversity data.	Hope's student body population does meet the states demographic diversity data.	Hope fails to diversify the student body demographics from 2018-19 data.

Assessment Tools and Measures:

ARS's national accreditation and evaluation measure 2.2 will be used to assess Hope's progress related to this goal. This document will be used as the assessment measure for Hope's diversity goal.

Attachments:

ARS national accreditation report attached.

Rationale for Goal and Measures:

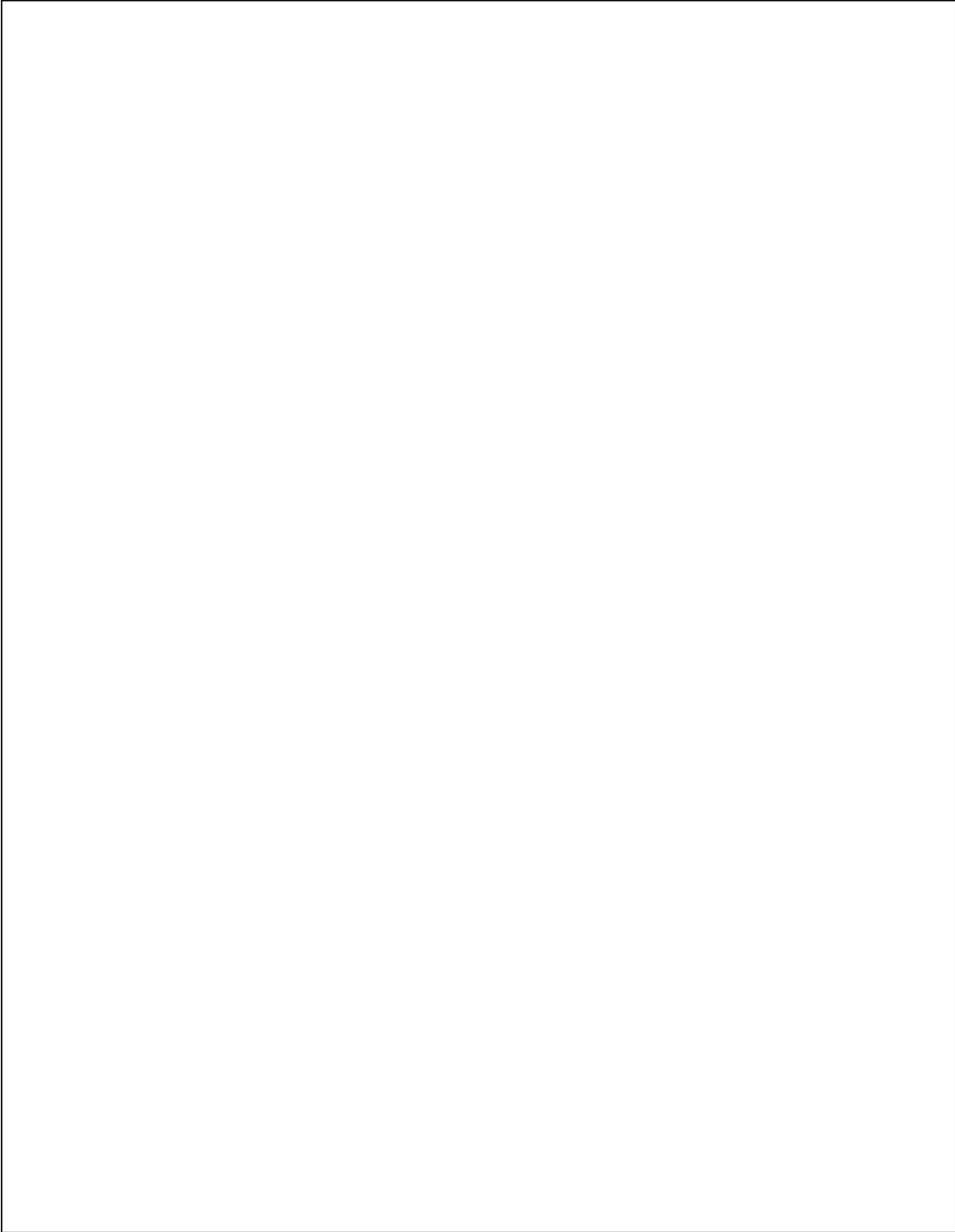
Hope, while part of the Fairbanks partnership, has struggled with meeting their diversity targets in section 2.2 of their ARS national accreditation efforts. As Hope launches into a new organization, broadening access to more students in Indianapolis is a focus to ensure the school can continue to be a pillar of the Indianapolis charter school community.

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

This is a quantitative measure based on meeting accreditation goals as laid out by the ARS national accreditation process.

Baseline Data:

Previous diversity data and feedback within the school's national accreditation process has been included as attachments to provide baseline data and national context.



Association of Recovery Schools

Accreditation Framework Review

Hope Academy

Document Review – April-May 2014

Team Visit - May 2014

Follow-Up Interviews – October-November 2014

Final Report Completed – December 2014

The Association of Recovery Schools Framework Review is designed to assess whether a recovery school is meeting the dual goals of providing a high quality education and supporting students' recovery from drug and alcohol abuse. The Accreditation Review Protocol is based on the *Accreditation Framework for Association of Recovery School Members*, which is used to determine a school's success relative to a common set of indicators, as well as school-based goals. **Consistent with the Association of Recovery Schools Framework, the following four core areas and questions are examined to determine a school's success:**

School Organization:

- 1.1 Business Planning:** Does the high school operate with a revised strategic business plan that provides for a reasonable level of organizational autonomy and is created for long-term survivability and viability?
- 1.2 Board of Directors:** Does the school have a functional and involved Board of Directors?
- 1.3 School Leadership:** Does the school have a recognized and fully trained leader or leaders who operate with a level of autonomy and flexibility within the larger organizational system?
- 1.4 Community Partnerships:** Does the school establish collaborative partnerships with local schools, treatment centers, and other community resources to create a coordinated system of support?
- 1.5 Public Relations & Privacy Issues:** Does the school have a plan to promote the school and its programs while respecting the privacy and safety of its students and families?
- 1.6 Program Evaluation:** Does the school regularly evaluate the academic and therapeutic programs for continuous program improvement?

School Community:

- 2.1 Target Population:** Does the school have a clearly defined eligibility criteria aligned with the mission to support recovery from substance use and co-occurring disorders?
- 2.2 Enrollment Diversity:** Do the school's admission and recruitment procedures reflect intentionality around enrolling a diverse student body?
- 2.3 Transition Planning & Support:** Does the school have clear procedures for transitioning students from traditional school, community or treatment settings into the recovery high school setting?
- 2.4 Climate & Culture:** Does the school utilize constructive rather than punitive practices that aim to generate and restore a sense of well-being among students and staff?
- 2.5 Parent Engagement:** Does the school actively engage parents, guardians and families, with parents/guardians are recognized and involved as partners in the education and recovery process? Does the school provide training and support for families to promote the healthy growth and academic achievement of each student?

2.6 Sensitivity to Differences: Does the school create policies and procedures that promote sensitivity to human differences, and are responsive to individual student's developmental needs?

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Recovery Practices:!!

3.1 Recovery Supports: Are recovery supports and relapse prevention measures meeting the needs of students?

3.2 Recovery Climate: Does the school provide a recovery oriented school climate that promotes collegial relationships among faculty, students, and their families?

3.3 Recovery Assessment: Does the school collect data for initial screening, progress monitoring, and outcome measures to assess and improve short and long term results for students?

3.4 Recovery Staff Evaluation & Professional Development: Is the therapeutic staff appropriately trained for their current positions, and does the school perform regular performance evaluation to improve the quality of recovery staff and provide professional development in areas salient to the recovery community?

3.5 Relapse Prevention: Does the school have services available which help support the students' plan to abstain from substance use and recover from co-occurring disorders, from intervention through recovery maintenance and relapse prevention?

3.6 Recovery Transition: Does the school have criteria and plans in place to help students transition smoothly from the recovery supports provided by the high school in order to maintain their sobriety?

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Educational Practices:!!

4.1 Diploma: Does the school offer credits leading to a state recognized high school diploma and does the school offer all courses needed to graduate?

4.2 High Quality Curriculum & Instruction: Does the school provide a high quality curriculum and classroom instruction of high quality?

4.3 Data Driven Instruction: Is the school curriculum and classroom instruction data driven?

4.4 Teaching Staff Evaluation & Professional Development: Is the teaching staff appropriately trained for their current positions, and does the school perform regular performance evaluation to improve the quality of instruction? Does the school provide professional development in areas salient to the education community?

4.5 Special Education Services: Does the school have educational and behavioral plans in place to address the spectrum of student exceptionality?

4.6 Post Secondary Transitions: Does the school have criteria and plans in place to help students transition smoothly from the recovery high school to the student's next educational or workforce setting, preparing the student for the broadest selection of reasonable post secondary options?

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COMPLETION OF THE ACCREDITATION FRAMEWORK REVIEW

The purpose of the Association of Recovery School Accreditation review is to present to the school and the Association of Recovery Schools with a professional judgment on conditions and practices at the school, which are best provided through an external perspective. This report uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with any number of stakeholders. Findings provided by the site visit team can be used to celebrate what the school is doing well and prioritize its areas for improvement. It is the task of the site visit team to report on the pre-identified indicators of the *Accreditation Framework* and give to the Association of Recovery School Board of Directors information to aid them in accreditation decisions.

The outcome of this review will provide the school with written report that includes a judgment and supporting evidence on various aspects of the school, based on a rubric of indicators developed for each of the four core questions and sub-questions in the *Accreditation Framework*. The assessment system utilizes the following judgments:

- Does not meet standard
- Approaching standard
- Meets standard

The Evaluation Process

Association of Recovery Schools' staff engaged in a number of evidence-collecting activities. The focus of this evaluation was to gauge perceptions of key stakeholders at the school in relation to the areas of the accreditation framework that are part of the evaluation. ARS conducted focus group discussions with students and staff, as well as interviews with the school administration. These focus groups and interviews were conducted over the course of the site visit in March 2014. Classroom observations were performed on site using the classroom observation instrument provided by ARS. The on site observations lasted approximately 30 minutes, and over half of the teaching staff was observed once. The school hired a new principal in the summer, and subsequently made substantive programmatic changes. For this reason, follow-up interviews were conducted and additional documents reviewed in fall 2014.

In the following report, standards and indicators are listed with relevant evidence given related to the performance criteria. Following the discussion of each indicator, a summary of strengths and areas for attention are provided for the framework questions.

Final Accreditation Determination

There are 6 standards in 4 areas, for a total of 24 standards. A school must have at least 12 standards receiving "meets standard" (shown in this report by green highlight), and must not receive "does not meet standard" (shown in this report by yellow highlight) on more than 8 standards. There can be as many standards receiving "approaches standard" (shown in this report by red highlight) as the math will allow based on the cumulative number meeting and not meeting standards.

Association of Recovery Schools

Accreditation Framework Review

Hope Academy

Executive Summary

The ARS Accreditation Team recommends accreditation for Hope Academy based on document review, site visit, and student/staff interviews. Overall, the team found Hope to have an exemplary program in many areas, including business organization, Board and parent engagement, and data collection. As a charter school, Hope is required to undergo many levels of accountability review, and the school has clearly made improvements based on these processes. The school also exhibited willingness to revise practices based on the ARS summary meeting at the conclusion of the site visit. When a new principal was hired during the summer, areas of concern (specifically around the recovery climate and programming) were addressed. Upon follow-up analysis, it was evident that many areas of concern had become areas of strength.

Standards Evaluation

There are 6 standards in 4 areas, for a total of 24 standards. Hope Academy meets 18 standards, is approaching 3 standards, and does not meet 2 standards, and thus meets ARS requirements for accreditation.

The two standards not met are:

- 2.2 – Enrollment Diversity
- 3.6 – Recovery Transition

The three standards approaching are:

- 2.6 – Sensitivity to Differences
- 4.3 – Data-Driven Instruction
- 4.5 – Special-Education Services

The following chart captures all of the indicators, and color-codes met (green), not-met (red), and approaching (yellow). The full report then elaborates on each indicator and the evidence supporting the team’s conclusions.

School Organization	
1.1 Business Planning: Does the high school operate with a revised strategic business plan that provides for a reasonable level of organizational autonomy and is created for long-term survivability and viability?	Meets Standard
1.2 Board of Directors: Does the school have a functional and involved Board of Directors?	Meets Standard
1.3 School Leadership: Does the school have a recognized and fully trained leader or leaders who operate with a level of autonomy and flexibility within the larger organizational system?	Meets Standard
1.4 Community Partnerships: Does the school establish collaborative partnerships with local schools, treatment centers, and other community resources to create a coordinated system of support?	Meets Standard
1.5 Public Relations & Privacy Issues: Does the school have a plan to promote the school and its programs while respecting the privacy and safety of its students and families?	Meets Standard
1.6 Program Evaluation: Does the school regularly evaluate the academic and therapeutic programs for continuous program improvement?	Meets Standard
School Community	
2.1 Target Population: Does the school have a clearly defined eligibility criteria aligned with the mission to support recovery from substance use and co-occurring disorders?	Meets Standard

2.2 Enrollment Diversity: Do the school's admission and recruitment procedures reflect intentionality around enrolling a diverse student body?	Does Not Meet Standard
2.3 Transition Planning & Support: Does the school have clear procedures for transitioning students from traditional school, community or treatment settings into the recovery high school setting?	Meets Standard
2.4 Climate & Culture: Does the school utilize constructive rather than punitive practices that aim to generate and restore a sense of well-being among students and staff?	Meets Standard
2.5 Parent Engagement: Does the school actively engage parents, guardians and families, with parents/guardians are recognized and involved as partners in the education and recovery process? Does the school provide training and support for families to promote the healthy growth and academic achievement of each student?	Meets Standard
2.6 Sensitivity to Differences: Does the school create policies and procedures that promote sensitivity to human differences, and are responsive to individual student's developmental needs?	Approaching Standard
Recovery Practices	
3.1 Recovery Supports: Are recovery supports and relapse prevention measures meeting the needs of students?	Meets Standard
3.2 Recovery Climate: Does the school provide a recovery-oriented school climate that promotes collegial relationships among faculty, students, and their families?	Meets Standard
3.3 Recovery Assessment: Does the school collect data for initial screening, progress monitoring, and outcome measures to assess and improve short and long-term results for students?	Meets Standard
3.4 Recovery Staff Evaluation & Professional Development: Is the therapeutic staff appropriately trained for their current positions, and does the school perform regular performance evaluation to improve the quality of recovery staff and provide professional development in areas salient to the recovery community?	Meets Standard
3.5 Relapse Prevention: Does the school have services available which help support the students' plan to abstain from substance use and recover from co-occurring disorders, from intervention through recovery maintenance and relapse prevention?	Meets Standard
3.6 Recovery Transition: Does the school have criteria and plans in place to help students transition smoothly from the recovery supports provided by the high school in order to maintain their sobriety?	Does Not Meet Standard
Educational Practices	
4.1 Diploma: Does the school offer credits leading to a state-recognized high school diploma and does the school offer all courses needed to graduate?	Meets Standard
4.2 High Quality Curriculum & Instruction: Does the school provide a high quality curriculum and classroom instruction of high quality?	Meets Standard
4.3 Data-driven Instruction: Is the school curriculum and classroom instruction data-driven?	Approaching Standard
4.4 Teaching Staff Evaluation & Professional Development: Is the teaching staff appropriately trained for their current positions, and does the school perform regular performance evaluation to improve the quality of instruction? Does the school provide professional development in areas salient to the education community?	Meets Standard
4.5 Special Education Services: Does the school have educational and behavioral plans in place to address the spectrum of student exceptionality?	Approaching Standard
4.6 Post-Secondary Transitions: Does the school have criteria and plans in place to help students transition smoothly from the recovery high school to the student's next educational or workforce setting, preparing the student for the broadest selection of reasonable post-secondary options?	Meets Standard

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Association of Recovery Schools!
Accreditation Framework Review!
Hope Academy!
Final Report!

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School Organization!

1.1 <i>Business Planning</i> : Does the high school operate with a revised strategic business plan that provides for a reasonable level of organizational autonomy and is created for long-term survivability and viability?	
<i>Evidence: Budget, 5-year plan, School Improvement Plan, Org chart</i>	
The school presents concerns in one or fewer of the following indicators: a) operates with organizational autonomy from sponsors, particularly in the area of school leadership; b) this autonomy is reflected in the mission statement; c) the school possesses a comprehensive 5 year plan; d) the school has a budget that is realistic and attainable; e) has realistic enrollment projections; f) has a clear plan to adapt to leadership change.	Meets Standard

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Hope Academy was founded by Fairbanks Hospital. Both organizations run as 501c3 nonprofit organizations, and the Fairbanks CEO is at the top of both organizational charts, and Hope board members typically serve first as Fairbanks board members. The COO for Hope also serves as the Director of Adolescent Services for Fairbanks. Hope operates in the Fairbanks facility, with the Fairbanks Intensive Outpatient Program offices located on the same floor with school. However, the Fairbanks board has allowed a reasonable level of autonomy to the Hope Academy board, and this begins with a mission statement for Hope that is specific to the school and distinct from that of Fairbanks. While nobody actually cited the Hope Academy mission statement word for word, everybody from board member to administrator to students and staff had a consistent understanding of Hope's mission. Hope has its own principal and staff, though a few staff work part time for both organizations. The sharing of staff, facilities, and other resources serves as an area of efficiency rather than as a restriction. One could visit Hope Academy and not realize that all of these organizational overlaps exist.

Regarding the Hope budget, it appears the charter school arrangement has worked out well. Fairbanks originally planned for 120 students at Hope, but that number has been pared down to around 60. Because students bring their public school funding with them, the Hope Board has not had to raise as much money as it would have if the school had been completely private. According to the Hope Board, Fairbanks has "sunk lots of money into Hope", and has recently hired a development person to help find ways to financially support Hope. When enrollment dips below the break-even number of 60, Fairbanks helps cover the shortfall. Because the two organizations are technically distinct nonprofits, these funds appear as a "loan" on the financial statement. There is currently a \$500,000 receivable on the Fairbanks budget, but Fairbanks writes off these funds each year. According to the Hope Board, there is "no dispute on the (Fairbanks) Board about writing that off". The Fairbanks Board believes Hope is "an asset for community", and thus remains committed to keeping Hope financially viable. This relationship between the two organizations is commendable, and seems likely to sustain Hope in the coming years, so long as new Board members continue understanding the financial situation similarly.

While the designated enrollment of 60 seems reasonable within the existing staff and facility resources, the fact that the school technically runs a deficit on the Fairbanks books when the number drops below 60 appears to have generated some implicit need to keep enrollment as high as possible. Staff and students openly wondered if the administration accepted and held onto students not committed sobriety due to financial constraints. The administration and the Board did not explicitly state this to be the case, but

certainly!people!wondered!aloud!if!this!was!happening!!If!so,!this!appears!to!be!no!different!than!many!of!the! recovery!schools!who!need!to!maintain!enrollment!to!keep!operating!!The!school!has!programming!(i.e.,!the! Supportive,!Therapeutic,!Action!4ocused!Recovery!Room,!or!“STARR”!Room)!in!place!to!work!with!students! not!ready!for!Hope,!but!will!need!to!continue!working!to!make!that!program!stronger!in!this!way!(will!be! addressed!in!more!detail!later!in!the!report)!!The!Board!seems!committed!to!doing!whatever!is!necessary!to! cover!the!annual!budget!gaps,!including!the!recent!hire!of!a!new!development!staff!member!for!that!purpose!! Also,!according!to!Hope!staff!and!board!members,!Fairbanks!has!plenty!of!financial!resources!to!support! Hope!so!long!as!its!board!remains!committed!to!do!so!!!

! Regarding!leadership!change,!Hope!is!not!overly!reliant!on!one!person!for!its!existence!!Thus,!a! typical!organizational!leadership!search!process!will!be!sufficient!for!Hope!!While!there!was!no!plan! presented!to!the!accreditation!team!outlining!this!process,!the!administration!and!board!appear!prepared!to! handle!staff!and!administration!changes!as!they!arise!!The!Hope!board!has!term!limits!built!into!its!bylaws,! so!succession!there!is!by!design!!Rachelle!Gardner!was!a!founder!of!the!school!and!serves!as!its!COO,!but!she! in!not!over!4identified!with!the!organization!!In!staff!and!student!interviews,!no!one!person!was!mentioned! regularly!as!being!a!sustaining!figure,!i.e.,!“we!would!have!to!close!without!her/him”!!Some!staff!were!seen! as!more!essential!than!others,!but!it!did!not!appear!the!school!would!be!at!4risk!should!one!of!them!leave!

! The!one!indicator!lacking!in!Standard!1.1!is!“the!school!possesses!a!comprehensive!54year!plan”!! While!the!Board!and!administration!intend!for!the!school!to!exist!five!years!from!now,!and!have!no!apparent! doubts!this!will!be!the!case,!there!was!no!concrete!five!year!strategic!plan!for!how!to!attain!the!continued! viability!of!the!school!!Staff!is!in!place,!and!ideas!for!fundraising!are!being!generated,!but!this!plan!seems!to! be!more!perceived!than!real!!The!school!has!goals!and!a!purpose,!but!is!encouraged!to!generate!an!actual! plan!for!a!sustainable!future!

1.2 Board of Directors: Does the school have a functional and involved Board of Directors?	
<i>Evidence: Organizational chart, employee handbook, interviews, focus groups; school documentation, focus groups, interviews</i>	
The school presents concerns in one or fewer of the following indicators: a) The Board of Directors: a) has members with divergent areas of expertise that benefit the school b) receive regular updates from the school leader(s); c) operates with financial oversight of school; d) regularly evaluates and provides feedback to school leadership; e) the diversity of the Board reflects the school and the local community; f) the Board of Directors has a well-defined relationship with the school leader.	Meets Standard

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The Board of Directors represents and is a source of strength for Hope Academy. Fairbanks Hospital and Hope Academy each have 501(c)(3) status, and two Hope board members first served on the Fairbanks board. The Fairbanks board appoints members for the Hope board. The intention is to try to have at least one Fairbanks board member on the Hope board. Still, the boards are distinct, and the Hope board operates with autonomy. There are 12 members on the Hope board with divergent interests, representing areas of relevance for the school, such as education and recovery. It appears the diversity of the Board reflects the school and the local community, as least as far as professional backgrounds and experience. It is recommended the Board consider more racial/ethnic diversity, as all 12 members are white. There is gender balance, however, as 6 are male and 6 are female.

The board evaluates and provides feedback for the COO, who evaluates the school leadership. One of parents who helped start the school is on the current Board, and her son was one of the original students.

The Board is a governing board, and they strive to have knowledge of issues, programs, and concerns. The Board meets bi-monthly and receives reports from the school leadership. Both the school leaders and Board members agreed that the Board does not micromanage the school. The Board of Directors has a well-defined relationship with the school leaders. School leaders attend board meetings, and there appears to be mutual respect.

Financial oversight is a primary purpose of the Board, and according to one board member, in the early 2000s, the Fairbanks Board "got professionalized", and went from borrowing money to having \$10 million in the bank. The Board states its main concern is enrollment, because the student dollars represent financial stability. It is important to note that currently, the two Boards are trying to figure out how best to handle deficits on the balance sheet. Over the last few years, funds from per-pupil allocations have not fully covered the costs of the school, and Fairbanks has provided funds to Hope to help the school remain open. According to the Hope Board members, Fairbanks essentially "writes off funds each year", but there is currently a \$500,000 receivable in the Fairbanks budget. While it would be preferable for Fairbanks to see Hope as a "loss leader", it is encouraging that Fairbanks has no dispute about writing off the debt. Clearly, the Fairbanks Board values the school.

<p>1.3 School Leadership: Does the school have a recognized and fully trained leader or leaders in both academic and therapeutic programs who operate with a level of autonomy and flexibility within the larger organizational system?</p>	
<p><i>Evidence: Organizational chart, employee handbook, interviews, focus groups; school documentation, focus groups, interviews</i></p>	
<p>The school presents concerns in one or fewer of the following indicators: a) The school possesses a leader trained in either therapeutic or educational content; b) the school leader is provided with qualified support staff in areas they are not trained in; c) all school leaders have appropriate certification and training; d) the school provides leadership with professional development; e) the school has fully defined job descriptions for all leadership positions with leadership roles and responsibilities distinct and well understood f) the school director operates with autonomy regarding issues of treatment and education.</p>	<p>Meets Standard</p>

Hope Academy meets the standard by possessing leaders trained in both therapeutic and educational content. The new principal of the school is a licensed educator with more than 20 years in Indianapolis Public Schools. She started as a science teacher, but has also taught math, science, and computers. She has experience in a variety of settings, including magnet schools and Title I programs, as an Assistant Principal and a Principal. She has worked in Elementary, Middle, and comprehensive High Schools. She was an Alternative School administrator for 6-7 years.

Therapeutic leadership is provided by a well-credentialed professional with a doctorate and multiple Master's degrees. However, there is not a licensed substance abuse professional. There is a licensed school counselor on staff, but she is not an administrator. The presence of licensed school teachers and a recovery coach helps mitigate the absence of specific training/licensure/experience in recovery, though no teacher is currently in recovery either. Still, the school leaders do have appropriate education and clinical licensure. The main concern is recovery-based training. Leaders have access to professional development as needed, and Hope leaders have been active in the Association of Recovery Schools since before the school opened. It is notable that Hope is one of the few schools who regularly bring multiple staff representatives to the annual ARS conference.

School leaders clearly understand their job descriptions, roles, and responsibilities and articulate them well. The school director operates with autonomy regarding issues of treatment and education, though the COO provides direct oversight.

<p>1.4 <i>Community Partnerships</i>: Does the school establish collaborative partnerships with local schools, treatment centers, and other community resources to create a coordinated system of support?</p>	<p><i>Evidence: List of Collaborations, community resources, school and treatment partners, MOU's with collaborators, org chart for system of support, interviews and focus groups</i></p>
<p>The school presents concerns in one or fewer of the following indicators: a) The school has collaborative and meaningful partnerships with local schools; b) has collaborative and meaningful partnerships with local treatment centers; c) has collaborative and meaningful collaborations with local mental health providers; d) has established MOU's or other legal agreements with collaborative partners; e) collaborative partners provide materials and personnel; f) local resources are leveraged to provide the best possible services for students; g) the school is a good community partner and offers services to the local community.</p>	<p>Meets Standard</p>

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! Hope Academy has collaborative and meaningful partnerships with local treatment centers and local mental health providers, most obviously Fairbanks Hospital. About 25% of referrals come from outside of Fairbanks, so the school is not exclusively dependent upon Fairbanks for enrollment. One concern in this area is the fact that Hope's budget is so dependent upon enrollment to break even. Should referrals from Fairbanks decline, the school will be impacted profoundly. For this reason, diversifying referral sources should be a priority. Collaborating more with local schools could help establish relationships and referral flows.

! As a charter school, Hope has established MOU's and other legal agreements with local and state governments and has a substantial number of legal agreements in order to establish funding arrangements. The main collaborative partner providing materials and personnel is Fairbanks Hospital, especially with regards to recovery support programming. There is much overlap between staff, programs, and even clients. About 75% of Hope students have come from Fairbanks, and about 50% of Hope students later receive treatment services from Fairbanks. Indiana Wesleyan University has a large addictions program, which provides a number of interns to assist with the therapeutic programming at the school, as well as to conduct research and evaluation.

! Fairbanks not only helped start the school, but also provides physical spaces for the school to operate. Students also eat lunch in the same cafeteria as treatment center patients (though at different times). This is an excellent example of how local resources are leveraged to provide the best possible services for students.

! Hope Academy is a good community partner, offering and utilizing the following services in partnership with the local community:

- **Art with A Heart (AWaH).** For the past four years Hope Academy has had an active partnership with AWaH, a community wide program that uniquely integrates and reinforces academics within the artistic experience. Hope students take art each semester under instruction provided by AWaH.
- **Community Health Network.** Community Health Network has been an active partner for over the past six years in providing Hope students direct health services.
- **Agape.** Agape is a unique therapeutic resource for individuals, families, schools, medical and mental health professionals. For the past year Hope has partnered with Agape in providing students horse training and riding experiences.
- **Civic Theater.** A relationship was made that allowed students to receive both on campus and off campus coaching and acting experience with Civic Theater staff.
- **Indiana Wesleyan University's Behavioral Sciences and Psychology and Addictions Studies programs.** Each year Hope Academy selects two student interns for a two full days a week practicum internship. Also, each year Hope Academy and IWU do a recovery high school research project where the institutions have applied and been awarded funding for a Research Student Internship at Hope.
- **Indiana University, Purdue University at Indianapolis (IUPUI).** Each year two to three masters level school counselor interns serve at Hope Academy.

- **Hamilton County Humane Society.**!!Knowing!the!benefits!to!adolescent!addicts!of!giving!care!to! animals,!Hope's!science!teacher!has!as!part!of!the!biology!curriculum!started!hands!on!projects!with! the!local!Humane!Society.!
- **Second!Helpings.**!!Each!day,!Second!Helpings!volunteers!and!staff!rescue!prepared!and!perishable! food!from!wholesalers,!retailers!and!restaurants!4!preventing!unnecessary!waste.!!Hope!Academy! students!have!done!drives!for!the!organization,!with!a!Hope!student!graduating!from!their!Chef! training!program.!
- **LINK.**!!A!Fairbanks!post!4!treatment,!activity!based,!coached,!youth!recovery!group.!!Many!Hope! Academy!students!attend.!
- **Speak!at!Schools.**!!Hope!students!share!their!experience!and!hope!with!other!students!across!the! area.!
- **Duke!Tumato.**!!Duke!Tumato!of!the!music!group!REO!Speedwagon!(and!others)!joins!weekly!with! Hope!Students!to!play!together!guitar!and!talk!recovery.!
- **St.!Louis!De!Montfort!Catholic!Church!Food!Pantry.**!!Students!participated!in!annual!food!drive.!
- **Christmas!Cards!for!Servicemen.**!!Students!participated!in!a!special!area!program!to!send! individually!written!Christmas!card!to!service!personnel!in!war!zones!and!abroad.!

1.5 Public Relations and Privacy Issues: Does the school have a plan to promote the school and its programs while respecting the privacy and safety of its students and families?	
<i>Evidence: Parent materials, privacy statements, public relations documents, FIRPA and HIPAA policy statements</i>	
The school presents concerns in <u>one</u> or fewer of the following indicators: a) The school has a comprehensive and professional public relations plan; b) has adequate emergency PR response procedures; c) the public relations plan promotes the school to the local community as well as to potential students; d) the school has adequate documentation and procedures for HIPAA; e) the school has adequate documentation and procedures for FERPA.	Meets Standard

Hope Academy has done an excellent job promoting the school to the local community as well as to potential students. Despite there not being strong adolescent treatment provision in Indiana, it is apparent the community has an awareness of the school and its mission. Local government, including the mayor's office, is aware of the program and has championed it. Recently, the Office of National Drug Control Policy attended the 2014 commencement ceremony, and Hope is has national prominence for its program. A newly designed website is easy to utilize and provides information about the school. One issue stated by staff is a belief that the community does not realize the school is free, and prevailing beliefs that students must go through Fairbanks first. These are images the school is trying to clarify and correct.

Hope has adequate and detailed emergency public-relations response procedures. The policy manual has explicit directions for how to handle media inquiries, including how to appoint a media spokesperson and procedures for students and staff to participate in public relations and media. There is a consent procedure and form for audio and videotaping, as well as clear procedures for how to report child abuse while protecting the student and how to safely use the Internet.

Unlike Fairbanks, Hope Academy is an educational program and thus is not governed by HIPAA. Still, the school requires consent to share info with anyone (therapists, treatment, probation officers, etc.), even though not bound by HIPAA regulations. As an academic institution receiving public funding, the policy manual does however provide for adequate documentation and procedures for FERPA.

The one deficit here is a comprehensive and professional public relations plan. While the school does have marketing materials, a functioning website, and has developed a national reputation, the accreditation team was not provided with a comprehensive public relations plan. There not evidence that there is a planned, cohesive process for how to market the school and promote its programs and successes, which suggest the various procedures and materials operate independently and organically (i.e., are created as needed or in reaction to an issue), rather that as part of a cohesive, constructive, and progressive plan. The school is urged to develop a comprehensive public relations plan to better carry out its vision and cultivate its image to the local community.

1.6 Program Evaluation: Does the school perform regular performance evaluations to improve overall staff quality and plans created to identify and address staff training needs?	
<i>Evidence: School documentation, focus groups, interviews</i>	
The school presents concerns in <u>one</u> or fewer of the following indicators: a) the school disaggregates achievement and recovery data by student, class and for the entire school for the purpose of quality improvement; b) student assessment data is systematically analyzed for the entire school in order to identify gaps in educational performance; c) student recovery data is systematically analyzed for the entire school in order to identify gaps in recovery supports and relapse preventions.	Meets Standard

Program evaluation is an area of particular strength for Hope Academy. Hope is one of the first recovery high schools to collect both academic and therapeutic outcomes data in a systematic way, using the GAIN for therapeutic outcomes and formative assessments for academic outcomes. The school reviews NWEA scores three times per year to examine growth from one point to the next. Summative end-of-year assessments in Algebra 1 and English 2 are mandated by the state as well. As a charter school, Hope must also participate in the Mayors Office Accountability system, which involve quarterly visits from an evaluation team to review program governance, finance, and curriculum. These visits compile data for charter renewal every 7 years. Hope sends reports on graduation rates and attendance to state Department of Education as well.

Staff receive one formal observations each semester with the principal. They also submit a reflective, self-evaluation, using the same rubric. Because the school is so small; staff report “everybody always knows what everybody is doing”, which suggests informal assessment are perpetual. Teachers report the evaluation system “feels fair.”

The school administration noted they have used data to make changes, such as when they saw a deficit in planning and time management, all students received a new backpack. Data have informed curriculum decisions as well. With the amount of data available, however, it is recommended that Hope continue to find more ways to utilize the data for program improvements, especially in the area of recovery supports.

School Community

2.1 Target Population: Does the school have a clearly defined eligibility criteria aligned with the mission to support recovery from substance use and co-occurring disorders?

Evidence: Admission materials, student handbook, admission policies

The school presents concerns in one or fewer of the following indicators: a) the admissions requirements clearly reflect the stated mission of the school; b) the school has clearly documented admission procedures; c) admission materials clearly define those admissions requirements; d) the admission materials are available in multiple formats; e) admission criteria contain substance abuse treatment requirements; f) admission criteria contain age and educational progress requirements; g) the school's admission requirements do not place an undue burden on applicants; h) lottery procedures (if needed) are simple and are fair to all applicants.

Meets Standard

Hope Academy's admissions requirements clearly reflect the stated mission of the school: "to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth." Students first fill out an application. As a charter school, all students who wish to be admitted must be allowed to enroll. Once the school enrollment reaches 60 enrollment, students need to enter a lottery. While the school cannot deny students desiring admission, the emphasis of recovery support programming allows students to opt out if they are not willing to comply with expectations.

Through the intake process, students learn about the expectations of the school, and the school learns where students are at with their own recovery journey. Hope will request records from the student's prior school to understand academic record. The school also conducts a battery of social, emotional, behavioral testing. Each student has a checklist of people one needs to meet with at intake: office staff, school nurse, guidance counselor, recovery coordinator, and school administration. Through the intake procedure, determines the student's alcohol/drug use and treatment history compared to the general population, though there is not a concrete rubric. Each prospective student completes a questionnaire with personal information, and each parent completes a "parent pledge" to encourage their child's recovery and education, and to be a positive role model. Students sign a pledge to be committed to recovery, to remain drug and alcohol free, and to work a recovery program. They also agree to report to staff about other students who are suspected to be using. Students expelled from other schools due to zero tolerance policies often apply for admission, and the school usually refers those students into treatment. A health history is also collected. The intake process can take from a couple days up to 15 days, but appear to be straightforward and do not place an undue burden on applicants.

The basic admission materials are available both in hard copy and online at <http://www.hopeacademyrhs.org/enrollment>. The online version informs prospective students, "You will have the opportunity to meet with the school's administration, ask questions and take a tour. Hope Academy is tuition free, and is a great choice for young people who are seeking support for long term recovery as well as parents who want to be involved in their student's academics and sobriety. If you are looking for a high school with small class sizes, caring teachers and staff, accountably and recovery support, Hope could be the answer." According to a recent charter review available online, the enrollment procedures, including lotteries, have been deemed fair and accessible.

The admission and enrollment practices of Hope Academy meet the requirements of Indiana's charter school law. The Mayor's Office has received no complaints from parents regarding the school's enrollment practices. The school conducts extensive outreach to parents, including community fairs, a website, billboards, and yard signs throughout the community. The Mayor's Office receives copies of Hope's enrollment policies and marketing plans. The school has implemented a lottery system and gives preference to siblings of current students, as required by law. (<http://www.indy.gov/OEI/CharterRenewal/Documents/HA%20Renewal%20Report%202012.pdf>)

2.2 Enrollment Diversity: Do the school's admission and recruitment procedures reflect intentionality around enrolling a diverse student body?	
<i>Evidence: Admission materials, student handbook, admission policies</i>	
The school presents significant concerns in three of the following indicators: a) the admission materials are not available in multiple languages; b) the student handbook contains language promoting diversity; c) the diversity of the student body is comparable to that of the local school district.	Does Not Meet Standard

!

! Enrollment diversity appears to be a challenge for Hope Academy, despite being free to students.!! None of the three indicators for this standard were apparent.!!!

a) The admission materials are not available in multiple languages.!

While the admission materials are available online and in hard copy, the only versions supplied to the accreditation team were in English.!! It is recommended the school at least offer to translate the materials, or present the materials in another language.!

b) The student handbook does not contain language promoting diversity.!!

This indicator is intended to be proactive and explicit.!! The *Student & Family Handbook* does mention a value of "respect" for others, and contains an anti-harassment policy that includes racial harassment (among multiple types of possible harassment).!! Promotion of diversity, though, is not explicitly stated in the handbook, nor is diversity defined so that students and families would feel welcomed.!! There is simply no language promoting human diversity.!! It is recommended the school more proactively attend to human diversity in its various forms in its literature.!

c) The diversity of the student body is not comparable to that of the local school district.!

As Hope Academy is a charter school with open enrollment not technically bound by a local school district, students come from multiple school districts.!! It is thus more reasonable to compare race and ethnicity enrollment data with that of the state.!! In Indiana public schools, about 70% of all students are White, but at Hope, publicly available data report about 90% of Hope students are White.!! While these numbers fluctuate throughout the year, this represents a significant difference that Hope administration is encouraged to address.!! If compared to the Indianapolis Public Schools, this number is even more concerning, as the enrollment in that urban district is only 23% White.!

2.3 Transitional Planning & Support: Does the school have clear procedures for transitioning students from traditional school, community or treatment settings into the recovery high school setting?	
<i>Evidence: School documents, focus groups, interviews</i>	
The school presents concerns in one or fewer of the following indicators: a) The school has procedures in place to ensure that a student's prior educational records are obtained in a timely manner; b) the school has procedures in place to ensure that a student's prior treatment and placement records are obtained in a timely manner; c) student educational and recovery records/history is available to all members of the educational and therapeutic staff that are relevant; d) baseline assessments are gathered when a student enrolls and that data is shared with staff.	Meets Standard

! Hope Academy has procedures in place to assist students with smooth transitions into and out of the school. The school has procedures in place to ensure that a student's prior educational records are obtained in a timely manner. At intake, a student's prior school records are obtained, though it is not a standard practice to contact prior counselors. In the case of a student with a special education certification, transition planning is mandated.

! Regarding therapeutic transitions, Hope does have procedures in place to ensure that a student's prior treatment and placement records are obtained in a timely manner. The intake process requests consent forms so staff can communicate with prior treatment programs. As 75% of Hope students are referred through Fairbanks, there is a natural continuity of care for the vast majority of students. It is not clear how much of this information is directly communicated to staff, but relevant information is available to staff as needed. No staff member expressed feeling as though they lacked salient information to assist a new student. !

A number of baseline assessments are gathered when a student enrolls. Again, while the data is available to staff as needed, it appears most therapeutic intake data is not used to assist the therapeutic program of the students. The focus of the school is academics, and formative assessments do assist in academic planning. Regarding transitional planning, there appears to be plenty of data available, both internal and external, but the focus in student assistance/placement is academic. It is recommended the school do more to help with recovery supports and transitions.

2.4 <i>Climate & Culture</i> : Does the school utilize constructive rather than punitive practices that aim to generate and restore a sense of well-being among students and staff??	
<i>Evidence: School documents, focus groups, interviews</i>	
The school presents concerns in one or fewer of the following indicators: a) The school: provides a discipline policy that is responsive rather than punitive; b) expectations and outcomes for staff behavior are clearly outlined in the employee handbook; c) expectations and outcomes for student behavior are clearly outlined in the student handbook; d) discipline policy is in line with philosophy of treatment; e) the discipline policy is fully implemented in the daily life of the school.	Meets Standard

Hope Academy strives to respond to disciplinary issues in a way that is responsive rather than punitive. The first paragraph of the discipline section in the handbook is about utilizing restorative practices, and this is evident in the school. Administrators, staff, and students all echoed this sentiment, and noted that they felt the expectations were clear. We were not provided with a handbook that outlined expectations and outcomes for staff behavior, so this would be an area of improvement. In interviews, staff did seem aware of their expectations. Formal observations are done each semester, and staff also does a reflective self-evaluation using the same rubric. As one teacher said, "The school is so small, everybody always knows what everybody is doing." This allows more informal intervention to keep employees' issues from escalating into something requiring more formal action. Staff reported their evaluation system "feels fair."

The student handbook has exhaustive detail, outlining responses for every specific incident, and varying for first offense, second offense, etc. On the one hand, the responses seem punitive (i.e., suspension, expulsion, etc.) However, across the top of each page is the statement, "Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action." This suggests the punitive responses will be employed only when restorative practices have not kept minor behaviors from escalating into major offenses. Staff noted, "It can be exhausting to deal with all the issues students have, because you do want to help them... they want to talk and talk." They affirmed that staff tries to follow restorative discipline with students, and thus they try to handle most issues in the classroom. For bigger issues, teachers will often involve therapeutic staff first, and then move on to administrators, which is evidence the discipline policy is in line with philosophy of treatment.

Staff did express there is some "defiance" around putting cell phones away, and even gave an example of a student getting suspended for a day due to excessive cell phone usage. The sentiment though was more that, "Kids might say we are too tight on them." One staff member noted he had not given a detention since his first year in the school, and staff felt suspension was reserved for times a student is so toxic to the community they need to stay home for the day. Discipline is progressive, meaning it takes a while to build up to a suspension. Students noted that the main behavioral issues were public displays of affection ("PDA") and not being in class. Students felt discipline was individualized, and one student expressed, "There is lots of leeway based on who you are. Teachers will be one way with one student, but different with another." For this reason, teachers felt students often tried to pit one teacher against another, but there was staff cohesion and "we are supportive of one another." Students felt the students assigned to the STARR Room were "quarantined from others, and that is helpful." Some teachers agreed the individualization lead to inconsistent enforcement, and one stated, "They go to talk with someone higher, and they get what they want." Some teachers felt the administration did not always carry out discipline decisions that staff has come up with. Overall, the staff felt the disciplinary system worked best when there was a meeting with teacher, student, and administrators, in part because this cut down on the triangulation.

2.5 *Parent Engagement*: Does the school actively engage parents, guardians and families, with parents/guardians are recognized and involved as partners in the education and recovery process? Does the school provide training and support for families to promote the healthy growth and academic achievement of each student?

Evidence: School documents, parent interviews

The school presents concerns in one or fewer of the following indicators: a) The school frequently communicates with parents; b) information shared with parents is relevant and timely; c) parents feel welcome to visit school; d) the school provides support for parents to be part of their child's recovery; e) the school provides easy to understand academic and sobriety data; f) the school provides information in a variety of modes, including both paper and electronic communications.

Meets
Standard

Parent engagement appeared to be an area of particular strength. Parents overwhelmingly asserted that the school had had a positive impact on their family. One parent went so far as to say the Hope experiences were "all positives". Most agreed that communication had been virtually "non-existent" in prior schools, but there communication! Hope was both frequent and varied. Examples include regular emails, texts, and phone calls, and a "fabulous" website. One example of this communication was an incident where a parent received a text from her daughter about having a "bad day". The mother proceeded to call the school, left a voicemail, and she heard back from the principal "in 20 minutes". Another example was when a teacher texted a student to check in after a friend had overdosed. While the text was to a student, the parents felt this was evidence of trying to communicate beyond the school day, which provided a helpful support to parents.

The school tries to place some boundaries around the sharing of information in order to give parents a chance to turn the academics over to professional. Grades are not available online, and though academic progress reports are generated every two weeks, these are only sent home if a grade falls below a "C". As one parent said, "no news is good news." Therapeutic data compiled by the clinical specialist is also provided to the family.

An attendance letter is provided at the end of every term. However, the small size of the school allows for instant communication, such as a text or email if a student is not in school. There are student-led conferences twice a year to discuss academic and therapeutic issues.

According to administrators and staff, some parents are "highly engaged", and some "not at all". One staff member said parental involvement came in extremes. "They are either all in or all out." Other than communication about students, parents were involved with fundraising, running special events, and chaperoning. There is a parent open house as well. Still, staff felt parents could be more involved in ways, such as the 8am/9am "unsupervised time" before school starts or a parent "booster club".

Administrators follow FERPA regulations with regards to academic records, and though the school is not bound by HIPAA, they secure signed consent from parents to share information with anyone (such as therapists, treatment providers, and probation officers). This has created an environment of trust from the parents. As one staff member explained, some parents have "treatment fatigue, and they thank God their child is in school".

2.6 <i>Sensitivity to Differences</i> : Does the school create policies and procedures that promote sensitivity to human differences, and are responsive to individual student's developmental needs?	
The school presents significant concerns in two of the following indicators: a) school policies are not in place that promote the acceptance of diversity among students, including gender, race, ethnicity and sexual orientation; b) responses to violations of the schools policies are not fully documented and clearly outlined; c) the school response to violations are not in line with the severity of the violation.	Approaches Standard

Hope Academy has clearly stated policies for harassment, sexual harassment, and bullying. This along with the small school environment and restorative principals is intended to create a climate of acceptance. A dress code is in place to remove as much as possible stratification around income and communication of gang affiliation. The bullying policy in particular delineates that ALL bullying is prohibited, not just harassment for "sex, race, color, national origin, marital status, or disability."

While harassment is prohibited, though, no policies explicitly "promote acceptance" of such diversity. According to administrators, the school has both low income families and high income families, but "not much in between". The school has little racial diversity and few students with physical disabilities, so violations to this effect would be minimal. The harassment and bullying policies suggest any discriminatory practices would be documented and addressed based on the case. The discipline policy has six pages dedicated to explaining consequences for 25 different behaviors, and only two would apply to human differences (one for bullying/harassment and the other for disrespectful language). Policies that promote sensitivity to human differences and documentation procedures for discriminatory violations are not explicit, however. This area thus seems to be one in need of more specificity and intentionality rather than waiting for a more diverse student body or an incident of some sort requiring a reactionary procedure.

Recovery Practices!

3.1 Recovery Supports: Are recovery supports and relapse prevention measures meeting the needs of students?	
<i>Evidence: School documents, focus groups and interviews</i>	
The school presents concerns in one or fewer of the following indicators: a) The school staff reports that they are providing recovery supports and relapse prevention measures that meet the needs of their students; b) the students believe that the current recovery supports and relapse prevention are meeting their needs; c) there are clear and regular lines of communication between staff members regarding student needs for support and prevention measures; d) students report that they are making progress in their recovery efforts.	Meets Standard

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! Hope Academy hired a new principal following the visit of the accreditation team, and concerns regarding recovery supports appear to have been addressed. Subsequent interviews with Hope Academy administration and documentation from students indicate Hope Academy has buttressed its recovery supports adequately. The school staff concurs that recovery supports and relapse prevention are meeting the needs of students. The clinical staff includes a "clinical specialist", a recovery coach, and a school counselor. They collaborate regularly with teachers, administrators, and support staff to form a team-based approach for students. The new principal reported the school has a "healthy balance" between academics and recovery. "They are almost embedded in each other." One of the primary issues concerning reviewers during the visit was student feedback that suggested the current supports were not meeting every student's needs. While they acknowledged the school's mission to be a drug-free environment that fosters recovery, many students expressed that the school was too lenient on relapsers, and basically students were responsible to themselves. Some representative quotes included,

- "If you screw up, it is on you. Most of the student body do not give a damn. They don't care about recovery... From people who are in recovery, you get a lot of support."
- "Quite a few people say the right things. I don't say anything to people who relapsed, because it is none of my damn business... People don't usually get the lesson unless they learn it themselves... There is a level of respect for individual's journeys. Calling people out will make you look like a snitch."
- "I relapsed, passed a drug screen, and when I said it, nothing happened, but I just moved my low! down.... If you are honest about it, do not have to do an unpacking. (Half of these 6 have relapsed and not done an unpacking.)"
- "(Policy says) if you lie, you will get expelled. But people lie all the time and don't get expelled."

With new leadership, there has been an apparent culture change. Some representative comments from letters written for a class assignment following the hiring of a new principal (and some programmatic restructuring) include:

- "Hope Academy is a great environment for young people to get and stay clean. The staff is always there to lend a helping hand, and so are the students."
- "The staff at Hope are a huge part of my sobriety. They are constantly checking in on me to make sure I'm doing well. If I'm even the slightest bit down they notice immediately and do anything they can to help me. We get drug tested often, and it is very important to teenagers in early sobriety to have that kind of accountability. We have a recovery coach who is 7 years clean himself, and due to that he can provide us with insight that not many other people would be able to give us. We have a program for students who are struggling and who have recently relapsed, and it is extremely helpful. We have a mental health doctor who specializes in addiction."

These comments suggest the staff is not only supportive, but that students are progressing in their recovery. There are also renewed efforts to communicate with staff, including a Tuesday afternoon meeting with staff called the "Recovery Culture Leadership Team"!!!

3.2 *Recovery Climate*: Does the school provide a recovery-oriented school climate that promotes collegial relationships among faculty, students, and their families?

Evidence: School documents, focus groups and interviews

The school presents concerns in one or fewer of the following indicators: a) The school provides a strong recovery community; b) relationships between staff and students are respectful and collegial; c) the school incorporates an intake process that involves faculty, students, and their families; d) recovery policies and supports are clearly defined for students and families as part of the intake process; e) recovery related talk is modeled and supported by school staff; f) there are opportunities for students and staff to provide positive feedback and support as part of the school culture.

Meets Standard

1

Hope Academy provides a strong recovery community, which has improved significantly since hiring a new principal. One student said, "The community is welcoming and kind." Another student wrote this description of the climate, which supports not only substance use recovery but recovery from a co-occurring disorder:

In all my years of school, I have never been able to talk to my teachers the way I do now. I have good relationships with every one of my teachers, and I know they are always there for me. I feel comfortable telling them things, because I know they will accept me for who I am or what I've done. Our school is also unique because of something very useful called the Serenity Room. It's a room students can go to if they need a little break to think about things or calm themselves down. I like the Serenity room because it actually gives kids a chance to cool down instead of blowing up on someone. The classes are also very helpful, and normally not too boring, which is good for people like me who have ADHD. The last thing that makes Hope Academy unique is our community circle that we have every Monday and Friday, because it gives students a chance to talk about what's going on in their lives and just check in with everyone, which is cool because no other school does that.

As this student writes, the relationships between staff and students are respectful. It is not uncommon to here that teachers, administrators, and peers accept students for who they are. The small size of the school also means the function is more familial than organizational.

Hope's intake process involves faculty, students, and their families, and the recovery policies and supports are clearly defined for students and families as part of the intake process. As one administrator said, students get the message during this process, "This staff cares about me. That is the piece that keeps them here... We will not give up on you." Consequently, one student reported, "This is the first sane place I've been."

Even though there are no licensed alcohol and drug professionals on the staff, the recovery coach has over 7 years of sobriety, and professional development helps teachers and administrators learn about substance use disorders and the recovery process. Consequently, recovery related talk was evident in the school.

The small size and openness of administrators also provides an environment in which students feel comfortable speaking their minds to administrators and staff. While this seems more organic than formal, it appears to be effective. Feedback given to the new principal after a few months indicates both the recovery climate and the school's willingness to grow. One student said, "This isn't how we did things last year." According to the principal, the students understood "we were not just being mean. We really cared for them." Another student had said early on, "I'll have her out of a job in two weeks", but came to the principal later and said, "I'm glad you're still here."

3.3 <i>Recovery Assessment</i> : Does the school collect data for initial screening, progress monitoring, and outcome measures to assess and improve short and long-term results for students?	
<i>Evidence: School documents, focus groups, interviews</i>	
The school presents concerns in one or fewer of the following indicators: a) The school collects screening data that are reliable and fully implemented; b) performs active progress monitoring; c) collects outcome measures that are reliable and implemented well; d) data is provided to teaching staff and counselors on a regular basis; e) data is actively used to improve student outcomes.	Meets Standard

Assessments represent an area of particular strength for Hope Academy. Because as a charter school Hope must admit all students who want to enroll, the school makes every effort to determine the proper fit for a student. As part of the intake, staff will determine whether to place a new student in the STARR Room or in the Hope general population. As part of intake, students and parents fill out an application, and then students undergo a battery of testing with the clinical specialist. According to administrators, the intake process tells about expectations of school, trying to determine where students are with their own recovery journey. This process can take from a couple days up to 5 days as they try to determine how best to support a student.

The school attempts to use robust instruments, such as the GAIN, which allows the school to collect reliable follow-up data as well. Beyond regular urinalysis, the school performs active progress monitoring, especially during the first 90 days. Most recently, the school has implemented Sober Systems, a trademarked mobile app. Its website describes the app as "a Mobile Recovery Management application designed to strengthen an individual's commitment to recovery through accountability, goal setting and daily check-in." Students answer 9 questions every morning, and that information goes into a database. Staff can gauge if students have relapsed or are struggling. The principal called this "a lifeline for the student." Each Tuesday afternoon, the "Recovery Culture Leadership Team" meets to monitor student progress. This team involves the Recovery Coach, School Counselor, Nurse, Clinical Specialist, and Principal. When a student relapses, the Clinical Specialist will lead an "Unpacking" exercise to determine the root cause of the relapse. The full staff meets every Tuesday morning and Thursday afternoon, with the Thursday afternoon focus being "who is struggling; who needs help."

One long-standing feature at Hope is the "Recovery Wall" display, which is monitored by the recovery coach. This wall displays the length of sobriety each student has, and it is updated weekly, or after a relapse. While data are provided to teaching staff and counselors on a regular basis, teachers did express they wished they were kept abreast of more details surrounding student issues on a day-to-day basis. Still, it does appear that the information collected is actively used to support students case-by-case, and ultimately to improve student outcomes.

3.4 Recovery Staff Evaluation & Professional Development: Is the therapeutic staff appropriately trained for their current positions, with ongoing professional development in areas salient to its school community, such as mental health and therapeutic practices, cultural competence, and adolescent development?

Evidence: School documentation, focus groups, interviews

The school presents concerns in one or fewer of the following indicators: a) The therapeutic staff members are appropriately licensed in their respective fields; b) deployed in sufficient number and in positions to maximize their contributions to the school; c) regularly evaluated using a well designed performance evaluation system; d) the performance evaluation system is understood by all staff; e) the staff receives regular feedback from the performance evaluations; f) the staff receives professional development in evidence-based best practices in substance abuse and co-occurring disorders.

Meets Standard

A main strength in this standard lies in the evaluation system, which applies to all staff and is described in more detail in section 1.6. Additionally, professional development is provided at the beginning of every year, at least, over a course of a few days. The clinical specialist and professors/researchers from Indiana Wesleyan have studied recovery and Hope Academy in particular, and they provide staff trainings. These professional development opportunities allow staff who may not be in recovery themselves (such as the principal) to understand the recovery process and how adolescent development impacts that process.

The clinical specialist is considered the therapeutic coordinator, and is an excellent resource for the community. He has two masters degrees and a doctorate in Psychology and Theology and is a Licensed Clinical Social Worker. Staff unanimously praised his contributions. The chief operating officer for Fairbanks, and one of the school's founders and chief designers, is a Certified Addiction Counselor in Indiana. The school counselor has a masters degree in school counseling. The recovery coach has over 7-years of sobriety, and is essentially the coordinator of the recovery monitoring in the school. While he is not licensed or certified, at the time of the accreditation site visit, he was pursuing certification. When the enrollment is at capacity, it is questionable whether these staff members represent a sufficient ratio, as the clinical specialist and COO are not full-time in the school. This leaves the recovery support staff function to the recovery coach and the school counselor, who acknowledges her training is more academic than recovery-based. Additionally, the new principal does not have a clinical background or certification either. Considering the co-occurring disorders prevalent in a recovery school population, having another person with a clinical mental health certification available to students on a full-time basis could be an area of improvement in the coming years.

3.5 Relapse Prevention: Does the school have services available which help support the students' plan to abstain from substance use and recover from co-occurring disorders, from intervention through recovery maintenance and relapse prevention?

Evidence: School documents, focus groups and interviews

The school presents concerns in one or fewer of the following indicators: a) The school has services available to support students with a licensed substance abuse counselor available to students on a daily basis; b) has mandatory, random drug testing occurs on a regular basis; c) processes for all students to develop and monitor their own plans of recovery are in place; d) has peer support and psycho-educational groups occur on a regular basis; e) has specific policies are in place to support relapsed students; f) students are provided with access to mental health professionals on a regular basis.

Meets Standard

Hope Academy does an excellent job monitoring for relapse, and has interventions in place once a student does relapse. During the accreditation visit, some students questioned how serious the school was about intervening and removing students who might be actively using. As described in indicators 3.1 and 3.2, however, the new principal has led a culture change in which students seem much more positive about the recovery supports. As an accountability measure, the school does mandatory, random drug testing on a regular basis, with procedures clearly outlined in the policy manual. The school can also do indicated screening for students suspected of using.

A number of processes are in place for students and staff to monitor plans of recovery. For students in their first 90 days, the Sober Systems application is utilized (see indicator 3.3). Students complete audit sheets that allow the recovery coach to maintain a "dashboard" indicating relapse, drug screens, not going to meetings or enough meetings, not meeting with sponsor, etc. The Global Appraisal of Individual Needs is used to screen new enrollees, and the school administers it as a follow up four times per year. An Indiana Wesleyan intern then monitors GAIN data for "red flags". Specific issues aren't necessarily shared, which was something teachers wished they had more specifics about, but for students, there are plenty of opportunities to monitor progress on recovery plans.

Hope Academy has multiple opportunities for peer support, and psycho-educational groups occur on a regular basis.

- Monday and Friday "community circle" groups used to be facilitated by the recovery coach, but this year the circles have been turned over to the students, and the coach now assigns students to lead the group. The coach oversees it.
- The recovery coach leads and assists with basic skills classes, and he manages the 90 in 90 app system and the recovery wall display.
- The STARR Room used to function basically as a school suspension or "a place to sit". Now, it is used as a "transition room for students struggling with recovery and academics". Only kids in the STARR room are those that are assigned there. Length of stay is 15 days, during which time teachers bring academics, and the recovery coach drops in two days/week.
- One Friday each month is now called "Community Friday". During these days, students have a round robin of sessions, and then do a recovery activity (such as a speaker). This is followed by a group activity, such as problem solving, trivia, "Recommitting to Hope Student" pledge, trust activity, etc. These Fridays feature small group team building.

Students who relapse are allowed to stay in enrolled if they honestly report their relapse. Multiple relapses may lead to transition into the STARR Room or removal from the school on a case-by-case basis. Students during the accreditation visit expressed concern that students were allowed far too many relapses without consequences, though it appears this has been improved. One feature of Hope that is unique but powerful is the Unpacking exercise, created and facilitated by the clinical specialist. Students who have relapses participate in an Unpacking in order to (according to a PowerPoint presentation):

- To facilitate a personal *deconstruction* (i.e., “to take apart or examine in order to reveal the basis or composition with the intention...of exposing biases, flaws, or inconsistencies”, Merriam-Webster, 2007) of a problematic event.
- To re-engage a youth with his or her memories of the specified event;
- To help the youth reconstruct the event as a flow of experiential units (“units of happenings”)— “What happened?” “And then what happened?” “And then what happened?” and so forth.
- To have the youth relate from memory thinking and feelings associated with each of the experiential units.
- To have the youth make “holistic” observations as to the direction, cohesiveness, and outcome of his or her behavior.
- To have the youth evaluate his/her behavior in the event to personal beliefs, values, goals, dreams and aspirations? Clarify the discrepancies.
- To clarify motivation for behavior change, points for possible change, and challenges to making changes.

These unpackings have allowed the school to create typologies around student relapses that have informed the school’s responses and expectations.

As stated in indicator 3.4, while students are provided with access to mental health professionals on a regular basis, the ratio of students to full-time licensed/certified clinical mental health professionals could be decreased. In the absence of enough therapeutic staff members, teachers or other unqualified staff may fill in gaps. However, students did express that they feel emotionally supported at the school, and even that the school has “saved” their lives in some cases. The school does not have a licensed substance abuse counselor available to students on a daily basis, though the COO who is active in running the school is a Certified Addiction Counselor, the recovery coach is pursuing certification, and Fairbanks Hospital has numerous licensed addictions staff available on the grounds for consult.

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3.6 Recovery Transition: Does the school have criteria and plans in place to help students transition smoothly from the recovery supports provided by the high school in order to maintain their sobriety?

Evidence: School documents, focus groups and interviews

The school presents significant concerns in three of the following indicators: a) the school does not work with students to design a transition plan for recovery supports after high school; b) the transition plan is not a logical extension of the current recovery plan the student is under; c) the recovery plan does include information abt recovery supports in the community that student will have easy access to; d) the recovery plan does not include access to mental health professionals when needed.

Does Not Meet Standard

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Transitions are addressed in the academic area (college night, FAFSA preparation, applications, etc.), but in the recovery area, it appears little formal programming is in place. At intake, the school collects school records, consent forms, and discipline records, though it is not a standard practice to contact prior counselors. When a student leaves the school, an exit interview must be conducted as required by state policy, but these interviews require specific questions that must be copied for each interview. The purpose of the exit interviews appears to be more for school improvement and accountability than for assisting student transitions. Students with IEPs also require transition planning per their certified disability, but this is unlikely to be recovery specific.

In the area of recovery, Hope Academy does not work with students to design a formal transition plan for recovery supports after high school, and there is no transition plan that is a logical extension of the recovery plan a student may be following while enrolled. Students would obviously be aware of recovery supports in the community should they remain in the area after leaving the school. Should they plan to relocate, however, the school does not have a formal procedure for linking students into recovery supports or mental health professionals in their new community.

Graduates who stay in the area are welcome to come back, and this can be a way to help transition into a less structured environment. Former students, however, are advised not to come back during the day because it can be a distraction. Outside school hours, though, former students have been peer tutors and run 12-step meetings. The administration says the Hope has a "good cadre of alumni", and the school has considered formalizing positions and titles.

The absence of criteria and plans to help students transition smoothly from the recovery supports provided by the high school in order to maintain their sobriety is an area needing attention, and thus these indicators do not meet the standard. We recommend developing a formal procedure for helping students concretely plan steps to take care of their recovery either when they transfer to another high school, enroll in college, or enter a full-time workplace.

Educational Practices!

4.1 <i>Diploma</i> : Does the school offer credits leading to a state-recognized high school diploma and does the school offer all courses needed to graduate?	
<i>Evidence: School documents, focus groups, interviews</i>	
The school presents concerns in one or fewer of the following indicators: a) The school offers credits leading to a high school diploma; b) the core courses needed are offered with enough frequency to allow a student to graduate on schedule; c) all courses are offered on site or at a convenient location for students; d) The school curriculum is aligned to Common Core e) the school offers accelerated coursework or opportunities for advanced students or appropriate remediation for students who are struggling.	Meets Standard

! Hope Academy is a charter school in Indianapolis, and as such must meet the academic standards to offer credits leading to graduation. The school offers credits leading to a high school diploma, and the school receives regular review of its curriculum and instruction from state and district officials. One of the strengths is Hope's facility. While the facility is linked by a walkway to Fairbanks Hospital, the school classrooms, administrative offices, and meeting spaces are physically distinct. The STARR Room is offset from the regular classrooms, and students do not interact with Hope Academy's general population. This means students are able to take classes without concern about encountering students who may be actively using/selling drugs during the school day. The setting offers many spaces for instruction, and classrooms are comfortable and modern. Students are able to receive all academic and therapeutic services on site. They do share cafeteria space with the hospital, but do not use at the same time as patients.

According to the school administration, Indiana adopted common core, but then repealed it. Still, the state has a 7-year cycle on approved curriculum, and each year Hope Academy submits to a review. This review consists of curriculum maps along with scope & sequence reports. Hope's teachers use these standards as guidelines for developing their coursework, though they do have a lot of autonomy. Because of the class sizes, there are opportunities to accelerate or remediate as needed. Seems there are opportunities to systematize this a bit more, however.!!!

4.2 High Quality Curriculum & Instruction: Does the school provide a high quality curriculum and classroom instruction of high quality?	
<i>Evidence: School documents, focus groups, interviews, curriculum review</i>	
The school presents concerns in one or fewer of the following indicators: a) The school provides a quality education that includes a rigorous curriculum that is focused on core learning objectives across the curriculum; b) the curriculum is systematically reviewed to ensure there are no gaps in student knowledge; c) quality classroom lessons that are appropriately paced; d) the school provides lessons that are rigorous; e) classroom materials are available for quality instruction; f) lessons that are differentiated according to student learning styles; g) classroom lessons have clear goals and outcomes.	Meets Standard

Hope Academy provides a high quality curriculum and classroom instruction of high quality.!!! Everyone associated with the school believes the mission has two foci, recovery and education.!! Because it is a state approved charter school, the school is expected to provide a quality education that includes a rigorous curriculum focused on core learning objectives across the curriculum.!! While the accreditation team did classroom observations and interviews, we also relied on state accreditation review documents.!! This suggests the Hope faculty is meeting its obligations in the academic areas sufficiently to meet state graduation requirements.!!! In fact, it appears Hope Academy may be more rigorously and systematically observed than many other recovery high schools based on Indiana's accountability requirements.!!

Classroom observations revealed quality lessons that were appropriately paced.!! The only item consistently absent based on the classroom observation rubric was the posting of learning objectives.!! Classroom observers found the curriculum was implemented according to its design, was aligned with state standards that were outlined on lesson plans, and had sufficient and appropriate materials.!! The pace and content were of appropriate rigor.!! Instructors also used strategies like small groups, peer to peer, and teacher led discussions to differentiate instruction and engage a wide range of student interests, abilities, and learning needs.!!

4.3 Data-driven Instruction: Is the school curriculum and classroom instruction data-driven?	
<i>Evidence: Classroom observations, document review, lesson plans and curriculum maps</i>	
The school presents significant concerns in two of the following indicators: a) does not use standardized and/or classroom assessments that are accurate and useful measures of established learning standards/objectives; b) these assessment results are not received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments do not have sufficient variety to guide instruction for a wide range of student learning abilities; d) frequency or use of assessments is not sufficient to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.	Approaches Standard

Hope Academy does use standardized and/or classroom assessments that are accurate and useful measures of established learning standards/objectives.!! Two primary standardized assessments are used:!! state End of Year (EOY) assessments (in Algebra 1 and English 1 1) administered annually, and the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), which is administered three times per year.!! The EOY assessments are summative, while the NWEA assessments are intended to be formative and measure student progress.!! Administrators look at NWEA scores three times per year to gauge growth from one assessment to the next.!!

Hope can be commended for using the NWEA program, as it allows for a variety of assessments across curricular areas that is more flexible than the state mandated EOY assessments.!! Also, by administering three times/year, teachers have the opportunity to utilize the outcomes in a formative way.!! This, however, is an area in need of growth to meet this standard.!!! The frequency or timing of assessments could inform instructional decisions more effectively.!! Teachers do not meet regularly to discuss teaching and learning, and there was no evidence that assessments were used regularly to guide instruction.!! It is recommended the school consider how better to use the assessments to impact student instruction.!!

4.4 Teaching Staff Evaluation & Professional Development: Is the teaching staff appropriately trained for their current positions, and does the school perform regular performance evaluation to improve the quality of instruction? Does the school provide professional development in areas salient to the education community?

Evidence: Classroom observations, document review, Special Education File review, IEP audit

The school presents concerns in one or fewer of the following indicators: a) The teaching staff members are appropriately licensed in their respective fields; b) and are deployed in sufficient number and in positions to maximize their contributions to the school; c) staff is regularly evaluated using a well designed performance evaluation system; d) the performance evaluation system is understood by all staff; e) the staff receives regular feedback from the performance evaluations; f) the staff receives professional development in evidence-based best practices in education.

Meets Standard

!

The teaching staff members meet Indiana's requirements to teach in a charter school, and they are deployed in sufficient number and in positions to maximize their contributions to the school. During the accreditation visit, the following six teachers were on staff:

- One teacher taught Art, Special Education, and provided instruction for students at Fairbanks Hospital two hours/day. This teacher had been at Hope Academy for three years.
- One teacher taught Math, co-hosted a guitar club. This teacher had been at Hope Academy for three years.
- One teacher taught Social Studies. This teacher had been at Hope Academy for six years.
- One teacher taught English and coordinated the newspaper. This teacher had been at Hope Academy for one year.
- One teacher taught Science. This teacher had been at Hope Academy for three years.
- One teacher taught in the STARR Room, but taught Art and served as a permanent substitute at Hope.

A main strength in this standard lies in the evaluation system, which applies to all staff and is described in more detail in section 1.6. Additionally, professional development is provided at the beginning of every year, at least, over a course of a few days, and teachers reported receiving useful feedback from this system. The State of Indiana mandates the use of the RISE Evaluation model, and the State allowed charters to modify the rubric. Hope Academy wrote a modified RISE. Hope also asks teachers to reflect upon their own practice. Staff stated that they understood the system and found it fair.

The one area of this standard in need of improvement is around professional development. The school supports teachers going to conferences, but teachers felt it can be a struggle to do this. They also felt more could be done to inform them of relevant conferences coming up. Teachers indicated that they do not participate in regular professional development focused on evidence-based practices in teaching and learning as individuals or as a team. Most of the professional development time is spent on issues related to adolescent development and substance abuse and not teaching and learning. Additionally, the Wednesday student accommodation meeting does not include the special education teacher even though approximately 1/3 of the students have IEPs. One thing missing that would also be helpful, according to teachers, would be the opportunity to get lesson plans and curriculum from other teachers.

4.5 *Special Education Services*: Does the school have educational and behavioral plans in place to address the spectrum of student exceptionality?

Evidence: School documents, focus groups, interviews

The school presents significant concerns in two of the following indicators: a) the school does not have a special education staff that is well-trained and appropriately licensed; b) all student IEP's are not up-to-date and do not contain the appropriate signatures; c) student goals and educational outcomes are not designed for each student; d) student testing and assessment are not up to date; e) students with IEP are not making adequate academic progress; f) Special Education staff are not receiving appropriate training and professional development opportunities in the area of special education; g) school policies and practices are not designed to provide the best outcomes for exceptional students.

Approaches Standard

!

Hope Academy had an experienced and certified special education teacher, and the school kept all student IEP's up to date with appropriate signatures. The special education teacher came in two times a week for 10 hours total (Tuesday and Thursday). On Tuesday she participated in an all staff meeting which focused on general announcements/updates. Meeting on student accommodations occurred on Wednesday, but because she was not at the school on Wednesdays, the special education teacher did not attend. The special education teacher provided support for the other teachers that provided teachers with a Basic Skills curriculum. She also provided support for teachers in the STARR room, reviewing student performance and accommodations. She indicated teachers were skilled at providing differentiated instruction.

At the beginning of the school year Ms. Rooks sends out overview and accommodations for all the students with IEP's. As students enroll during the year she sends them out individually. This communication is done mostly electronically and due to limited time there is little direct communication with teachers about student performance.

The vast majority of services were provided to students in class. Only two students were receiving services outside of the classroom. The special education teacher determined these students "Homebound." She provided direct instruction to these students four hours a week.

The special education teacher reported that her biggest challenge was related to not having enough time to provide all of the necessary services on a 10 hour per week schedule. After taking care of administrative responsibilities there was little time for direct instruction or teacher support. Due to her limited time the special education teacher's efforts were directed mostly on administrative tasks such as conducting IEP meetings for new students.

Every new student was required to have a case conference within the first ten days. The team reviewed three files. All files were constructed similarly and contained all the necessary information including the following:

- Parent contact log
- Release of information
- Recent school administrative hearings – expulsion, manifestation
- Current IEP including testing data and previous IEP conferences
- Progress monitoring
- Transition folders
- Feedback from teachers on student performance
- Student academic report cards and progress reports

This standard is approaching success in that two areas are inadequate. First, the special education teacher spends minimal time working directly with the students or engaging in discussions and strategies to support the learning of exceptional students. And second, while there was no evidence students with IEP's

were not making adequate academic progress as required by the State and the student's IEP, school policies and practices are not designed to provide/promote the best outcomes for exceptional students. Although experienced and certified, the special education teacher only works on staff 10 hours a week. There was very little training provided by Hope Academy for the special education teacher, and any training she received was done on her own initiative and not connected to Hope Academy. Suggestions for improvement in this area include:

- Expand Special Education teacher's hours from current amount of 10. This would allow the special education teacher to spend additional time supporting the students' learning needs in addition to the administrative/curriculum tasks she currently completes.
- Special education teacher should participate in Wednesday meeting where student accommodations are discussed.
- Special education teacher should have more access to professional development opportunities.

4.6 Post-Secondary Transitions: Does the school have criteria and plans in place to help students transition smoothly from the recovery high school to the student's next educational or workforce setting, preparing the student for the broadest selection of reasonable post-secondary options?	
<i>Evidence: School documents, focus groups, interviews</i>	
The school presents concerns in <u>one</u> or fewer of the following indicators: a) The school provides a counselor who is trained to provide career and post-secondary advice; b) opportunities exist to explore post-secondary options; c) opportunities exist to explore workforce opportunities; d) workforce development training is available; e) ACT and SAT prep are available.	Meets Standard

Hope Academy employs a master's level school counselor who assists with college and career transitions. As part of her master's program, she received training in career and post-secondary advice. In addition, the special education teacher provides transition planning as required per IEPs.

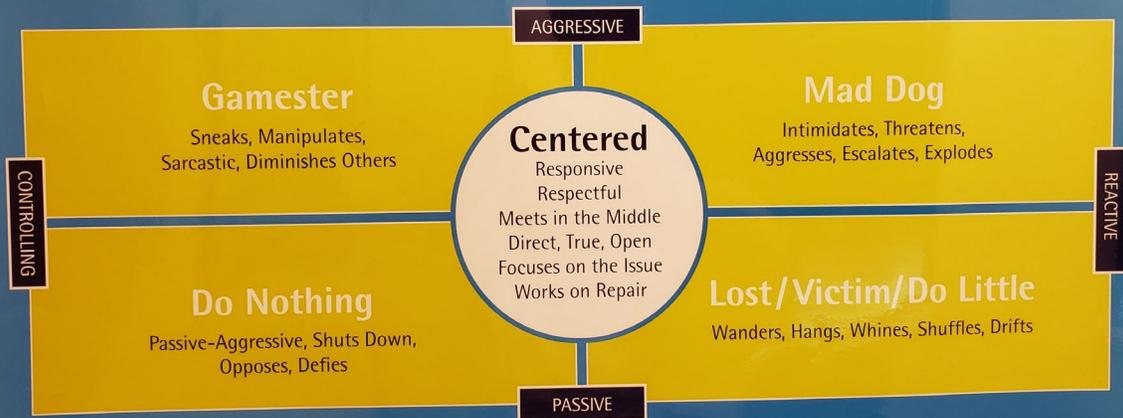
According to the administration, most students go to community college as a next step, though some will look at 4-year college. Some students also pursue the military. The school participates in a college night, and the school counselor assists with preparation of the FAFSA and college applications.

Workforce development training is available through the basic skills class. In addition, financial literacy is a state requirement.

The administration reports that about 30-40% of students take the ACT/SAT while enrolled at HOPE, but Hope does not offer a specific prep course for those tests. Due to the small size of classes, students could receive assistance for these tests in regular course work. Test prep is something the school could consider adding, however.

Interaction with Others

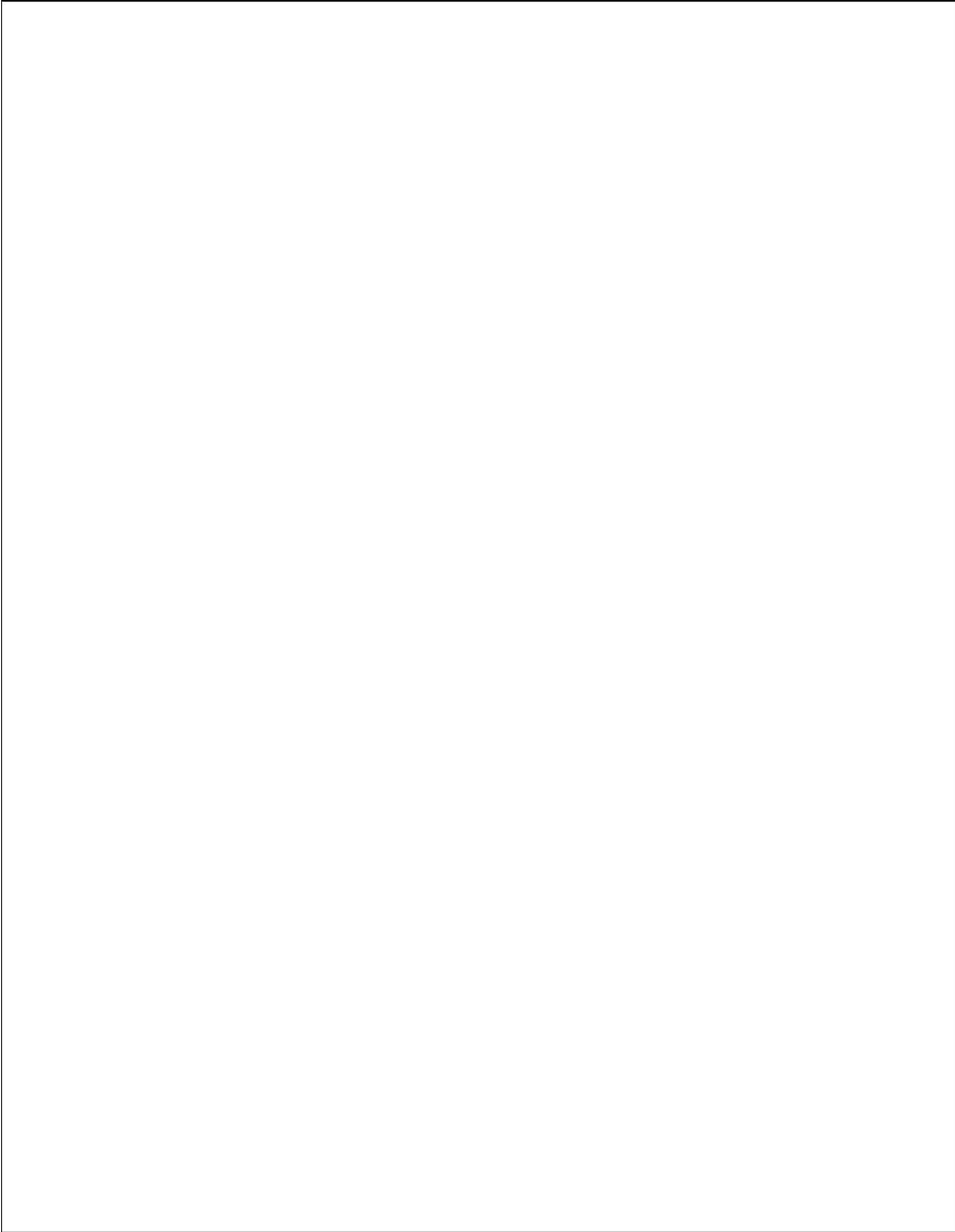
Where are you?

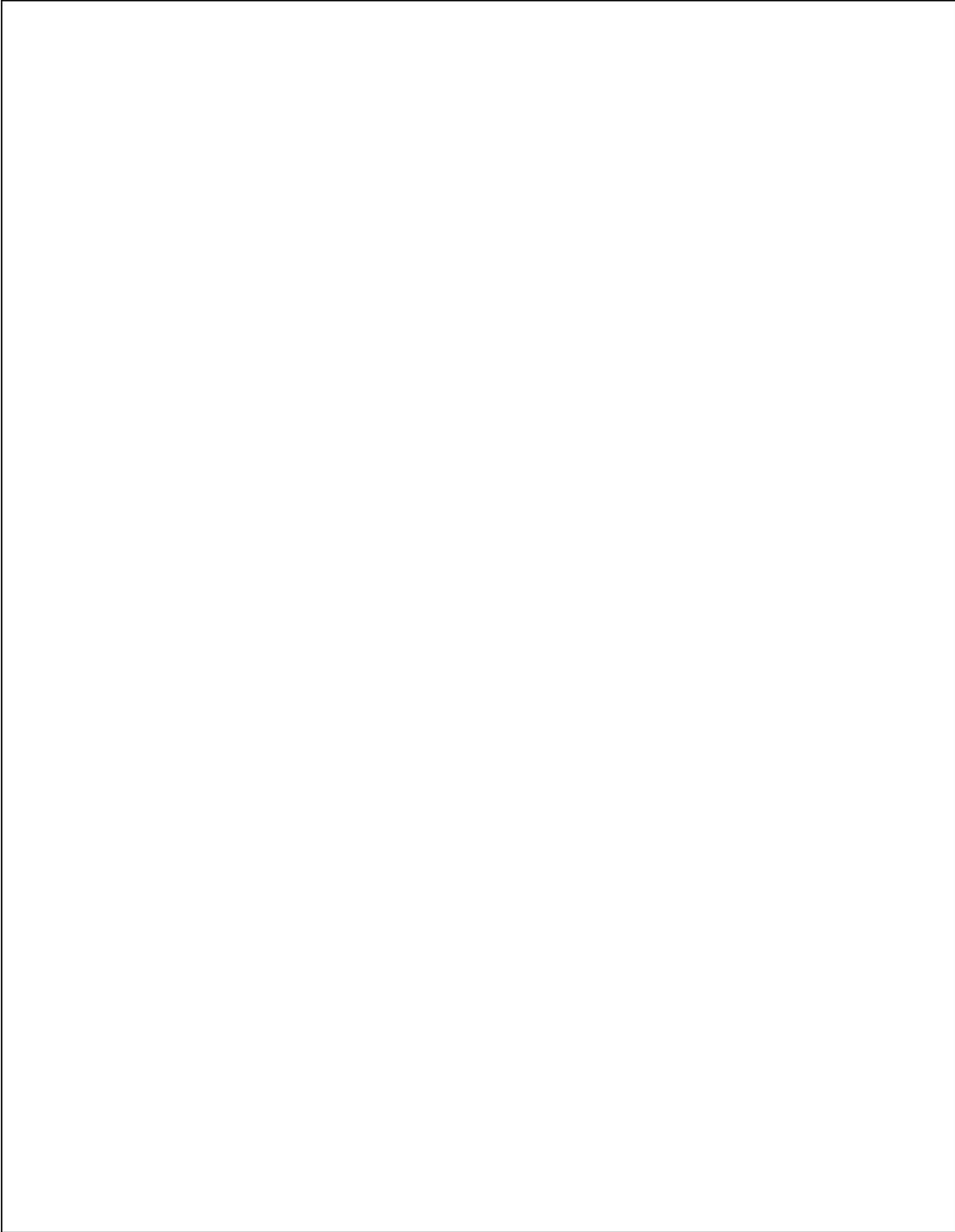


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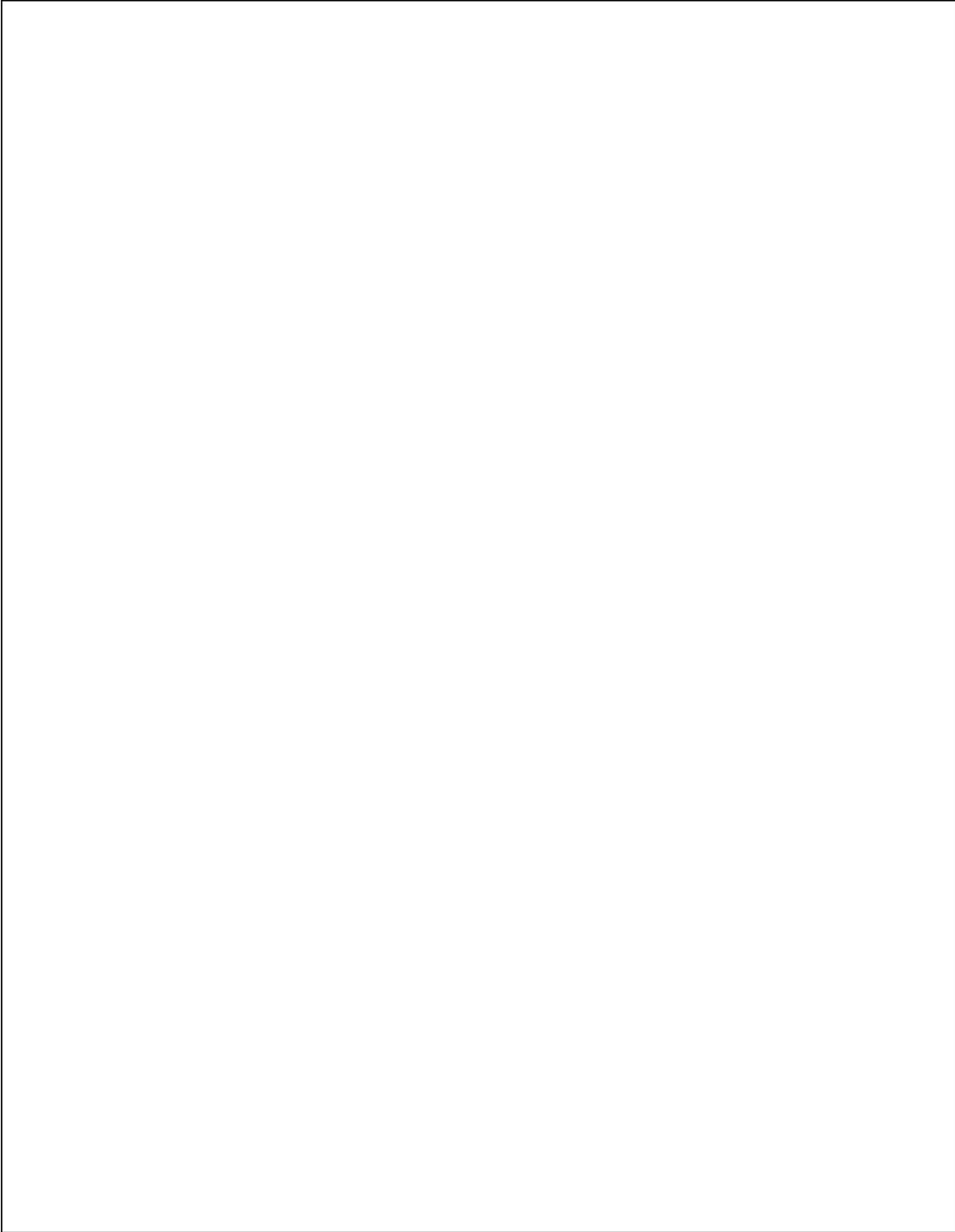
How are you going to get to CENTER?

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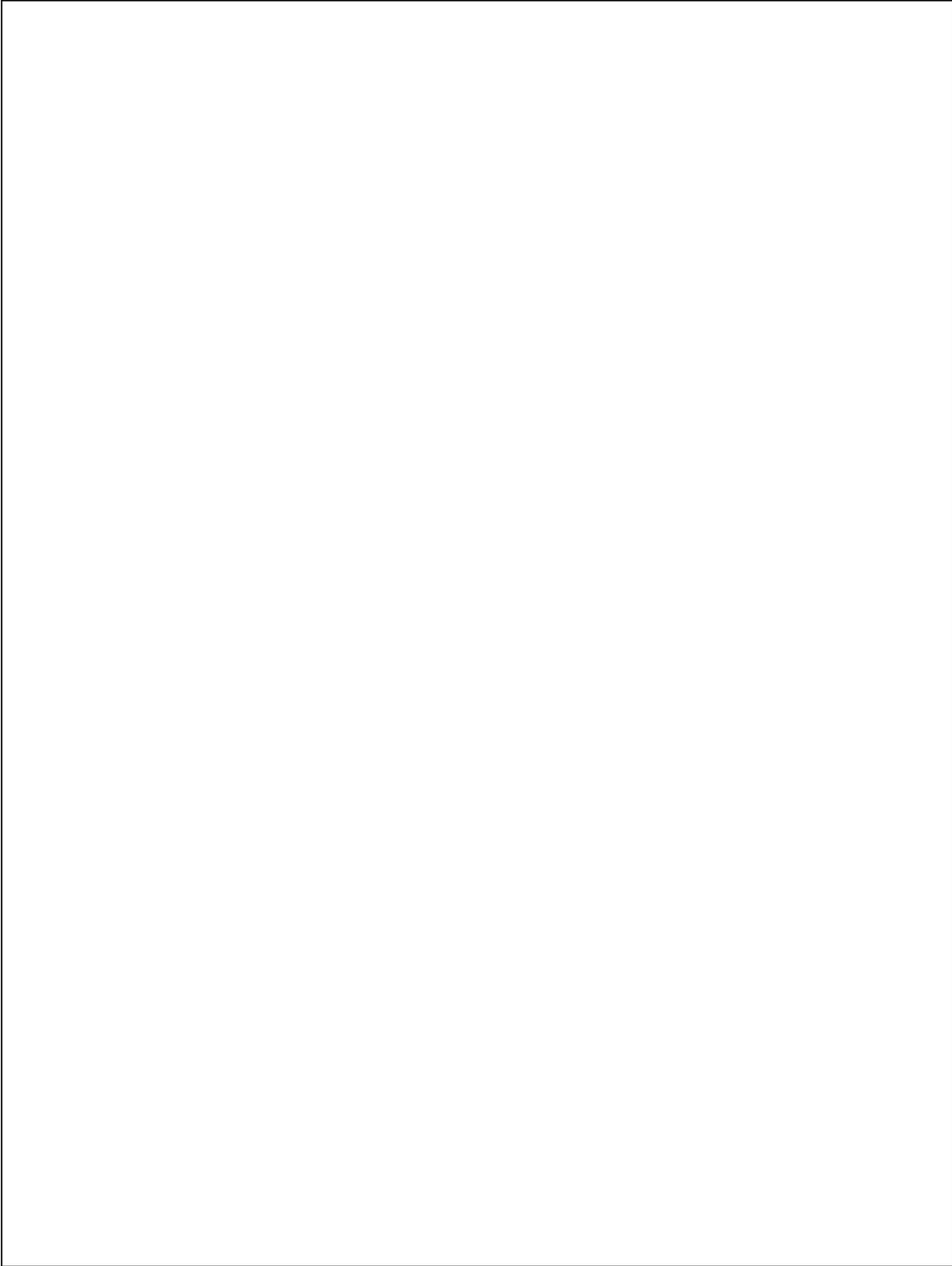


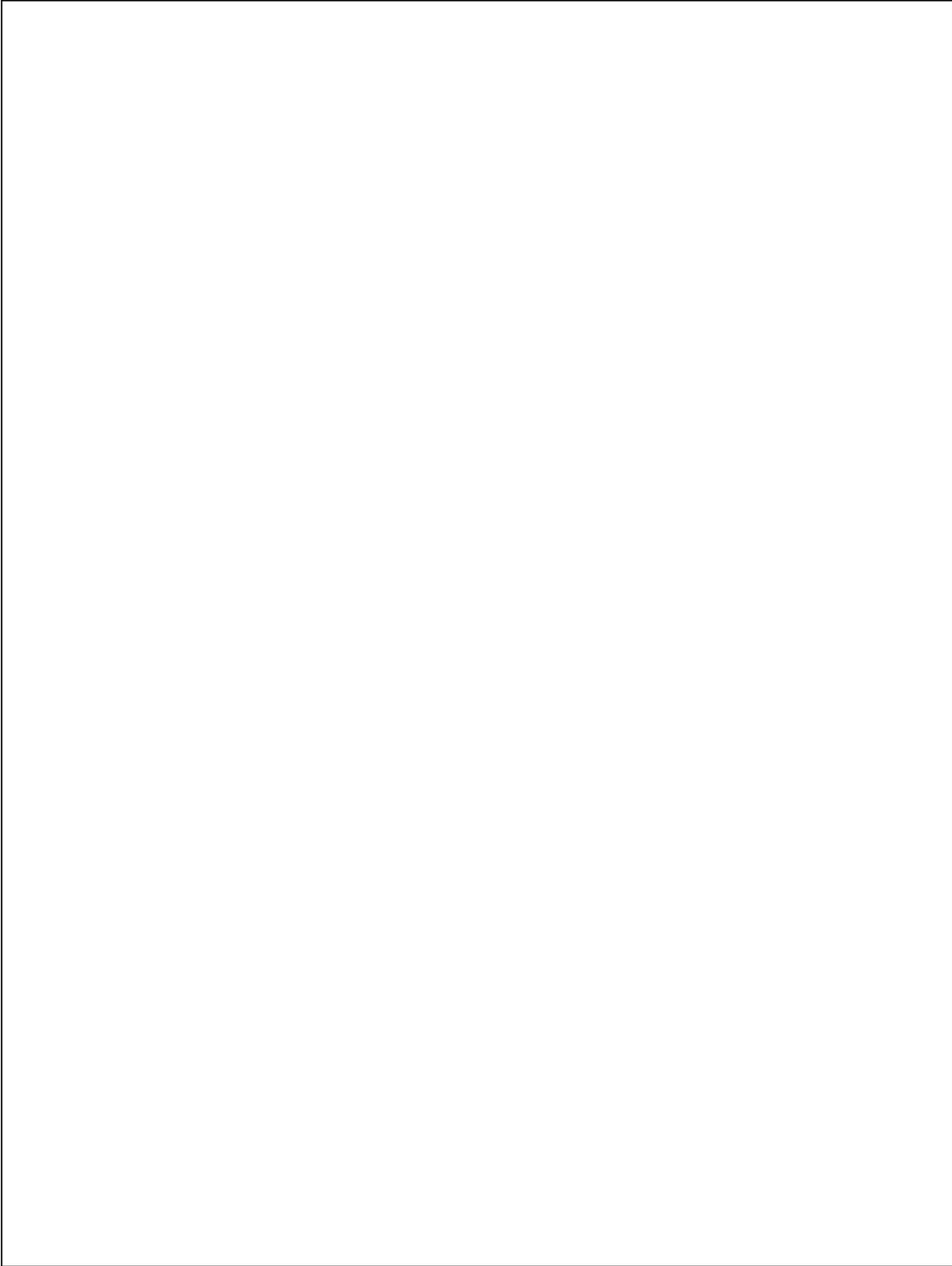


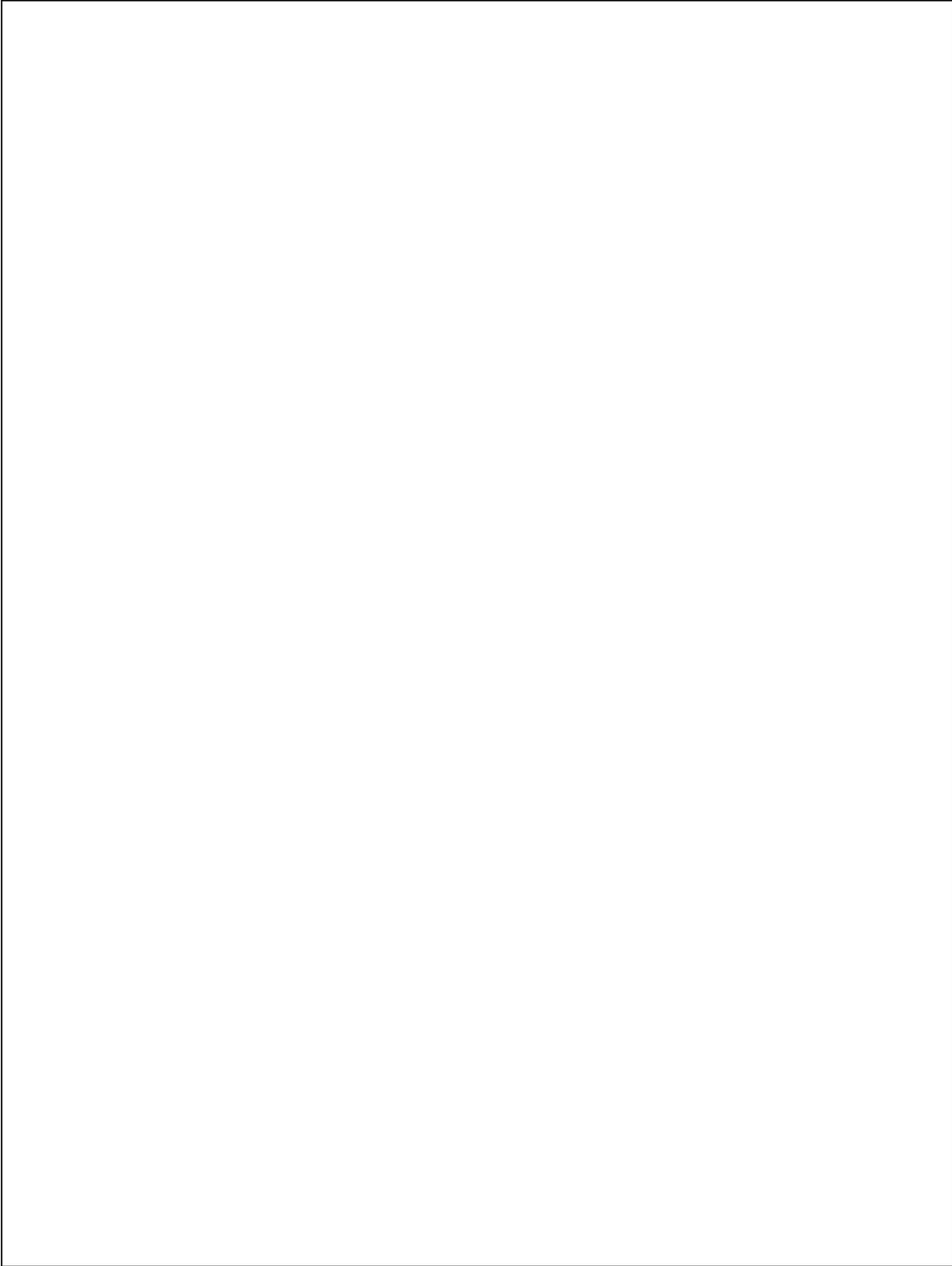


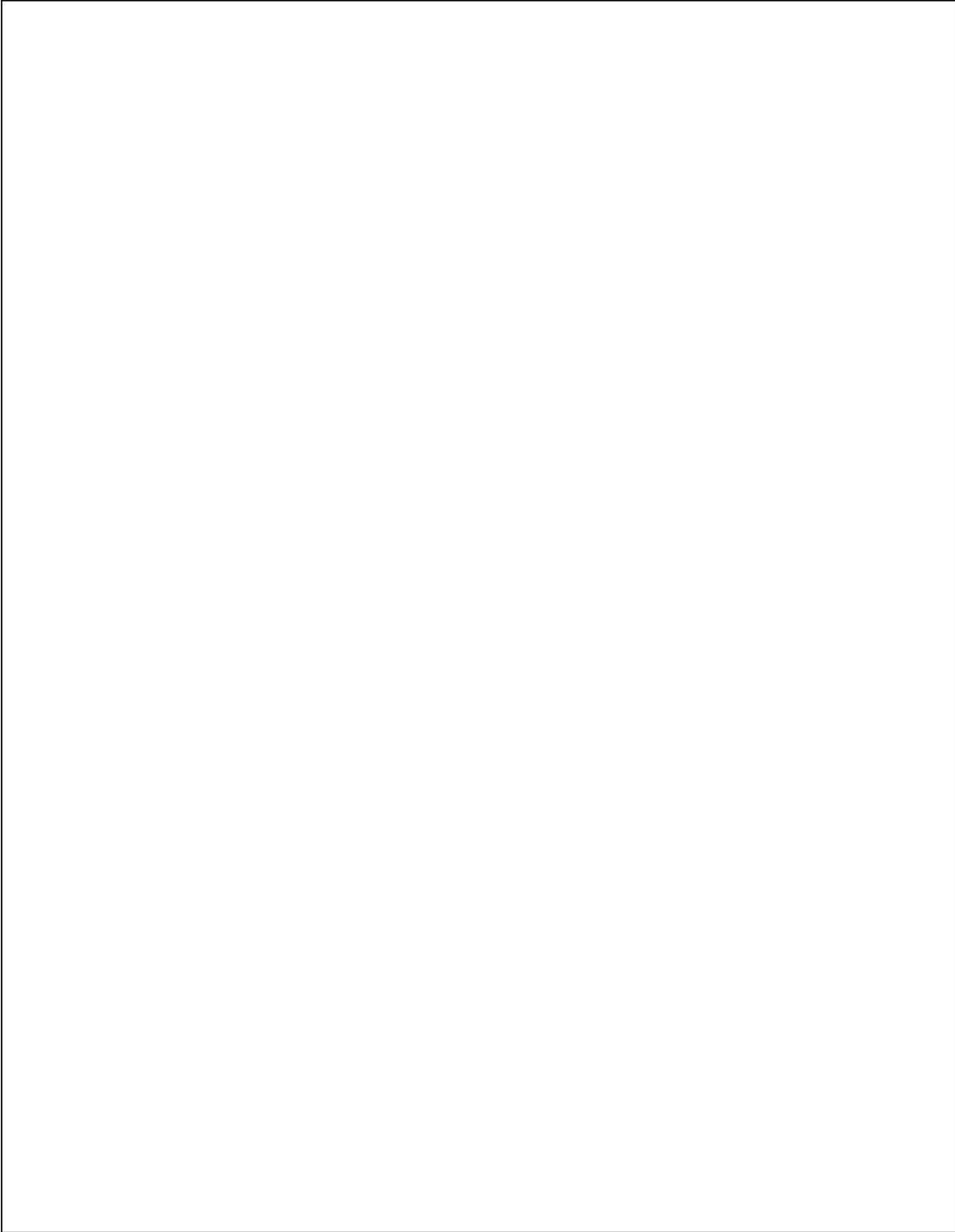


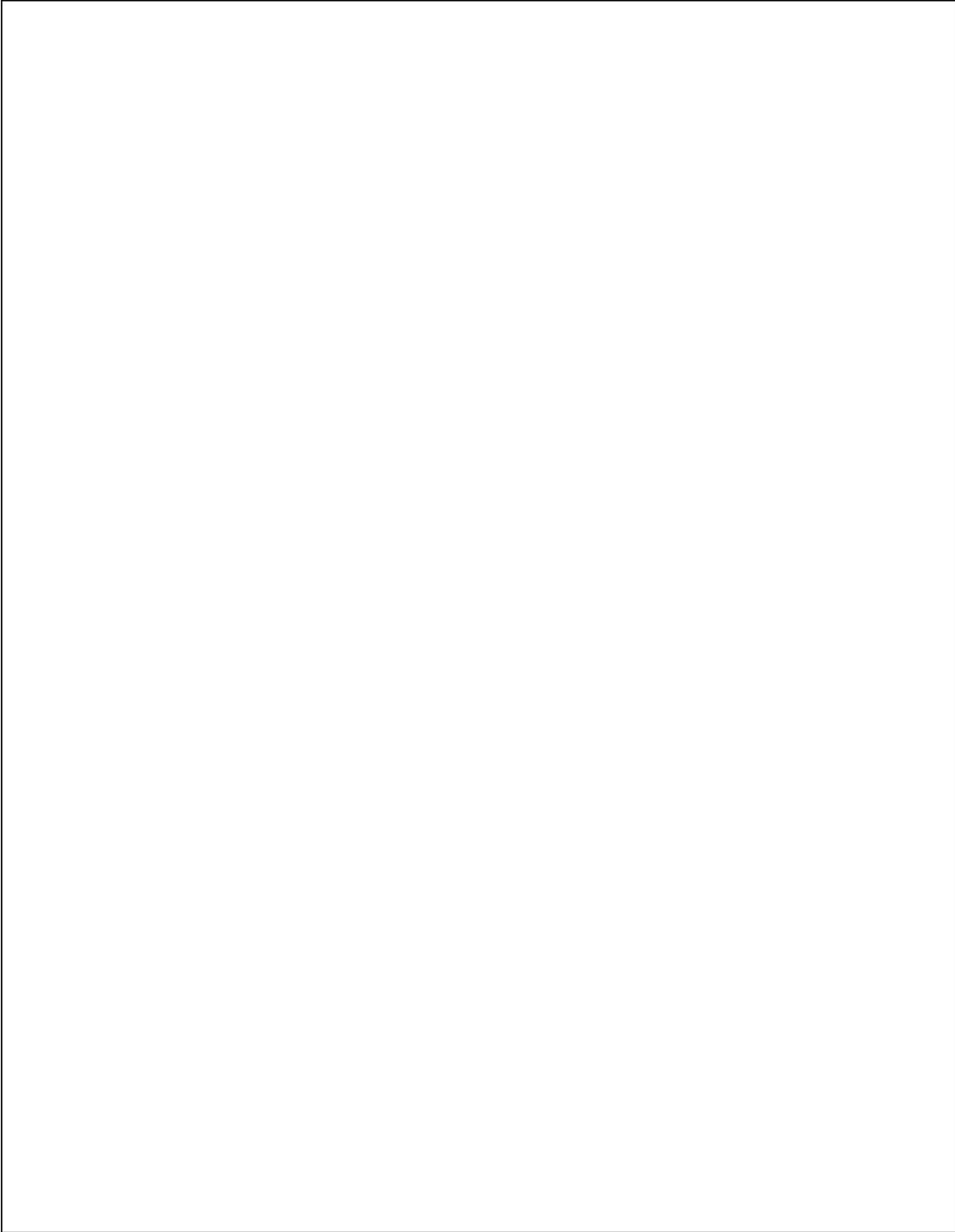














Indiana Tuition Support Estimate Calculator

Anticipated Free/Reduced Lunch Population	2019 Tuition Support	*Estimated Median per Pupil
90% to 100%	\$5,548.00	\$1,750.00
80% to 90%	\$5,548.00	\$1,550.00
70% to 80%	\$5,548.00	\$1,350.00
60% to 70%	\$5,548.00	\$725.00

*Please note that OEI does not have access to the full complexity formula. As a result, the numbers provided above are



Budget Narrative

	Question	Briefly Describe Proposed A
1	<p>Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?</p>	<p>In the event that Hope Academy were to experience a budget shortfall, the school would be evaluated to determine areas for costs reductions. This would include reviewing all positions, administrative support roles, transportation costs and other expenses. Positions, such as special ed, cannot be eliminated as well as other essential roles. By reducing expenses, new funding sources would be identified to ensure the school continues to cover any shortfalls.</p>
2	<p>Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred, and b) any transportation costs necessary to ensure the school will be both open and accessible</p>	<p>Hope Academy comes with a strong history of successful philanthropic efforts. These efforts are ongoing and will continue during the new school year. With increased philanthropic activities, Hope Academy is seeing potential to provide funding and/or supports that would offset some of the costs. Those include, but are not limited to, transportation, space (rent), and administrative support. In addition, Hope Academy will pursue other funding sources to cover any cash flow deficit during the initial opening.</p>
3	<p>Explain your rationale for the enrollment</p>	<p>Based on actual recent experience, it was determined that a</p>

	projections you made on the attached budget documents	achievable. In addition to this historical baseline of 34, increased years based on potential partnership with IPS and other local suspension/expulsion program. In 2018, IPS alone had 74 alcohol. An assumption was made that by 2021 10% (7) of the Academy with expected growth/expansion through the
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	This budget reflects a focus on the execution of strategies to will continue to pursue securing sponsors for administrative and infrastructure.

Additional Committees of the Board of Directors

Finance Committee

The purpose of the Finance Committee is to oversee matters relating to Hope Academy’s finances and budget. The Committee shall:

- Oversee and provide input in the preparation of the annual school budget
- Oversee and provide input into financial forecasts and the development of long range financial plans based on the forecast
- Oversee and provide input into the annual audit and 990 filings
- Oversee and provide input into the procurement process

- Review all current Hope Academy financial policies and procedures and develop and approve all new policies and review monthly financial statements and variance from budget and recommend actions to the board as appropriate
- Oversee the development and implementation of board level training program to ensure that all trustees can be effective stewards of the school's financial resources
- Participate in fundraising activities; make an annual contribution to Hope Academy

Marketing Committee

The purpose of the Marketing Committee is to oversee matters relating to the Hope Academy enrollment and marketing program and evaluation of enrollment and marketing outcomes. The Committee shall:

- Oversee and provide input into the marketing plan for short term and long-term goals consistent with the Hope Academy strategic plan.
- Review outcomes of all enrollment and marketing activities for effectiveness.
- Provide input into the annual marketing budget and make recommendations to the board.
- Participate in networking and advocacy opportunities as needed.
- Coordinate efforts around the Hope Academy brand, public relations, website, social media communications, newsletters, annual report, events and other marketing projects.
- Report regularly to the Board with respect to Committee activities and make recommendations as appropriate.
- Review all current Hope Academy policies regarding marketing and approve all new policies.
- Review and assess the performance and effectiveness of the Committee annually.
- Arrange for Board training on marketing issues, as needed.
- Create specific measurable board-level goals for the year to ensure Board engagement with marketing.
- Participate in fundraising activities; make an annual contribution to Hope Academy

Development Committee

The purpose of the Development Committee is to with oversight of Hope Academy's fundraising and development program. The Committee shall:

- Oversee and provide input into developing a fundraising strategy and long-range goals consistent with the Hope Academy strategic plan.
- Review outcomes of all fundraising activities for effectiveness.
- Participate in fundraising activities; make an annual contribution to Hope Academy.
- Actively participate in the cultivation, solicitation and stewardship of Hope Academy donors.
- Provide contact information of potential new donors to Hope Academy; set up introduction meetings when appropriate.
- Oversee the Planning Committee for the Taste of Hope event.
- Report regularly to the Board with respect to Committee activities and make recommendations as appropriate.

- Review all current Hope Academy policies regarding fundraising and recommend approval of all new policies.
- Review and assess the performance and effectiveness of the Committee annually.
- Arrange for Board training on development issues, as needed.
- Create specific measurable board-level goals for the year to ensure Board engagement with development.
- Participate in fundraising activities; make an annual contribution to Hope Academy

Academic/Recovery Committee

The purpose of the Academic/Recovery Committee is to oversee matters relating to Hope Academy Academic and Recovery programs and evaluation of Academic and Recovery outcomes. The Committee shall:

- Oversee and provide input into the definition of what academic and recovery excellence means for out school
- Oversee the development and implementation of board level training to ensure that all board members understand the key charter expectations we have made to our community and to our authorizer
- Oversee and provide input into the annual audit and 990 filings
- Oversee and provide input to the Executive Director to devise clear and consistent ways to measure progress towards goals of the charter both academically and with recovery
- Oversee and provide input to the Executive Director to share with the board the annual successes, barriers to reaching academic and recovery excellence and strategies to overcome these barriers
- Oversee the development and implementation of board level training on academic oversight and academic achievement
- Oversee and provide input on the creation of board level goals and report to the board
- Participate in fundraising activities; make an annual contribution to Hope Academy

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6. Fairbanks. *Recovery High School*. 2016; Available from: <http://www.fairbanksed.org/program/recovery-high-school/> .
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Appendix B Budget

Uploaded in IDOE portal per Guidance

Appendix C Annual Performance Report

Hope Academy

2018 Annual Performance Report

Hope Academy, Indianapolis 9655

Indicator	Corporation Results				State
	'14-'15	'15-'16	'16-'17	'17-'18	Total
Student Enrollment	28	28	25	28	1,139,822
Percentage of Career and Technical Diplomas	0	0	0	0.0	6.7
Number of Certified Teachers	6	6	5	6	60,085
Teacher Salary Range - Minimum	\$34,723	\$32,000	\$38,000	\$42,000	\$34,165.70
Teacher Salary Range - Maximum	\$45,512	\$48,000	\$48,000	\$49,447	\$65,536.65
Number of Students in Special Education	6	4	3	4	174,863
Percent of Students in Special Education	21.4	14.3	12.0	14.3	16.0
Number of Students in Gifted and Talented Education			1		143,100
Percent of Students in Gifted and Talented Education	0.0	0.0	4.0	0.0	13.6
Number of Students Receiving Free or Reduced Lunches	9	13	9	7	547,597
Percent of Students Receiving Free or Reduced Price Lunches	32.1	46.4	36.0	25.0	49.6
Percent of Limited English Proficiency Students					5.3
Number of Students in Foster Care	N/A	N/A	N/A	1	17.12
Percent of Students in Foster Care	N/A	N/A	N/A	3.6	0.8
Number of Students in Alternative Education	45	60	61	55	17,112
Percentage of Students in Alternative Education	160.7	214.2	244	196.4	1.62
Intra District Mobility	0	0	0	0	
Inter District Mobility	50	75	63.5	54.5	
Graduation Rate	65.0	***	57.9	***	88.2

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Appendix D Non Profit Status

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

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HOPE ACADEMY INC
% RACHELLE GARDNER
8102 CLEARVISTA PKWY
INDIANAPOLIS IN 46256

104494

Date of this notice: 06-19-2019

Employer Identification Number:
84-2099551

Form: SS-4

Number of this notice: CP 575 E

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-2099551. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

Appendix E Enrollment & Admission Policy

Appendix F N/A

Appendix G Discipline Policy

School Discipline Plan

We feel that the most supportive learning environment for our students is one that is safe, is recovery focused, provides an environment where students ***do not*** encounter temptations by other students to use chemicals, and where students ***do*** receive support and encouragement from the education team and other students. Policies and procedures regarding behavior have been developed in a collaborative approach with the school staff. These policies will be posted for all staff, students and visitors to view as well as published and given to all students at the time of enrollment. These policies and procedures have been developed around the Recovery Values and will be a significant component to establishing the school culture.

Because of the unique behavioral needs of many recovering students, student behavior problems require address through a responsive and restorative system (e.g., a system that reinforces recovery values, enables the practice of recovery skills, develops student capacity to self-regulate, and helps the student engage self and others in civil and productive ways). This process, known as restorative justice, allows peer feedback on how the behavior is affecting the culture, focuses on repairing the harm that has been encountered, and then creates a plan to avoid the behavior in the future. This process brings the entire school together to confront the negative behavior and restore the recovery culture.

Appendix H School Safety Plan

Hope is applying as a new school and has submitted their school safety plan to our authorizer. Once the authorizer approves our charter we will submit our safety plan for approval.