Indiana DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Quality Counts

Indiana Charter School Program Grant

REQUEST FOR PROPOSAL 84.282A

2020-2021

Final Approved Version

Final Due Date: Friday, July 31, 2020 12:30 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:	*U282A170017*

Important Dates

Tuesday June 9, 2020 and Tuesday June 23, 2020: Technical Assistance Phone appointments. Technical assistance also available by phone appointment throughout the application period.

Friday, July 31, 2020 at 12:30 PM ET: Proposal submission due date

Friday, July 7, 2020: Start of peer review period

Friday, September 4, 2020: Notification of initial awards

Friday, September 4, 2020: Project period start date—the date to which grant awardees are able to submit 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 rating is available for a school applicant, 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 federal rating of "Meets" or "Exceeds": Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages). If a federal rating 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. A school's federal rating may be found here.
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 2017) or submitted a complete 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. A completed charter application must have been already submitted and be under review by an approved Indiana authorizer.

***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. An applicant applying as a replication must meet the requirements listed under one, two and three above.

***Expansion of a High-Quality Charter School**:* Expand means the applying school has experienced a significant increase in enrollment (20% or more student population growth) or has added one or more grades to a high quality charter school beyond the original charter in the **previous school year**. Anticipated or planned growth does not qualify as an expansion application. The significant increase in enrollment must have taken place in the previous academic year.

***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. Only pre-school programs that are included in the school's charter may be included in the grant application's budget.

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. If the school charges curricular fees, there must also be a process for students who qualify as free and reduced lunch students to be given tuition assistance for these 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).

The pre-school, and all grades and staff that are supported through charter school program grant funds must be included in the school's charter agreement with the authorizer.

***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 two years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). Additional time may be added to the grant (but not additional funds). Pending federal guidance, but is not a certainty. 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. For grant applicants that plan to take a planning year, the grant life duration, a total of two years, would include the planning period and year 1 implementation year only.

There is no restriction on the amount of funding allocated in each implementation year. 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 work with the grantee to modify the budget OR reduce the total award accordingly.

Spending is done at the applicant's own risk until the budget is formally approved by the IDOE and an executed contract between the grantee and the Indiana Department of Education is completed.

The IDOE expects to award between 10 to 15 subgrantees each year. 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 federal grant award program.

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 no more than two 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, ONLY 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 approval 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 re-payment 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. Schools may also satisfy this requirement by participating in Enroll Indy. 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 9, 2020 and June 23, 2020 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 Friday, July 31, 2020 at 12:30 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.

Applications must be submitted in PDF format only. Budget Documents must be submitted in excel format only. No other document types will be accepted.

Quality Counts:
Indiana Charter School Program Grant Application

2020--2021

Applicant Entity: The Hope Academy, Inc.

Contact Person for Grant: Rachelle Gardner	Title: Executive Director
Total Grant Funds Requested: (Up to $900,000): Planning Year: (If applicable) Implementation Year 1: $505,090.00 Implementation Year 2: $394,910.00 *Applicants must include a total of two grant years of funding.	
Application to: (check one) XOpen Expand 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:
Charter Authorization Approval Date: 11/8/2019 If not approved, please check Pending: ☐ Indicate date on which charter application was submitted:	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: ☐ No: ☒ 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: 3919 Madison Avenue, Suite 100, Indianapolis, IN 462227	
Applicant Address (if different than proposed address):	
Applicant Telephone: 317-572-9440	Applicant Email: rgardner@hopeacademyrhs.org
Fiscal Contact	
Fiscal Manager: Jane Panyard	Title: Director of Operations
Telephone: 317-572-9440	Email: jpanyard@fairbankscd.org

Charter School Board Contact Information

1. Board President: Marissa Manlove	2. Email: marissa.m@the24group.org
3. Board President Address: 11214 Echo Ridge Lane Indianapolis, IN 46236	

Authorizer Contact Information

1. Authorizing Agency: Office of Education and Innovation	2. Authorizing agency contact person: Patrick McAlister
3. Authorizing agency contact telephone: 317.327.5527	4. Authorizing agency contact email: Patrick.McAlister@indy.gov
5. Authorizing agency address: 200 E. Washington St. 2501 Indianapolis, IN 46204	

20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant has notified them of application submission. Signature by the designated authorizer official indicates that the CSP grant application is supported by the proposed charter school authorizer.

If the applicant is currently in the process for authorizer approval, the signature below does not indicate that the prospective charter school's application to the authorizer will be granted.

Charter school applicants without an approved charter at the time of submission will not be able to access funds until the IDOE receives authorizer notification of an approved charter. Deviation from the timeline or the activities in the approved grant is grounds for forfeiture of the CSP funds.

Patrick McAlister	Director, Office of Edu. Innovation
Authorizer Official Printed Name	Title
Patrick McAlister	7/6/20
Signature	Date

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.

Signature of Project Contact	7/30/2020 Date Signed
Signature of Board President	7/20/20 Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
Planning Year 0	N/A	N/A
First Year 2020-2021	9-12	34
Second Year 2021-2022	9-12	38
Third Year 2022-2023	9-12	45
Fourth Year 2023-2024	9-12	52
Maximum	9-12	75

Student Demographics *indicate if actual or expected percentage of total student population* X Actual Expected		
Free/Reduced Price Lunch: 45%	Special Education: 30%	English Learners: 0%
Black: 17%	Native Hawaiian or Other Pacific Islander: 0%	Hispanic: 17%
American Indian: 0%	Multiracial: 0%	Asian: 0%
White: 66%	Male: 57%	Female: 43%

Grant Requirements

Expanded and Replicating Schools High Quality Determination

☐ The applicant confirms that they are an expanded 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 a state Accountability grade of A or B and/or a federal rating of Exceeds or Meets. (If not applicable, leave blank).

As an Expanded or Replicating School applicant, a federal rating of Exceeds Expectations or Meets Expectations 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 2017) 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: ☐

COHORT FOUR		
CSP Quality Counts Grant Applications Released December 13, 2019		
CSP Quality Counts Cohort 4 Application Due July 31, 2020		
Preliminary Award Notification September 4, 2020		
CSP Grant Breakdown by Year	**Fund Expenditure Date Range**	**Funding Requested By Year**
YEAR 1 (Planning Or Year 1 Funds) ***Planning Year is a maximum of 18 months**	September 4, 2020 —September 30, 2021	**$505,090.00**
YEAR 2 Funds (Grant Year 1 or Year 2)	October 1, 2021 – September 30, 2022	**$394,910.00**
	Total	**$900,000** *Maximum: $900,000

*Planning Year funds will be from September 4, 2020 through the day before the first day of school with students. If a grantee takes a planning year, Year 1 (and year 1 funds) will begin on the first day of school through September 30th of the following year. Please plan accordingly with your school fiscal calendar.

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Deb Leser Email: dleser@hopeacademyrhs.org Phone Number: 317-572-9425
English Learners (including Title III):	Contact Name: Deb Leser Email: dleser@hopeacademyrhs.org Phone Number: 317-572-9425
Title I, Part A:	Contact Name: Linda Gagyi Email: lgagyi@hopeacademyrhs.org Phone Number: 317-572-9356
Title II, Part A:	Contact Name: Linda Gagyi Email: lgagyi@hopeacademyrhs.org Phone Number: 317-572-9356

Management Organization Information

Will the school work with a charter or educational management organization?

Yes XNo

If no, skip to the next page.

If yes, name the management organization:

Employer Identification Number (EIN):

Is the management organization: For Profit Not for Profit

Employees of the school will be: Employed by the school

Employed by the management organization

Note about management organizations:

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. 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.

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's answer for each question 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

Post-secondary Planning

College and Career Readiness Focus
Students participate in a College and Career readiness curriculum for three days a week, during a designated class period. This class utilizes the Academic Innovations curriculum. This is supplemented with several activities throughout the semester including; college recruiters, panel discussions with speakers from various trades, and campus visits.

Career and Technical Education (CTE) Focus
Hope Academy has on staff a teacher who is licensed to teach CTE courses. The master schedule includes beginning level courses for students wanting to follow a CTE track, including Adult Roles and Responsibilities, with a goal of increasing the number and level of courses as students engage in these opportunities.

Dual Credit Focus
We will strive for every student to attain at minimum a Core 40 diploma. The Guidance Director meets with students upon enrollment to plan out their diploma requirements and Graduation Pathway. This plan is revisited and if necessary, revised, at least three times throughout the school year. One time at the beginning of each semester and during our end of the school year transition meetings where we plan for summer school and the following fall classes. Hope will offer dual credit classes, as appropriate for eligible students. These classes will be facilitated by Hope staff who are eligible for accreditation through Ivy Tech and/or University of Indianapolis. As we continue to develop our partnership with the University of Indianapolis, our goal is for seniors to take college level classes on their campus.

Mission and Vision
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, which include accountability interventions leading to a life of living free from drug and/or alcohol use.

Hope Academy exists to ensure that students with substance use challenges graduate from high school to earn a livable wage and become a contributing member of our evolving society–either through pursuing and completing a college degree or earning the necessary career credentials through postsecondary training. We expect to achieve the targets and outcomes listed below.

Goals

- Juniors, based on their sophomore PSAT predictive scores, will increase their score by at least 10% on their SAT exams during their junior year
- Students will receive a grade of "C" or higher in at least 10 out of 14 credits attempted to reach a goal of 40 for their high school Core 40 diploma
- Students will receive a grade of "C" or better in their College and Career Readiness class each semester
- Seniors will successfully complete a Capstone Project which is required for graduation

Serving Students with Substance Abuse Challenges

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. The way we monitor this is through our recovery requirements of extended sobriety, working with a sponsor and attending support meetings. We believe over the last 14 years we have created a dual platform of academics and recovery that is critical to ensuring student success during this time of opioid crisis.

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 billion[1]. 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]. Four years prior, an estimated 4% of all young people in Indiana were in need of treatment for substance use [1]. For *young people in recovery* the school environment is often the single greatest hazard to their success in maintaining sobriety [1], 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 [1].

[1] 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 **vision** 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.

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:

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 support. 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.

Due to 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 reading 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 in. 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 support.

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.

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

Need

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 Policy:

- 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.

IDOE 3-Year School and District Totals for Drug/Alcohol Suspensions and Expulsions (School Years 2016-2018 Combined)*

School	District	Drug Suspension	Drug Expulsion	Alcohol Suspension	Alcohol Expulsion	Total Suspension and Expulsions
Ben Davis	**Wayne**	129	0	0	0	**129**
Warren Central HS	**Warren**	119	2	0	0	**121**
North Central HS	**Washington**	78	20	1	3	**102**
Arsenal Tech HS	**IPS**	78	1	1	0	**80**
Perry Meridian HS	**Perry**	64	0	10	2	**76**
Pike HS	**Pike**	60	14	1	0	**75**
Franklin Central HS	**Franklin**	43	26	4	1	**74**
Lawrence Central HS	**Lawrence**	74	0	0	0	**74**
Hamilton Southeastern HS	**HSE**	45	19	5	0	**69**
Anderson HS	**Anderson**	68	0	0	0	**68**
Fishers HS	**HSE**	30	20	12	1	**63**
Southport HS	**Perry**	61	0	2	0	**63**
Lawrence North HS	**Lawrence**	44	1	13	0	**58**

This table is completed based on the IDOE Compass Website School-specific data. This data can be found on each school's APR.

The chart above lists the majority of the local schools who refer students to Hope Academy. Each school year, Hope serves students from over 30 different school districts in and around the Indianapolis area. Based on national and state and local data listed in this chart, Hope recognizes the need to grow their enrollment to include more students. Statistically, more students in and around Indianapolis are in need of Hope's academic and recovery curriculum. As the only Recovery High School in the state of Indiana and in the Midwest area, Hope serves as the experts in working with students with substance use issues.

Promising evidence (including historical data from Hope Academy, and compiled by the Association of Recovery Schools) is emerging that shows, compared to students in non-recovery high schools who have received substance use treatment, *students in recovery high schools*:

(a) have higher **graduation rates**;
(b) report significantly lower **absenteeism**;
(c) are more likely to **abstain** from using substances; and
(d) have significantly **fewer days using** marijuana and other drugs.

A recent study from Finch, Tanner-Smith, Hennessy, & Moberg (2017)[2] demonstrated the effectiveness of Recovery High School (RHS) attendance in improving student outcomes. Results from this provide strong evidence of a positive effect of RHSs for adolescents who have received treatment for SUDs.

Communication Plan

Families and community partners have been involved from the very beginning of the development of the new charter and relocation of Hope Academy. Through surveys and small focus groups with families, students, staff, and community partners, we were able to establish a strategic vision for the future of Hope Academy. Using the 14 years of history of Hope Academy, we will expand our reach through targeted communication efforts, which we know will lead to improved student learning, stronger families and healthier communities. We will focus our efforts on 5 categories of stakeholders: Web/New Families, Treatment Providers, Returning Students and families, School Administration, Probation/Department of Child Services.
Hope Academy has strong ties to community stakeholders and will continue to communicate and engage the current stakeholders as well as work with new stakeholders as we will be in a new location. Our current community stakeholders: University of Indianapolis, Division of Mental Health and Addiction, Indiana Addictions Coalition, Mental Health of America, Multiple treatment providers, all school districts in the 9 donut counties, the 24 Group as well as other Community Partners

[2] This work was supported by Grant Number R01DA029785 from the National Institute on Drug Abuse. This project has benefited from the Clinical and Translational Science Award (CTSA) program, through the NIH National Center for Advancing Translational Sciences (NCATS) grant UL1TR000427. Funding was also provided by the U.S. Department of Education.

such as Chamber of Commerce for cities in which we serve students, YMCA, and grant funders. Hope Academy will use multiple avenues of communication, including those listed below.

School Year 2020-21	Activity
May 2020	• Transition meetings with current students/families to plan for summer and fall • Parent Zoom meetings to discuss moving of the school and end of semester • Summer School planning for students
June 2020	• Summer school • Weekly Zoom Parent meetings
July 2020	• Graduation ceremony • Daily summer activities led by Recovery Coach • Physical move to the new space, with media promotion (Facebook, Twitter, Email, Website)
August 2020	• Teacher orientation/Professional Development • Ribbon cutting at new space • Open Houses for various groups (students/families, treatment providers, schools, Probation/DCS, and community partners)
May 2020-September 2020	• Social campaign using Facebook, Twitter, Email, Website • Participate in Enroll Indy
June 2020 – May 2021	• Distribute marketing materials • Work with public relations firm on engagement with media outlets
Once per month	• Zoom Parent meeting
Twice a semester	• Parent Meetings at school
Twice a semester	• Offer Professional Development at Hope Academy for various groups (school counselors, probation officers)

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.

Curriculum Framework

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 with teacher support, during one or more of their class periods. Each content teacher has developed a curriculum map and pacing guide that identifies specific state standards that students must master, a timeline for when those standards will be taught, and a plan for re-teaching as needed. These curriculum maps are submitted for approval by administration and have been approved by the Association of Recovery Schools. Most instruction is delivered through direct instruction, with special emphasis between content teachers to develop cross-curriculum learning activities and opportunities.

Curriculum resources include, but are not limited to:

Course	Source/Resource	Exptected Mastery
MATH		
Algebra I	Pearson/Prentiss Hall Textbook	Receive a grade of “C” or higher
Algebra II	Pearson/Prentiss Hall Textbook	Receive a grade of “C” or higher
Geometry	Pearson/Prentiss Hall Textbook	Receive a grade of “C” or higher
Pre-Calculus	Pearson Textbook	Receive a grade of “C” or higher
ENGLISH		
English 9/10	Elements of Literature, Holt Rinehart Winston Textbook	Receive a grade of “C” or higher

English 9/10	Grammar and Skills, Passing the ISTEP in Language Arts (American Book Company)	Receive a grade of "C" or higher
English 9/10	ELA Skills, "Targeting Comprehension Strategies for the Common Core" (Teacher Created Resources)	Receive a grade of "C" or higher
English 9/10	Reading, "Daily Reading Comprehension" (Evan-Moor)	Receive a grade of "C" or higher
English 9/10	Reading, "Timed Reading Plus" (Glencoe McGraw-Hill)	Receive a grade of "C" or higher
English 11/12	Reading and Writing, "The Essay Connection" (Heath)	Receive a grade of "C" or higher
English 11/12	Poetry, "Sound and Sense" (Harcourt Brace Jovanovich)	Receive a grade of "C" or higher
SOCIAL STUDIES		
World History/Civilization	World History: The Human Journey (Holt)	Receive a grade of "C" or higher
Us History	The Americas, Reconstruction to the 21st Century (McDougal Littell)	Receive a grade of "C" or higher
Government	Magruder's American Government (Prentice Hall)	Receive a grade of "C" or higher
Economics	Edmentum	Receive a grade of "C" or higher
SCIENCE		
Biology	Edmentum	Receive a grade of "C" or higher
ICP	Edmentum	Receive a grade of "C" or higher
Environmental Science	Edmentum	Receive a grade of "C" or higher
Earth/Space Science	Edmentum	Receive a grade of "C" or higher
College and Career	Academic Innovations	Receive a grade of "C" or higher

Students entering Hope Academy are typically behind in their Core 40 credits and have academic gaps in their learning due to their substance use. The Hope staff employs specific strategies and interventions to overcome the deficits in these gaps. At the beginning of the school year, we provide intensive staff development to include evidenced based strategies to address these achievement gaps.(listed below) Additionally, Hope Academy accepts students who have been expelled from their local schools, due to drug and/or alcohol related offenses. We have intentionally planned our grade periods to allow for students moving in at various times during the semester. For these reasons, a more traditional instructional setting is important for student success.

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 the Academic Innovations 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.

Evidence-Based Instructional Practices

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 the following **research and evidence-based instructional practices**:

- Teaching lessons in small chunks (Marzano, 2009)
- Spiraling curriculum (Johnston, 2012)
- Applying learning to students lives (Daggett, 2004)
- Balancing homework & recovery requirements
- Clearly posting the rules/expectations (Marzano, 2003)
- Creating horizontal lists instead of vertical lists
- Providing students with a physical location, the Serenity Room, to enable them to re-center themselves

While it is the primary purpose of teachers to teach their classes, they will also be trained in identifying barriers 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.

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. 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).

Hope Academy will work from the **Rigor, Relevance and Relationship framework** originally known as the Rigor/Relevance framework of Dr. Bill Daggett, founder of the International Center for Leadership in Education (ICLE). Dr. Daggett's work showed the importance of making learning experiences relevant to students (Daggett, 2004). He reminded teachers that they needed to put the "'*me'* back in *me*-aning" by making learning personally relevant for their students. In addition, his work states that teaching staff should provide a challenging curriculum which increases each student's levels of thinking, rather than simply increasing the amount of homework. This framework was then modified by the work of Raymond McNulty and Russell J. Quaglia, who added the importance of a strong rapport between students and teachers (McNulty and Quaglia, 2007).

In more recent work by Daggett, he identified five things that are present in the "Nations most rapidly improving schools". Three of those were 1) putting students first, 2) using rigorous, relevant instruction and 3) looking at student growth rather than proficiency. (Daggett, 2019)

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.

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.

Hope Academy's model limits the number of students in any class to a maximum of 15 students. This small classroom model lends itself to an inclusive learning environment for our students which then allows the teacher to better meet the needs of all students on an individual basis. The teaching staff will use formative and summative assessments at a student's entry point, and through progress monitoring during the semester, to ensure progress toward individual student and school wide goals. The below tables show the types of assessments we give, how we look at the data, and how we report the data school wide to the students and families.

Exceeding Indiana Academic Standards through Assessments

Assessment	Who does it Measure?	What does it Measure?	When is it given?	Alignment Description
Pre, PSAT, PSAT	Whole school, Subjects, Individual students	Growth and progress in Math, Reading, writing and Language Arts	October of Junior year	Provides baseline data for teachers to use as they develop targeted lessons to address achievement gaps.
NWEA	Whole School on Reading, Language Arts, and Math	Growth and progress from each assessment	Given in September, January, and May	Provides baseline data for teachers to use as they develop targeted lessons to address achievement gaps, which are then measured for mastery in January and May.
ISTEP	Juniors and seniors will do retesting until they pass or complete an alternate pathway to graduation	English/Language Arts and Mathematics Proficiency	November and February each year	ISTEP+ statewide assessment is used to measure student achievement in areas of English/Language Arts and Mathematics
ASVAB	Students in grades 10, 11 and 12	Used to determine qualification for enlistment in the United States Armed Forces. It is often offered to U.S. high school students, also used an alternative graduation pathway exam	We give the ASVAB in February at the school, and again in May for seniors who need it	Skills based exam used to measure mastery, as an alternative graduation pathway

Assessment Data Review

Assessment review at Hope Academy will use the following systems to disaggregate to analyze, maintain and share Assessment Data.

Weekly staff meetings	These meetings, led by the principal, will help teachers to share instructional strategies and plan for cross-curricular lessons
Early Release Days (1 per month)	Dedicate first hour to discuss individual student assessment progress

Assessment Data Reporting

PowerSchool	Families and staff may access student grades in real-time through student information system
IEP Case Conferences	During move-in meetings or case conferences, student assessment data will be discussed as we set goals with the student for the coming school year
Progress Reports	Progress reports are sent home every 3 weeks
Transition Planning	During each semester the student and family are met with to discuss current student data and assessments to plan for the upcoming semester

Students with Disabilities

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).

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.

Hope has several team members who hold a special education certification, including a classroom teacher and Compliance Specialist. These staff will continue to serve as the Teacher of Record and Teacher of Services and will oversee and deliver services to the students who need special education support.

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 IEPs updated
- If, during the first month of school, a student without IEP's exhibits 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.

Gifted and Talented

As described throughout this text, all students who attend Hope will have a Graduation Plan. For our gifted and talented students who desire a high academic curriculum, their Plan 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.

English Language Learners

We anticipate that some of the students may have a native language other than English. Hope Academy works to provide support to ELL students and families. Within 30 days, Hope will administer the **WIDA ACCESS screening assessment to properly identify ELL Students** and the level of support they require. Hope is committed to seeking outside assistance to provide services for these students on a contractual basis. This outside consultant will help translate documents, enrollment materials, academic materials and also provide translation services to students and families, as needed. Teachers and Hope Academy support staff will be provided with **ongoing PD around ELL evidence-based practices** to be used within the instructional framework of each academic day.

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

Staff Development
Hope academy will use the P21 Partnership approach. This curriculum aims to develop the **skills** and knowledge students need to succeed in work, life and citizenship such as collaboration, digital literacy, critical thinking, and problem-solving. These **21st century skills** can be applied in all subject areas, and in all educational, career, and civic settings throughout a student's life. While many of these skills are already a part of the school's basic skills program, we will work to include these practices throughout the program by providing professional development to all faculty and staff. Teachers will be able to identify where the skills naturally occur in their curriculum and work to spiral the 4 C's (critical thinking, communication, collaboration, and creativity) in lessons throughout the school year.

In addition, Hope Academy understands the importance and impact on highly qualified staff. Hope Academy employs a master's level school counselor who assists with college and career transitions based on individual student needs. 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 and aligned with each student's IEPs.

College and Career Preparation and Planning
All students are assigned to our Basic Skills course, which includes a Career and College Readiness segment three days a week as a designated class period. This includes skills students need for life and career, and for recovery. Students participate in a variety of activities including career exploration, testing prep, visiting college presentations and financial aid. Students who participate in the summer activities the school provides at no cost to the students, includes several college visits to explore postsecondary options.

College Test Preparation
The administration reports that about 30-40% of students take the ACT/SAT while enrolled at HOPE. Juniors and seniors are encouraged to take the ACT and/or SAT prep course through our online platform, Plato. Due to the small size of classes, students could also receive assistance for these tests in regular course work.

Individual Postsecondary Planning
Additionally, each graduating senior will work with the school counselor and administration to prepare a postsecondary transition plan. The plan will include what steps the student will be taking as they move from life as a high school student to life as a young adult working toward the education and/or career of their choice.

College Readiness Activities
Many of Hope's students proceed to a community college after graduation, while others will seek to obtain entrance into a four-year college. In addition, a small portion of students pursue the United States Military career. Regardless of the path that a student chooses to take, Hope Academy intentionally provides several college nights for students throughout the school year to help students become more informed and ready to make this important next step.

The school counselor works with students to assist with preparation of the FAFSA and college applications after the College Nights have taken place and throughout the academic school year to ensure they are on-track for obtaining the goals of the next steps they would like to take after high school graduation.

Technology Preparation
Students at Hope Academy regularly use technology as a part of their coursework. All students will complete courses on Edmentum as a part of their regular instruction. Students use iPads in all classes for various instructional opportunities including research, word processing, presentations, and utilizing apps and websites to enhance instruction in core classes.

Indiana's Employability Skills
As we continue to grow the school, Hope Academy will be incorporating Indiana's 18 Employability skills, especially the Social Emotional Learning (SEL) skills, into all areas of the curriculum. While students already receive many of these skills and strategies, we will be working to be more intentional about helping students learn and practice these skills listed below. These skills are based on Mindsets- The established set of attitudes impacting self-growth (1, 2); Work Ethic - A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard (3-6); Plan and organize long and short-term goals while understanding how to balance school, home, and community activities (7-9); Learning Strategies -

Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning (10-15); Social and Emotional Skills - The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired (16-18):

1. **Lifelong Learning:** Demonstrate willingness to work and learn, and continually apply new knowledge.
2. **Self-Confidence:** Possess belief in your own ability to succeed and assert self when necessary.
3. **Self Discipline:** Demonstrate self-control and behave in accordance with rules with minimal direction.
4. **Independence:** Successfully carry out expectations with minimal supervision.
5. **Perseverance:** Demonstrate endurance, and capacity to complete tasks.
6. **Time Management and Organization:**
7. **Adaptability:** Manage transitions and adjust to changing situations and responsibilities.
8. **Integrity:** Act in a trustworthy and honest manner.
9. **Professionalism:** Demonstrate skills and behaviors appropriate for school and work environments.
10. **Effective Communication:** Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.
11. **Aptitude Awareness:** Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.
12. **Decision-Making:** Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.
13. **Initiative:** Apply self-motivation and self-direction to work and learning.
14. **Attention to Detail:** Achieve thoroughness and accuracy when accomplishing a task.
15. **Problem Solving:** Apply critical and creative thinking skills to resolve problems.
16. **Regulation:** Recognize and manage one's emotions.
17. **Connection:** Demonstrate the ability to network with others through social awareness and cultural sensitivity.
18. **Collaboration:** Work well with others in a team.

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

Hope Academy will utilize State and federal funds to support school operations and student achievement beyond the scope of the CSP grant funding. Hope Academy receives Alternative Education Funding, Basic Grant Funding, Title II, Part B and other various private grants.

In addition, Hope Academy will be responsible for properly understanding any potential Federal and/or State Grant Revenue streams allowable for Charter Schools.Hope Academy will receive Basic State Tuition Support as the primary per student funding. This particular funding source is based on the ADM reported to the IDOE on the two count days through the STN App Center. This amount is received via ACH deposit from the State on the 15th of each month. Hope Academy will support the majority of staff and other related CSP related costs that continue beyond the lifecycle of the CSP Grant.

In addition, Hope Academy will receive other Federal Grants which will also help supplement the Basic Tuition Support. Hope Academy will receive Title II, Alternative Education Funding and Special Education Part B Grants. The State Special Education Funding that will help support students with disabilities. This funding will help cover the cost of Special Education Contracted Services and primary Special Education Staff. Lastly, all general school operations, materials, administration and operational staffing will be funded through the Operations Fund. Hope Academy strategically budgeted the majority of the costs in CSP as one-time start up costs and does not anticipate a large portion of the costs to be recurring. The CSP Grant will be used to help allow Hope to provide foundational supplies, property and materials needed initially. Hope Academy, in conjunction with Center for Innovative Education Solutions and the Board of Directors, will be proactive in financial planning for sustainability beyond the scope of the grant.

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, Executive Director
Rachelle has served as the Co-Founder and Chief Operating Officer of Hope Academy while it has been incubated at Fairbanks since 2005. As the Director of Adolescent Services at Fairbanks, Rachelle has worked with teens and families for the past 30 years promoting their success in academic achievement and recovery. 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.

Linda Gagyi, Principal
Linda is the Principal of Hope Academy and has 34 years of experience in education. She holds a bachelor's degree in Education, a master's degree in Education and holds an Administrator's license through the completion of the Principal Licensure Program from Indiana Wesleyan University. Linda has served as a math, science and computer technology Teacher in Indianapolis Public Schools for 15 years. Additionally, she has 13 year's experience in Indianapolis Public Schools (IPS) as an Administrator in traditional and alternative secondary schools. Throughout her 28 years in IPS, Linda received a wealth of professional development and training in working with students who benefit from strong academic and student-centered cultures. As a presenter, she has represented IPS at local, state and national conferences, speaking on best practices in curriculum and alternative education. In 2000, Linda was a recipient of the IPL Golden Apple award for her development and her team's implementation of a thematic, cross curricular unit of instruction. Bringing this expertise and experience with her, Linda has served as Hope Academy's Principal for the last six years.

Deb Leser, Director of Support Services
Deb will function as the Director of Support Services. She brings 29 years of experience in education with more than 25 years in urban schools. During her career in education Deb has worked as a teacher, counselor, at-risk youth program director, small school leader, scheduling vice principal, principal and district level director of student services in a large urban school system. Additionally, Deb Leser spent time traveling as a national level literacy consultant specializing in content area literacy with the National Urban Alliance for Effective Education. She earned a Bachelor of Science in Science Education with her teacher certification in Chemistry and Biology from Ball State University. Her Master's degree is from Butler University's CACREP Accredited School Counseling Program. She earned her Administrator's Certification at IUPUI and then went on to complete the ED.S. in School Leadership with a minor in Curriculum and Instruction at Indiana University. As the Principal at George Washington High School in Indianapolis, IN from 2009-2012, Deb Leser moved the Middle/High School from an "F" school to a "C" school in 2 short years. Additionally, she and her staff were responsible for raising the graduation rate more than 30%. As a district leader Deb Leser led the team responsible for revising all district discipline policies and creating the IPS Standards for Student Conduct, resulting in a more than 50% decrease in student suspensions, and a 95% reduction in district expulsions.

Marissa Manlove, Board Chair
Marissa is the Board Chair of the Hope Academy Board of Directors. She is a retired non-profit executive with an extensive background in non-profit governance, board development, leadership, philanthropy, strategic planning, and government relations. In addition, Ms. Manlove has served as a registered Indiana lobbyist for 20 years. She retired in December 2018 after serving as the President/CEO of Indiana Philanthropy Alliance, a non-profit 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 with 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. She is dedicated to the mission and vision of Hope Academy in her service as Board Chair.

Hope Academy Academic and Recovery Committee Members *(along with the Executive Director, Guidance Counselor and Principal)*

Name	Title(s)	Expertise	Role(s)
Phyllis Usher	**President of Usher Funeral Home,;Retired Deputy Superintendent of the Indiana Department of Education**	**Education Administration**	**Secretary of the Board; Academic and Recovery Committee Chair**
Janice Gabe	**President, New Perspective of Indiana**	**Mental Health and Addictions Treatment**	**Board Member; Academic and Recovery Committee Member**
Mary Jo Ratterman	**Education Evaluation Consultant**	**Evaluation and Data Analysis**	**Academic and Recovery Committee Member**

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).

N/A

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 has applied for and has received a waiver from the state, whereby it has not received a state letter grade for the past 5 years. However, our Annual Performance Report data that has been embargoed supports our results.

Hope Annual Performance Report

	School Year			
	2015-16	2016-17	2017-18	2018-19
Accountability Grade	No Grade	No Grade	No Grade	No Grade
Graduation Rate	65%	57.89%	57.9%	80%
Special Education	21.4%	14.3%	12%	14.3%
Free/Reduced	32.1%	46.4%	36%	25%
Attendance Rate	90.8%	89.8%	94%	93.4%

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 portion 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 2020-2021 school year we will map out cross-curricular opportunities for upcoming school years. All current staff will work on planning these cross-curricular opportunities.

To ensure that Operational Management, School Safety, Finance, and Regulation Compliance are addressed and monitored, Hope Academy has created a committee structure that provides oversight for all management and regulations, policies and procedures. The Finance Committee has oversight of all financial and operational functions. The board has adopted the Finance and Operations Manual that outlines all regulations, policies and procedures for the day to day operation of Hope Academy and addresses any compliance issues in their committee meetings that then gets reported up to the full board at the board meeting. The Academic and Recovery Committee has oversight for all School Safety and Academic regulations and compliance for Hope Academy. The board has adopted the School Safety manual and Academic Dashboard for Hope Academy and addresses any compliance issues in their committee meetings that then gets reported up to the full board at the board meeting. We also have quarterly governance, financial and academic meetings with OEI as our charter authorizer that then gets reported to committees and then to the full board.

3. Provide an overview of the charter school goals.

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. Below are Hope's CSP goals:

Goal #1: 80% of Hope Academy Students will receive a grade of "C" or higher in at least 10 out of 14 credit attempted during the 2020-2021 school year, 11 out of 14 during the 2021-2022 school year, and 12 out of 14 during the 2022-2023 school year.

Goal #2: 80% of Hope Academy Juniors, based on their sophomore PSAT predictive scores, will increase their score by at least 10% on their SAT exams during their junior year for the FY2021 and FY2022 School Years.

Goal #3: Hope Academy will increase student enrollment by 4 additional students, compared to the 2019 count day, for a total of 34 students on the 2020 fall count day. In subsequent years, our goal will be for an increase of 10% each year over the preceding year.

Goal #4: Based on the May 1, 2020 enrollment, Hope Academy will retain at least 60% of students enrolled on that date for the following school year's fall ADM count date in September of 2020; 63% in September of 2021; 65% for September of 2022.

Goal #5: Every year, 80% of Hope Academy teachers will receive a rating of Effective or Highly Effective on the Indiana Department of Education approved modified Rise evaluation system calculated in the spring of each school year.

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

Understanding that parental and community involvement is one of the most critical factors that lead to student academic and recovery success, Hope Academy will employ several strategies to communicate our CSP goals and progress/attainment of our goals

Staff

During the all **Hope Academy Staff** professional development at the beginning of each year, we will review our CSP goals,

measurements and timeline for all Hope Academy staff. We host Student Lead Conference days, Parent Nights, Open Houses, Board Meetings, Principal communications, Guidance Counselor We will continue to review these goals and current data at our weekly staff meetings and monthly early release professional development days. communications, and end of the year Parent Satisfaction Surveys, as well as communications from our Director of Development.

Students
The teachers and guidance counselor meet with individual students after each assessment to discuss the student's performance and to put in place a plan to address any deficiencies, as related to our goals. This plan could include before/after school tutoring, spiraling state standards throughout classroom lessons, online practice utilizing Plato (standards based online curriculum), or targeted instruction during Student Resource Time.

Parents/Families
We have scheduled two Parent Nights each semester, and will share our goals and current data during these events to our families. Additionally, each semester we hold a Student Led Conference day after the first grade period, so that parents, students and teachers can have conversations about the individual student's academic and recovery progress. During this conference, the teachers will review and explain our school goals and measurements.

The Hope Academy principal sends out weekly communications to parents. Part of this communication will be the sharing of data results, as is available, along with suggestions for how to support their student's academic and recovery achievement. Additionally, the Hope Academy guidance counselor sends out a bi-weekly communication to students and parents with information regarding resources available to support academic and recovery.

At the end of each school year, Hope Academy sends out a Parent Satisfaction Survey to solicit information from our parents regarding outcomes for their student and staff support in achieving those outcomes. We will include questions regarding our school goals and their knowledge of them and our data.

Community
Hope Academy employs a Director of Development who communicates regularly with our **community partners** and school funders. During these communications, she reports our current data with regards to graduation, sobriety, credit attainment, etc. Additionally, she reports this data for grant purposes in both requesting grant funds, as well as end of grant reporting. Often, this data is then shared with other stakeholders in those organizations who are issuing the funding.

Hope Academy will offer Open Houses throughout the school year. At the beginning of the year we will host events to highlight our new charter and new facility, as well as our academic and recovery data. Throughout the year, we will host Open Houses that offer professional development for various groups (school guidance counselors and administrators, probation officers, and other referral sources). At this time, we will share our goals and progress towards goals, as a way to talk about what works in our school setting.

Our school board meets bi-monthly and will have a dedicated time to discuss our data dashboard. This dashboard will outline our CSP and OEI academic and non-academic goals and progress towards or completion of these goals. We will discuss current strategies and resources being employed to support these goals. As a Mayor of Indianapolis charter school, we have quarterly meetings with their staff to discuss progress on all of the school data regarding academics, financials and governance.

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.

<u>Year 1 ($505,090)</u>

Personnel Positions (Salary and Benefits)

- **$60,000 - Director of Development - Salary:** Funds will be used to cover the cost of Salary for one year for the Director of Development. Hope Academy will hire a Director of Development for its founding year. The Director of Development will work directly with community partners to allow Hope Academy to receive resources for it's substance abuse program, resources for families in need and students on the road to recovery. In addition, the Director of Development will host several recruitment events around the city to recruit additional students. This directly aligns with grant goals 3 and 4.
- **$15,000 - Director of Development - Benefits:** Funds will be used to cover the cost of benefits for one year for the Director of Development. Hope Academy will hire a Director of Development for its founding year. The Director of Development will work directly with community partners to allow Hope Academy to receive resources for it's substance abuse program, resources for families in need and students on the road to recovery. In addition, the Director of Development will host several recruitment events around the city to recruit additional students. This directly aligns with grant goals 3 and 4.
- **$20,000 - Peer Specialist - Salary:** Funds will be used to hire a Peer Specialist at Hope Academy. The Peer Specialist supports the APG Program, Supports APG Coordinator and Facilitates Programming. This item will pay for salary for the Peer Specialist. This directly aligns with Grant goals 1, 2, 3, 4 and 5.
- **$2,000 - Peer Specialist - Benefits:** Funds will be used to hire a Peer Specialist at Hope Academy. The Peer Specialist supports the APG Program, Supports APG Coordinator and Facilitates Programming. This item will pay for benefits for the Peer Specialist. This directly aligns with Grant goals 1, 2, 3, 4 and 5.
- **$40,000 - Recovery Coach - Salary:** Funds will be used to pay for a salary of a Recovery Coach. The Recovery Coach will monitor student sobriety, provides strategies and interventions, teaches the recovery curriculum, communicates with and supports families. Since our program is quite different from other schools, hiring a Recovery Coach is critical to Hope's overall vision and mission. Hope will work tirelessly to ensure students are supported on their road to recovery in sobriety, which then leads to academic success. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$15,000 - Recovery Coach - Benefits:** Funds will be used to pay for the benefits of a Recovery Coach. The Recovery Coach will monitor student sobriety, provides strategies and interventions, teaches the recovery curriculum, communicates with and supports families. Since our program is quite different from other schools, hiring a Recovery Coach is critical to Hope's overall vision and mission. Hope will work tirelessly to ensure students are supported on their road to recovery in sobriety, which then leads to academic success. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$25,000 - Social Worker (Part-Time):** Hope Academy intends on hiring a Part-time Social Worker to be on-site to support Hope Academy students for a designated time period each day. Due to the size of the Hope Academy student population, having a part -time social worker will be sufficient to meet student needs. The social worker will also work with Hope Academy Administration to provide intervention strategies, as needed. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$37,500 - Teacher Implementation/ Retention Bonus:** Funds will be used to issue an additional stipend of $2,500 for Hope Academy Staff. This additional Stipend will be for additional duties performed throughout the school year for school improvement, academic curriculum curation and scope and sequence planning. Stipends will be issued two times during the school year for $1,250 - Once in December and once in May. These stipends will also be used as part of the Retention goals for Hope Academy staff. This directly aligns to goal 5.

General Supplies

- **$1,500 - AED (Automated External Defibrillator):** Funds will be used to purchase an automated external defibrillator (AED). In the event a student in the Recovery Program goes into Cardiac Arrest due to an overdose, seizure or medical emergency, a trained and certified staff member will use the AED until Emergency personnel arrive on the scene. This directly aligns with goals 3 and 4.
- **$1,000 - Applecare for iPads:** Funds will be used to purchase Applecare for iPads. This additional purchase will ensure that if iPads are damaged or malfunction, Hope will be able to receive support and potential replacement for these devices. This directly aligns with grant goals 1, 2, 4, and 5.
- **$21,000 - Cafeteria Tables:** Funds will be used to purchase cafeteria tables for student breakfast and lunch. These tables will allow students to share breakfast and lunch in a common space. This allows for community building within the student population and allows for staff to closely monitor students in one area for breakfast and lunch. This directly

aligns with grant goals 3, 4 and 5.

- **$4,000 - Classroom Bookshelves:** Funds will be used to purchase classroom bookshelves. Teachers and Hope staff will have the ability to store curriculum, books, workbooks and other classroom materials for easy access during the instructional day. This directly aligns with grant goals 1, 2 and 5.
- **$4,000 - Classroom Science Lab Tables:** Funds will be used to purchase science lab tables for the Science block in the academic schedule. Teachers, staff and students will have a science lab table for experiments, science instruction and group projects, as assigned by the classroom instructor. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$15,000 - Classroom Supplies:** Funds will be used to purchase classroom supplies for instructional learning and assessments. Classroom supplies to be purchased will include paper, notebooks, pens, pencils, sanitizer, cleaning wipes, markers, binders, staplers, materials for group projects, and other instructional materials for direct learning, This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$1,000 - iPad Cases:** Funds will be used to cover the cost of Apple iPad Cases. Hope will pay for 10 cases at $100 each to properly protect iPads from damage. iPads will be used during instruction for ELA and Math assessments and assignments.
- **$500 - iPad Charging Cart:** Funds will be used to cover the cost of iPad Charging carts to properly secure, store and charge iPad devices. These charging carts will be stored in a secure location at the school with only select staff members to receive access. Hope Academy staff recognize the importance of properly securing technology. This directly aligns with grant goals 1, 2 and 5.
- **$1,500 - iPad Pens:** Funds will be used to cover the cost of iPad Pens. These pens will be used for students to easily use the iPads in a notebook-type fashion. This allows the students to easily interact with the devices for assessments and assignments. This directly aligns with grant goals 1, 2, 3 and 5.
- **$3,990 - iPads:** Funds will be used to cover the cost of iPad devices for student assessments and instruction. Hope Academy will purchase 10 devices at $399/ each for a total cost of $3,999. These devices will be accessed by students during certain portions of the instructional day for use in ELA and Math classes. These devices will allow for students to complete projects and assignments, as well, which is part of the instructional model. This item directly aligns with grant goals 1, 2, 3 and 5.
- **$15,000 - Marketing Supplies:** Funds will be used to cover the cost of marketing supplies and materials. Hope Academy will purchase branded t-shirts at $2,000 (100 shirts @ $20/ each); $3,000 for pens, pencils and notebooks ($1,000/ each category); $3,000 for printed marketing materials, door hangers and flyers; $2,000 for Enrollment Yard Signs; $1,000 for Staff Polos (50 Polos at $20 each); and $2,000 for Interior Building signage.
- **$4,000 - Storage Cabinets:** Hope Academy will purchase storage cabinets for each classroom and one for each admin office. The storage cabinets will lock and provide the ability for staff to secure items in the cabinets. Staff will also store curriculum, workbooks and other instructional materials. Hope Academy will purchase cabinets from Amazon with a total of 10 cabinets at $400 each. This directly aligns with grant goals 1, 2 and 5.
- **$4,000 - Teacher Desks:** Funds will be used to cover the cost of Teacher Desks. Cost will be approximately $500/ desk for a total of eight desks. This will allow for teachers to have a specific work area for lesson planning, curriculum development and overall workspace. This directly aligns with grant goal 5.
- **$12,000 - Teacher Laptops:** Funds will be used to purchase ten Teacher Laptops at $1,200 each. Hope Academy will purchase Apple Macbooks for staff. This will allow for a unified technology plan and for staff to have access to state of the art equipment for instruction planning and delivery. This directly aligns with grant goals 1, 2 and 5.
- **$2,250 - Teacher/ Office Chairs:** Funds will be used to cover the cost of Teacher chairs. Cost will be $150 for 15 chairs. The Hope Academy staff will use the chairs during instructional planning and additional classroom work responsibilities. This directly aligns with grant goals 1, 2 and 5.

Other Purchased Services

- **$3,750 - ARS Conference Flight Cost:** Funds will be used to cover the cost of airline travel fees for the Association of Recovery Schools Conference. Five staff members will attend the conference. Anticipated airline travel costs through Delta Airlines are a total of $750/ person round trip with a total cost of $3,750 for four staff members. Conference attendees will share ground transportation trips to and from the conference. The ARS Conference will be held in Minnesota in 2021. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 3, 4 and 5.
- **$500 - ARS Conference Ground Transportation:** Funds will be used to cover the cost of ground transportation fees for

the Association of Recovery Schools Conference. Five staff members will attend the conference. Anticipated ground transportation costs are a total of $500 ($250 per day for two days). Conference attendees will share ground transportation trips to and from the conference. The ARS Conference will be held in Minnesota in 2021. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 3, 4 and 5.

- **$1,250 - ARS Conference Hotel Fee:** Funds will be used to cover the cost of lodging fees for the Association of Recovery Schools Conference. Five staff members will attend the conference. Anticipated hotel costs are a total of $250/ person with a total of $1,250 in lodging fees. The ARS Conference will be held in Minnesota in 2021. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 3, 4 and 5.
- **$7,000 - Digital Learning Platform:** Hope Academy will purchase Canvas, a digital learning platform, to assist with instruction in the event that COVID-19 causes an extension of necessary e-learning. In addition, Canvas will allow Hope Academy to build the digital learning environment that meets the unique challenges. Canvas will simplify teaching, elevate learning, and eliminate the headaches of supporting and growing traditional learning technologies. This item directly aligns with goals 1, 2 and 5.
- **$1,000 - Visitor/Staff Management System:** Funds will be used to purchase a Visitor Management System. This system will allow for security around all visitors of Hope Academy. The system will screen visitors for the safety and security of all students, families and Hope Academy Staff. This directly aligns with grant goals 1, 2, 3, 4 and 5.

Professional Services

- **$300 - ARS Annual Membership Fee:** Funds will be used to purchase an annual membership feel to the Association of Recovery Schools conference. With this membership, Hope Academy is able to obtain direct support, resources, guidance and up-to-date information regarding student based substance abuse recovery. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$1,250 - ARS Conference Registration Fee:** Funds will be used to pay for the Association of Recovery Schools Conference Registration Fee. This grant allocation will cover the cost for five staff members to attend the Conference held in Minnesota in 2021. Cost is $250/ staff member with five total staff members to attend. Total cost is $1,250 for the Conference Registration Fees. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 1,2, 3, 4 and 5.
- **$5,000 - Data Analyst Consultant:** Funds will be used to provide professional services around Data Analysis for Student assessments, including beginning of the year assessments, middle of year assessments and end of year assessments. Mary Jo Ratterman is a consultant with extensive experience around school improvement and academic progress toward student growth goals. This item directly aligns with grant goals 1, 2 and 5.
- **$2,500 - ELL Consultant/ Translator:** Funds will be used to cover the cost of translation services for Hope Academy students and families. Hope Academy will hire an English Language Learner Translator to translate documents, flyers and other materials that are distributed to Hope Academy students and families. In addition, the ELL translator will be on hand in the event that Hope Academy Staff need a live translator. This item directly aligns with grant goals 3 and 4.
- **$36,000 - Financial Consultant:** Funds will be used to cover the cost of Finance and Operations Consulting services through the Center for Innovative Education Solutions (CIES). CIES provides monthly services supporting budget creation, financial compliance and general bookkeeping/accounting services to prepare the school to be compliant as a publicly funded not for profit entity. This directly aligns with grant goals 1, 2, 3 4 and 5.
- **$22,800 - IT Consultation:** Funds will be used to cover the cost of monthly IT consultation fees. Fees are $1,900 for 12 months with a total cost of $22,800 for the year. Hope Academy anticipates high IT costs for the first year due to a new building and IT infrastructure. This item directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$30,000 - IT Set Up and Implementation:** Funds will be used for initial set up and implementation of Technology throughout the school. These costs will cover the initial planning and implementation of Hope Academy's technology setup. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$25,000 - Marketing/ Recruitment Consultant:** Funds will be used to purchase professional services around Recruitment Strategies, Marketing Consulting and Design. Hope Academy will partner with Bright Minds Marketing to help meet and exceed enrollment targets for Years 1 and 2. This directly aligns with grant goals 3 and 4.
- **$2,000 - Non-Violent Crisis Intervention:** Hope Academy will have staff members participate in this certification which offers additional skills in risk assessment and problem solving, along with facilitation strategies for teaching advanced

physical interventions to staff. Instructors gain a deeper understanding of the Foundation Course principles and expand their approaches for minimizing the use and duration of physical intervention. This item directly aligns with goal 1,2, 3, 4 and 5.

- **$9,000 - Public Relations (PR) Firm:** Funds will be used to purchase outward facing marketing, media and an overall expansion of Hope Academy's community presence. This will be a monthly cost of $750 for 12 months total. This directly aligns with grant goals 3 and 4.
- **$7,000 - Social Emotional & Trauma Informed Training:** Funds will be used to cover the cost of Trauma-Informed training for Hope Academy Staff and Administration. Hope Academy will purchase two seperate PD's for staff to be delivered throughout the course of the school Year. This will directly impact how Hope Academy staff is able to support its students and families. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$5,000 - Student Information System (SIS):** Hope Academy will purchase Power School licensing and software as their main SIS system to improve daily operations, boost administration productivity, identify problem areas, and ensure funding with easy reporting. In addition, PowerSchool will assist with various administration needs, including scheduling, attendance, state compliance reporting, data management, faculty management, emergency/medical and health management, and enrollment. This item directly aligns with goals 1, 2, 3, 4 and 5.

Property

- **$7,500 - Building Signage:** Funds will be used to purchase exterior signage for the Hope Academy High School building. This signage will allow parents, families, students, visitors and guests to clearly identify the Hope Academy High School. This directly aligns with grant goals 3, 4 and 5.
- **$15,000 - LCD Screen:** Funds will be used to cover the cost of three LCD Screens @ $5,000 with a total cost of $15,000. These screens will be mounted throughout the building for communication, messages, announcements and other marketing for students, families, faculty and staff. This directly aligns with grant goals 3, 4 and 5.
- **$18,000 - Security Cameras/ System:** Funds will be used to cover the cost of a security system and installing security cameras throughout the interior and exterior of the building. Due to the nature of its student population, Hope Academy understands the risks of serving students on the road to sobriety. Installing a security system will work to keep all students, families, staff and visitors safe while in the Hope Academy building. This directly aligns with grant goals 1, 2, 3 4 and 5.

<u>Year 2 ($394,910)</u>

Personnel Positions (Salary and Benefits)

- **$52,000 - APG Coordinator - Salary:** Funds will be used to cover the cost of the annual salary for the Alternative Peer Group. APG Coordinator will be responsible for Afterschool Programming, Counseling, Parent Support Programs and Summer Activities. This directly aligns with grant goals 3, 4 and 5.
- **$15,000 - APG Coordinator - Benefits:** Funds will be used to cover the cost of benefits for the Alternative Peer Group. APG Coordinator will be responsible for Afterschool Programming, Counseling, Parent Support Programs and Summer Activities. This directly aligns with grant goals 3, 4 and 5.
- **$60,000 - Director of Development - Salary:** Funds will be used to cover the cost of Salary for one year for the Director of Development. Hope Academy will hire a Director of Development for its founding year. The Director of Development will work directly with community partners to allow Hope Academy to receive resources for it's substance abuse program, resources for families in need and students on the road to recovery. In addition, the Director of Development will host several recruitment events around the city to recruit additional students. This directly aligns with grant goals 3 and 4.
- **$15,000 - Director of Development - Benefits:** Funds will be used to cover the cost of benefits for one year for the Director of Development. Hope Academy will hire a Director of Development for its founding year. The Director of Development will work directly with community partners to allow Hope Academy to receive resources for it's substance abuse program, resources for families in need and students on the road to recovery. In addition, the Director of Development will host several recruitment events around the city to recruit additional students. This directly aligns with grant goals 3 and 4.
- **$18,000 - Peer Specialist - Salary:** Funds will be used to hire a Peer Specialist at Hope Academy. The Peer Specialist supports the APG Program, Supports APG Coordinator and Facilitates Programming. This item will pay for salary for the Peer Specialist. This directly aligns with Grant goals 1, 2, 3, 4 and 5.

- **$1,500 - Peer Specialist - Benefits:** Funds will be used to hire a Peer Specialist at Hope Academy. The Peer Specialist supports the APG Program, Supports APG Coordinator and Facilitates Programming. This item will pay for benefits for the Peer Specialist. This directly aligns with Grant goals 1, 2, 3, 4 and 5.
- **$25,000 - Social Worker (Part-Time):** Hope Academy intends on hiring a Part-time Social Worker to be on-site to support Hope Academy students for a designated time period each day. Due to the size of the Hope Academy student population, having a part -time social worker will be sufficient to meet student needs. The social worker will also work with Hope Academy Administration to provide intervention strategies, as needed. This directly aligns with grant goals 1, 2, 3, 4 and 5.

General Supplies

- **$1,000 - Applecare for iPads:** Funds will be used to purchase Applecare for iPads. This additional purchase will ensure that if iPads are damaged or malfunction, Hope will be able to receive support and potential replacement for these devices. This directly aligns with grant goals 1, 2, 4, and 5.
- **$20,000 - Classroom Supplies:** Funds will be used to purchase classroom supplies for instructional learning and assessments. Classroom supplies to be purchased will include paper, notebooks, pens, pencils, sanitizer, cleaning wipes, markers, binders, staplers, materials for group projects, and other instructional materials for direct learning, This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$1,500 - Folding Tables:** Funds will be used to purchase folding tables for recruitment and marketing events. Hope Academy will plan to purchase a total of 10 tables at $150/ each. These tables will help display flyers, materials and information regarding Hope Academy Recovery High School's Program and various enrollment information. This directly aligns with grant goals 3 and 4.
- **$1,000 - iPad Cases:** Funds will be used to cover the cost of Apple iPad Cases. Hope will pay for 10 cases at $100 each to properly protect iPads from damage. iPads will be used during instruction for ELA and Math assessments and assignments.
- **$500 - iPad Charging Cart:** Funds will be used to cover the cost of iPad Charging carts to properly secure, store and charge iPad devices. These charging carts will be stored in a secure location at the school with only select staff members to receive access. Hope Academy staff recognize the importance of properly securing technology. This directly aligns with grant goals 1, 2 and 5.
- **$1,500 - iPad Pens:** Funds will be used to cover the cost of iPad Pens. These pens will be used for students to easily use the iPads in a notebook-type fashion. This allows the students to easily interact with the devices for assessments and assignments. This directly aligns with grant goals 1, 2, 3 and 5.
- **$3,990 - iPads:** Funds will be used to cover the cost of iPad devices for student assessments and instruction. Hope Academy will purchase 10 devices at $399/ each for a total cost of $3,999. These devices will be accessed by students during certain portions of the instructional day for use in ELA and Math classes. These devices will allow for students to complete projects and assignments, as well, which is part of the instructional model. This item directly aligns with grant goals 1, 2, 3 and 5.
- **$15,000 - Marketing Supplies:** Funds will be used to cover the cost of marketing supplies and materials. Hope Academy will purchase branded t-shirts at $2,000 (100 shirts @ $20/ each); $3,000 for pens, pencils and notebooks ($1,000/ each category); $3,000 for printed marketing materials, door hangers and flyers; $2,000 for Enrollment Yard Signs; $1,000 for Staff Polos (50 Polos at $20 each); and $2,000 for Interior Building signage.
- **$2,500 - Office Printer:** Hope Academy will purchase five printers @ $500/ each for both office staff use and teacher use. Printers will be located in a central location for accessibility. Hope will purchase five models of Xerox VersaLink C405/DN Color MultiFunction Printers. This directly aligns with grant goals 1, 2 and 5.
- **$12,000 - Teacher Laptops:** Funds will be used to purchase ten Teacher Laptops at $1,200 each. Hope Academy will purchase Apple Macbooks for staff. This will allow for a unified technology plan and for staff to have access to state of the art equipment for instruction planning and delivery. This directly aligns with grant goals 1, 2 and 5.

Other Purchased Services

- **$3,750 - ARS Conference Flight Cost:** Funds will be used to cover the cost of airline travel fees for the Association of Recovery Schools Conference. Five staff members will attend the conference. Anticipated airline travel costs through Delta Airlines are a total of $750/ person round trip with a total cost of $3,750 for four staff members. Conference attendees will share ground transportation trips to and from the conference. The ARS Conference will be held in

Minnesota in 2021. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 3, 4 and 5.

- **$500 - ARS Conference Ground Transportation:** Funds will be used to cover the cost of ground transportation fees for the Association of Recovery Schools Conference. Five staff members will attend the conference. Anticipated ground transportation costs are a total of $500 ($250 per day for two days). Conference attendees will share ground transportation trips to and from the conference. The ARS Conference will be held in Minnesota in 2021. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 3, 4 and 5.
- **$1,250 - ARS Conference Hotel Fee:** Funds will be used to cover the cost of lodging fees for the Association of Recovery Schools Conference. Five staff members will attend the conference. Anticipated hotel costs are a total of $250/ person with a total of $1,250 in lodging fees. The ARS Conference will be held in Minnesota in 2021. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 3, 4 and 5.
- **$7,000 - Digital Learning Platform:** Hope Academy will purchase Canvas, a digital learning platform, to assist with instruction in the event that COVID-19 causes an extension of necessary e-learning. In addition, Canvas will allow Hope Academy to build the digital learning environment that meets the unique challenges. Canvas will simplify teaching, elevate learning, and eliminate the headaches of supporting and growing traditional learning technologies. This item directly aligns with goals 1, 2 and 5.

Professional Services

- **$300 - ARS Annual Membership Fee:** Funds will be used to purchase an annual membership feel to the Association of Recovery Schools conference. With this membership, Hope Academy is able to obtain direct support, resources, guidance and up-to-date information regarding student based substance abuse recovery. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$1,250 - ARS Conference Registration Fee:** Funds will be used to pay for the Association of Recovery Schools Conference Registration Fee. This grant allocation will cover the cost for five staff members to attend the Conference held in Minnesota in 2021. Cost is $250/ staff member with five total staff members to attend. Total cost is $1,250 for the Conference Registration Fees. Hope Academy staff members will receive continuing education credits and learn about adolescent treatment and recovery support services. This item directly aligns with goals 1,2, 3, 4 and 5.
- **$50,000 - Curriculum Consultant:** Funds will be used to cover the cost of a Curriculum Consultant for Grades 9-12. The Consultant will help guide Hope Academy Staff and Administration on creating rigorous and high quality implementation of curriculum mapping and scope and sequence planning. This directly aligns with grant goals 1, 2 and 5.
- **$2,500 - E-Rate Consultant:** Funds will be used to cover the cost of an e-Rate consultant for Hope Academy's second year. An e-Rate will provide guidance on the application process and required information needed to participate in this federal program for technology support and infrastructure. Hope Academy will ensure that the technology is updated and accessible to successfully carry out the academic programming and instructional practices for Grades 9-12. This directly aligns with grant goals 1, 2, 3, 4 and 5.
- **$30,000 - Marketing/ Recruitment Consultant:** Funds will be used to purchase professional services around Recruitment Strategies, Marketing Consulting and Design. Hope Academy will partner with Bright Minds Marketing to help meet and exceed enrollment targets for Years 1 and 2. This directly aligns with grant goals 3 and 4.
- **$2,000 - Non-Violent Crisis Intervention:** Hope Academy will have staff members participate in this certification which offers additional skills in risk assessment and problem solving, along with facilitation strategies for teaching advanced physical interventions to staff. Instructors gain a deeper understanding of the Foundation Course principles and expand their approaches for minimizing the use and duration of physical intervention. This item directly aligns with goal 5.
- **$9,000 - Public Relations (PR) Firm:** Funds will be used to purchase outward facing marketing, media and an overall expansion of Hope Academy's community presence. This will be a monthly cost of $750 for 12 months total. This directly aligns with grant goals 3 and 4.

Property

- **$41,870 - Student Transportation Bus:** Funds will be used to purchase a small student transportation bus for transporting students which will help transport students to and from school. Many of Hope's students do not live within a close proximity to the school. Due to the nature of our students, most do not have the ability to transport themselves

to and from Hope. Hope Academy will purchase a used 2014 Chevrolet Starcraft Activity Bus with a capacity of 14 passengers. This directly aligns with grant goals 3 and 4.

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

Hope Academy is strictly using CSP funds for start-up needs and to supplement as enrollment grows over the course of three years. In addition, Hope Academy will pro-actively work to create and manage a budget based on five-year projections. Hope Academy's budget process involves the Executive Director, Director of Operations, Board of Directors, Finance Committee and a third party Financial Consultant, CIES. Given the strong experience from Hope Academy's Team and Partners, we will strive to always maintain a budget surplus each fiscal year. While Hope Academy receives CSP Revenue, this figure will be calculated within the grant revenue streams. The school will ensure that any positions that are supported through CSP will be properly funded through state and federal grants past the life cycle of the CSP Grant.

Furthermore, the majority of the costs associated with the CSP Quality Counts grant are one-time startup costs. These expenditures are not expected to be ongoing each year, rather just the first two years of the school's opening. If there are any expenses that Hope Academy expects to be ongoing past the CSP Grant lifecycle, the school's Executive Director, School Principals and Director of Operations, in conjunction with the Board of Directors and CIES, will ensure those costs are able to be covered with federal and state dollars. Hope Academy will use the Basic per pupil funding, Alternative Education Funding, Title II, III, IV, Part B and any available grant opportunity to help sustain any costs after the CSP Grant has expired. Any necessary upkeep of technology will come from the $500 per student of capital projects funding. Any ongoing professional development will come from Title II funds. Additionally, Hope Academy intentionally focused money toward salary within the first year and decreased positions in year two to plan for sustainability after the life cycle of the grant.

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.

Please see Budget Worksheet for itemized costs by year and category. Hope Academy ensured all costs are RAN (reasonable, allocable, and necessary) for this 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.

Board of Directors

The Hope Academy Inc. was formed as an Indiana Non-profit Corporation with the IRS designated 501(c)(3) tax exempt status to oversee the operation of Hope Academy. The affairs of the corporation are managed, controlled, and conducted by and under the supervision of the Board of Directors. The officers of the board consist of Chair, Vice-Chair, Secretary, and Treasurer. The roles and responsibilities of the Board of Directors can be found in our governance section of our charter application and our articles of incorporation and bylaws. [**Attached Appendix]** for Articles of Incorporation, Bylaws, and the IRS Determination Letter.

The core functions and responsibilities of the **Board of Directors and Board Committees** include:

- Acts as the final authority for the school
- Define clear vision for the school
- Review, evaluate and adopt policies and procedures related to the operation of the school
- Set school priorities and expectations
- Adopt performance standards related to the **school's academic and operational performance**
- Approve **annual budgets, set financial goals**, monitor finances, and ensure school accounts are audited.
- Choosing and contracting with an school attorney for **legal support**
- Utilizing an outside consultant for **facility support**, as needed

The Hope Board of Directors functions in full accordance with the Articles, Bylaws and Indiana state law. Pursuant to its Bylaws,

the Board of Directors will have no less than three and no greater than fifteen directors. The Executive Director serves as the chief administrator of the school and reports directly to the Board of Directors. The school principal and administrative staff report to the Executive Director and the teaching staff and Director of Guidance report to the school principal.

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 appendices.

School Principal

The School Principal works with the Executive Director in program development, the hiring of the staff, and the recruitment of students. Once Hope Academy is relocated, she will continue to serve as 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. She 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. She will be responsible for:

- Recruit, interview, hire, train, and retain teachers committed to the mission of Hope Academy
- Help to create a powerfully engaging curriculum designed to move students towards meeting the specific skills and content outlined by Hope Academy
- Create and maintain a safe, positive culture that supports both academic and recovery growth
- 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 as outlined in our evaluation process approved by the DOE.
- 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.

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.

Hope Academy is managed by a Board of Directors that works collaboratively with OEI and the school leadership to ensure the school is in good standing. The Board of Directors delegate the management responsibility to the school level leadership. The Executive Director is given the accountability and freedom to make the best decision for the students that Hope Academy serves. School leadership is empowered to make daily decisions regarding the operations, academic, excellence and financial management of Hope Academy. The Hope Academy Principal assumes responsibility around carrying out the daily function of the school in terms of staff and students, including academic success and school culture. The Guidance Director assumes all responsibilities around student information management including scheduling, assessments, safety and graduation pathways. Lastly, the Director of Operations assumes responsibility around school finance and accounting, vendor management, school payroll and human resources.

5c) Describe the process to select board members.

Pursuant to its Bylaws, the Board of Directors will have no less than three and no greater than fifteen Directors. The Governance Committee appoints a **nominating committee** who will **interview and vet** new potential board members. After sharing candidate feedback and reviewing the new members expertise, the Board Chair and school leadership presents a slate of the full Board of Directors for a **formal vote and approval**. 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 of Directors work hard to intentionally recruit and retain board members from a **diverse background in race, ethnicity, gender and experiences** that is a replication of our student body.

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

All Board members are required to participate in a **Board member orientation at the beginning of their board term**. The orientation is led by the Board chair and school leaders. Onboarding for Hope's Board of directors will include the following:

- Obtaining and **review of the Board Manual**, including **Board expectations and Board Policies and Procedures**;
- **On-site Tour** of the School Building
- Accepting and signing Board Expectations, Board Conflict of Interest form, and the Board contact form;
- A review of the **organizational profile and approved charter**,
- A full review of **past and current school finances**, including the role of the board in the **budget creation and fundraising**

This onboarding process will take place annually, regardless of any new or existing board members. If there are no new board members and all choose to stay on Hope's Board of Directors, Hope understands the importance of ensuring that each new year is met with a review and overview of the above processes for a successful year.

In addition to the above onboarding process, Hope Academy uses a **platform to manage its overall continuous governance processes** called Board on Track. Board on Track provides expertise, training and web-based tools to help with the board's management, assessment, and growth. Board on Track has dashboards, board assessments, Executive Director evaluations, meeting management and document storage. Board on Track helps to inform the board on how to use data to measure progress towards organizational goals, benchmark governance activities to national standards, and assess school and boards performance throughout the year.

Lastly, the Board Chair and Vice Chair will be an active participant in all Board Professional Development offered through the Mayor's Office of Education and Innovation. Each board committee will bring forth one or two trainings to be conducted at a board meeting during the course of the school year or could be asked of a board member to participate in an online learning opportunity. Those will then be documented and reside with all board documents. These **trainings will also be offered on an ongoing basis and continually** for all new and existing board members.

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.

N/A

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

Hope complies with the **Indiana State Board of Accounts (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 utilities the final document approved by the Board appointed Private Examiner to ensure sufficient compliance with SBOA requirements.

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
- 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)
    - Annual Performance Report

In addition to staying compliant with the authorizer reporting requirements, Hope Academy will also stay compliant with federal and state regulations as it pertains to all charter school obligations. Hope Academy understands the overall impact of proper data submission and **compliance with the Indiana Department of Education, the Indiana State Board of Accounts, the federal government entities and any other applicable authorizers** and will maintain compliance with all entities mentioned above. Hope Academy will organize all reporting requirements in a Master Staff Calendar which will track any new, updated or annual reporting deadlines. Hope Academy Administrators will also delegate reporting requirements based on category and department(s) involved.

In addition, Hope Academy **contracts with the Center for Innovative Education Solutions (CIES) for all financial and operational guidance** and ongoing support. CIES will help Hope Academy's Staff and Governing Body address any and all federal and state reporting requirements including the Annual Financial Report, CSP Grant Management & Reporting Compliance and all Financial Reporting requirements due to the IDOE. **All reports will be reported on a timely basis and completely with the utmost of accuracy and accountability.**

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 Academy is participating in Enroll Indy's OneMatch application process. Prospective Hope Academy students can apply through Enroll Indy and select Hope Academy as their first choice. We have created a recruitment team that includes the Executive Director, Director of Development, Principal, a teacher and the Director of Guidance. The recruitment team will focus recruitment and enrollment efforts through a detailed Enrollment and Communication plan created and monitored by the board's Marketing Committee. **This direct marketing plan includes booths at specific conferences, school tours, media**

campaigns (Social Media, PR and media relationships), working with IPS expulsion and alternative programming teams, open houses, and direct and email contacting to key referrals. Key referrals include treatment providers, school guidance counselors/administrators, probation departments, Department of Child and Family Services, Community Partners, current/former parents and students.

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 high school students. 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.

Any interested student or his/her family will be invited to submit an enrollment application to the school at any time. Once a student is enrolled in the school, the student will be allowed to attend the school in successive years without having to re-apply.

Hope Academy is a **no-cost tuition** public charter school which provides **textbook assistance** and free/reduced meals for qualified low-income families.

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

For a designated period, Hope Academy will hold an "open enrollment term." In order to accommodate the diversity and needs of families within the community being served, Hope Academy's open enrollment term will include designated evening and weekend times. 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 **random lottery process**, facilitated by Enroll Indy. Applicants may be exempt from the lottery process if at the time of the lottery, the school at which a student is enrolled is converted into a public charter school.

In addition, Hope uses the **Enroll Indy unified enrollment system**. This system ensures a public lottery process that allows for fair and equitable assignment of seats to student applicants.

Hope Academy may give **enrollment preference** to charter school's founders, governing body members, and school employees. Hope Academy will limit this enrollment preference to **less than 10% of its total student population**, if applicable.

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.

Student with Disabilities

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) and Section 504 of the Rehabilitation Act.**

Because of the customized learning mechanisms already built, **all** students will be monitored, and progress checked on a regular basis by individual teachers and as a staff during our weekly staff meetings. However, for students who have been identified with special needs, Hope will have an Individual Education Plan that will specify goals, level of placement, ancillary services and least restrictive placement. In addition, Hope Academy will use **RTI to identify students who qualify** for special education.

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 to 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. The special education staff will discuss the needs and progress of the special education students with all staff at our weekly staff meetings.

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 IEPs updated
- If, during the first month of school, a student without IEP's exhibits 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.

Low-Income
Currently, Hope Academy does not qualify for Title I, but as we 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 thresholds outlined by IDOE. Unfortunately, in the United States, relatively few low-income children experience high quality education. The Hope Academy staff understands the importance of providing the appropriate support and service to low-income students and is dedicated to giving them this chance. The **Hope Academy staff intentionally trains staff to provide genuine support** to help students and families with daily challenges.

In addition to providing free and reduced lunch, Hope Academy recognizes that the majority of the students targeted for the school will come from low income backgrounds. Every effort will be taken to not only anticipate need, but offer support and resources where needed with a strong emphasis on post-secondary planning. Hope Academy will use their **intensive RTI program to ensure that it identifies low-income students as soon as possible** to allow for early intervention. Hope Academy has already begun working on forming relationships with community organizations, businesses, and programs that can assist in preparing students and by extension their families to break the poverty cycle through focusing on career or post-secondary readiness.

ELL Students
We anticipate that some of the students may have a native language other than English. Hope Academy works to provide support to ELL students and families. Within 30 days, Hope will administer the **WIDA ACCESS screening assessment to properly identify ELL Students** and the level of support they require. Hope is committed to seeking outside assistance to provide services for these students on a contractual basis. This outside consultant will help translate documents, enrollment materials, academic materials and also provide translation services to students and families, as needed. Teachers and Hope Academy support staff will be provided with **ongoing PD around ELL evidence-based practices** to be used within the instructional framework of each academic day.

Homeless Students
As a part of the enrollment packet, parents/guardians are asked to complete a form, identifying their student as one who could

qualify for services under the McKinney Vento Act. During the 2019-2020 school year, we served 6 out of 53 students who qualified for these services. 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 support for the entire consortium. In addition, Hope Academy will employ a part-time Social worker to provide onsite care for students identified as homeless. The Social Worker will not only work closely with the student during the school day, but ensure that **resources are provided to families for referrals with local agencies for appropriate services**, including but not limited to, **housing assistance and mental health care services**, if needed. Hope Academy will ensure to support our Homeless students and families beyond the four walls of the school building.

Neglected and Delinquent Students
The Hope Staff uses a **Positive Behavior Intervention Services (PBIS) to train staff and administration** each year on identifying and working with students who could be identified as neglected or delinquent. As part of the training, it is the expectation that staff make accurate and timely reports to Indiana's Child Protective Services. In addition, any teaching staff should notify administration and work to provide interventions and resources to properly support the student.

In addition, Hope Academy will partner with external agencies to ensure that proper services are in place for both **mental health and behavioral needs.** Hope Academy understands the importance of **encouraging and including** neglected and delinquent students to ensure they feel part of the Hope Academy community.

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. **Staff, parents and community members have been involved in the planning and design of Hope Academy from the very beginning.**

Parent and Families
As we invited parents to participate in our planning and design, we sought **input during student led conferences, staff and parent communications, parent surveys, the parent orientation program and parent support meetings**, as we discussed the current strengths and needs of the program, as well as the new location. The school administration communicated the charter approval, location details, staffing, and instructional design during family transition meetings and through all-school emails. To further engage families, Hope Academy worked with the Director of Development and a public relations firm to strategize how best to advertise our new school and location through radio, newspaper, direct mails, and social media.

Staff
Instructional leaders & staff provided input in design & development of Hope Academy's educational model and attended pre-service training and bi-weekly meetings where model, location and partnerships were outlined. As we evaluated the proposed new location, our staff were included as we walked through the building, assessing the classrooms, offices, and common areas to see if the space met our needs for students, families and staff. A majority of the Hope Staff were present at the meeting of the Indianapolis Mayor's Charter School Board to show their support of this new school, at which time Hope Academy was awarded a new charter.

Community
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. **The University of Indianapolis** has become a key partner regarding facilities, dual credit opportunities, internships and other cross curricular activities. 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 has received a new charter and has been labeled as a new school through the Indiana Department of Education. As stated in our new charter, we are moving our location to the southern part of the city of Indianapolis, allowing us to cultivate new community partnerships which will expand our reach for students struggling with substance use disorder. We are working closely with UIndy to create a strong presence at our southside location that will allow our students to have access to some of the University offerings, including creating a partnership for possible dual credit options for our students. Being in close proximity of the University will allow us to offer their college students the opportunity to complete internships within our school in the areas of education, social work, nursing, and others. This new location has allowed us to expand on a partnership with Indianapolis Public Schools. As Hope Academy moves toward becoming an Innovation School, we are currently working on a referral process for their Alternative to Expulsion program staff to utilize Hope Academy as an alternative placement for their students with substance abuse histories. This new location will allow an expansion in the relationships with Perry Township, Beech Grove, Center Grove, and Greenwood school districts. Hope Academy has had significant interest from the Columbus School District and Bartholomew County Probation to provide this niche education opportunity to their students in need. Judge Moores of the Marion County Juvenile courts spoke at our charter hearing in favor of utilizing Hope Academy in the new location as the current location had always been a barrier.

9. Provide an overview of the fiscal management plan.

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

Hope Academy risk management philosophy begins with its corporate structure. Board and staff will be subject to various policies designed to minimize risk, including: conflict of interest, financial internal controls, records retention, and a whistleblower policy. These policies outline specific processes and actions and will be reviewed and updated annually, as necessary.

Hope Academy staff, Board of Directors, including the Finance Committee, and Center for Innovative Education Solutions have formulated financial policies and procedures. The procedures and the specific roles in the financial management process are developed based on fiscal compliance requirements based on the organizations that provide direct oversight to Hope Academy including the State Board of Accounts, the Office of Education Innovation, and the Indiana Department of Education. All recommendations through the State Board of Accounts for controls and record keeping will be followed. All financial documentation will be kept in a secure location in the school office. Hope Academy partners with the Center for Innovative Education Solutions (CIES) for Financial Consulting to provide consultation on financial and operational systems and evaluate needs related to the business operation structure. Hope Academy has hired a Director of Operations to work onsite, handling the day-to-day activities, including purchasing, accounts payable, payroll preparation, and cash receipts. The Director of Operations will **maintain all records** in a locked filing cabinet located on-site at Hope Academy. Only the Executive Director and Director of Operations will have access to the filing cabinet under lock and key. In addition, Hope Academy will undergo an Annual Financial Audit with an Independent CPA Firm for accurateness and internal controls around the records maintained.

It is highly important to Hope Academy that financial responsibility and decisions be managed in a consistent manner that follows outlined procedures and documentation practices. The Executive Director will have authority designated by the board to manage its budgeted expenditures. Given board-determined thresholds, the signature of the Executive Director and Treasurer will be required for purchases and full board approval may be required for any purchases exceeding $10,000 as outlined by defined financial policies. At a minimum, at least three different people will be involved in each transaction from beginning to end. These practices ensure internal controls are in order.

Additionally, the Finance Committee, under consultation of CIES, will select finance software to track expenditures, receivables and purchase orders. The Executive Director, Director of Operations, and CIES will all have access to the same company file set-up in the software. The Executive Director and the Director of Operations will use the accounting software to generate checks, run financial reports and closely monitor cash flow. **The financial consultant will use it to ensure payroll is entered correctly, reconcile bank statements, and generate financial reports each month for the Finance Committee and Board of Directors to review and approve.** Hope Academy will follow all SBOA Guidelines as it pertains to proper financial tracking, expenditure approvals and internal controls training. Hope will ensure all staff are properly trained and certified in all SBOA Internal Control Standards.

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.

Hope Academy will manage this grant as stated in our finance and controls policies and in compliance with all federal and state grant management requirements. The initial budget process was led by the Executive Director, School Principal, CIES and the Finance Committee. All parties evaluated the needs for Hope Academy through a needs assessment based on our programming, enrollment plan, and upfront needs to launch a charter school. Input from the Finance Committee and the financial services consultant was also crucial in development of a final budget plan. The approved budget will be kept by the School Leader and entered into the accounting software and tracked under its own fund by the Financial Consultant. All items purchased with grant funds will be approved and processed by the Executive Director and Director of Operations through the Accounts Payable approval process. These items will be recorded and shared with the Board of Directors and financial consultant regularly for review. The Executive Director, in conjunction with the Director of Operations and CIES, will request reimbursement for expenses using the forms provided by the Indiana Department of Education and the CSP Quality Counts Team. Back-up documentation will be kept both by the school and in files held by CIES. Moving forward, ongoing evaluation and input of the plan will involve all school stakeholders. The Board will vote on the ongoing plan and budget. Budgetary items will be tracked and adjusted as needed as dictated by alignment and progress toward the defined school goals.

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 supported by the CSP grant.

Hope Academy will utilize State and federal funds to support school operations and student achievement beyond the scope of the grant funding. Hope Academy receives Alternative Education Funding, Basic Grant Funding and other various private grants. **Basic state funding will cover the core foundational educational costs, including any personnel salaries beyond the initial start up costs supported by the Quality Counts CSP Grant.**

In addition, Hope Academy will be responsible for properly understanding any potential Federal and/or State Grant Revenue streams allowable for Charter Schools. There are several variables which affect funding, including, but not limited to, free/ reduced population through the direct certification process, English Language Learner (ELL) Population, Special Education Student Count. Hope Academy will receive Basic State Tuition Support as the primary per student funding. This particular funding source is based on the ADM reported to the IDOE on the two count days through the STN App Center. This amount is received via ACH deposit from the State on the 15th of each month. Hope Academy will support the vast majority of staff and other related costs based on this figure that were included in the CSP Budget. In addition, Hope Academy will receive other Federal Grants which will also help supplement the Basic Tuition Support. Hope Academy will receive Title II, Alternative Education Funding and Special Education Part B Grants. The State Special Education Funding that will help support students with disabilities. This funding will help cover the cost of Special Education Contracted Services and primary Special Education Staff. Lastly, all general school operations, materials, administration and operational staffing will be funded through the Operations Fund.

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.

When the Hope Academy Board and Fairbanks board decided to dissolve the partnership, the Hope Academy board strategically

began to look at the placement of the new facility that would be more centrally located to families in or near the City of Indianapolis. We engaged our stakeholders to include referral sources, parents, students, and staff regarding the key factors in a new location. Being more easily accessible for all students was a key factor. Safety of the facility was also an important component for the new space.

IFF was brought in to consult and help negotiate space that will fulfill the needs of the school. We also brought in a brokerage firm to help negotiate the contract with the new lease holder. University of Indianapolis approached Hope Academy in January of a space that they lease to another charter school that will be available July 1, 2020. With the assistance of the brokerage firm a lease has been signed and executed between University of Indianapolis and Hope Academy. The space is located at 3919 Madison Ave. Indianapolis, IN 46227. This facility is within our budgeted costs and revenues generated by per-pupil enrollment.

The space currently houses a school, so it is ideal with respect to the structure and function needed with regards to classrooms, cafeteria, office space, secured entrance, nurses office and appropriate number of restrooms. This space also allows us to grow to our enrollment capacity. It is located in a space that allows Hope Academy to be seen as a high school. The location is on the red line which allows for additional transportation options. We have applied and are awaiting the final board decision to become an Indianapolis Public Schools Innovation school. We are waiting for a decision once the pandemic crisis is over.

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

Providing transportation for our students and their families is key to our enrollment. We conducted a survey of our 2019-2020 families regarding transportation needs and the new facilities. 100% of families replied that they would continue with Hope Academy in any location, as long as transportation is provided. We received a grant that has allowed us to purchase one mini-bus. This bus will pick students up from central locations around the east, south and west sides of Interstate 465. This will allow students from anywhere within an hour to use this route. We will continue with Miller Transportation Services as our transportation vendor. They will provide the North side route for our students who live in northern Marion County and our Hamilton County students. During the 2019-2020, 65% of our students used our transportation services. Not all of our students use the public transportation system for travel to and from school. These students are dropped off by their families or drive themselves to school each day. Lastly, Hope Academy contracts with Miller Transportation who provides transportation for aiding in the transportation to and from school, in addition to, student learning excursions.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion) -Any approved amendments to the charter application with the Authorizer - Signed charter contract between school and authorizer (if available)	Attached: ☒
B) Budget worksheet (Cohort 4 Budget Sheet)	Attached: ☒
C) 2018-2019 Expanded Annual Performance Report (if applicable) or most recent *Found at compass.doe.in.gov > Accountability > Annual Performance Report or available on IN View*	Attached: ☒ N/A: ☐
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 non-profit designation of 501c(3)	Attached: ☒
E) Enrollment or student admissions policy	Attached: ☒
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: ☐ N/A: ☒
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: ☒
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.	Attached: ☒

CSP APPENDIX A: CHARTER APPLICATION

Hope Academy
8102A Clearvista Parkway
Indianapolis, IN 46256

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

November 7, 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@fairbankscd.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	5	5	6	7	9	9	9
10	8	9	11	14	17	18	23
11	10	11	13	15	17	21	23
12	11	13	15	16	17	19	20
Total	34	38	45	52	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 1
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

Table of Contents

Cover Page

Information Sheet

I. Vision, Need, and Demand
- a. Mission 7
- b. Need 7
- c. Enrollment and Demand 10

II. Educational Services Provided
- a. Educational Model — Instruction and Implementation 15
- b. Educational Model — School Culture and Discipline 22
- c. Curriculum 33
- d. Methods of Pupil Assessment 42
- e. Special Student Populations — English Language Learners 45
- f. Special Student Populations—Special Education 46
- g. Special Student Populations — Above and Below Grade Level 46
- h. Goals 48
- i. Support for Learning 48

III. Organizational Viability and Effectiveness
- a. Governance Plan- Board of Directors 49
- b. Governance Plan- Governance Compliance 49
- c. Governance Plan- School Leadership 51
- d. Community Partnerships 56
- e. Financial Management 58
- f. Budget 59
- g. Facility 60
- h. Transportation 60
- i. Risk Management 60
- j. Timeline 61

Attachments

Appendix 1: Charter Application Information Sheet
Appendix 2: Technical Requirements Checklist
Appendix 3: Board Leadership and Resume Information
Appendix 4: Assurances
Appendix 5: Need Analysis Chart
Appendix 6: Community Partners
Appendix 7: School Specific Goals
Appendix 8: Tax Documents, Bylaws and Articles of Incorporation
Appendix 9: Insurance
Appendix 10: Ivy Tech Documents
Appendix 11: Board Conflict of Interest Memorandum
Appendix 12:Accreditation Standards for the Association of Recovery Schools
Appendix 13: Organizational Chart
Appendix 14: Start-Up Timeline
Appendix 15: Letters of Support
Appendix 16: Budget Document
Appendix 17: Obligation Chart

Appendix 18: Safety Policies
Appendix 19: Student Handbook
Appendix 20: References

I. Mission, Need, Demand

A. Mission and History

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. Hope Academy opened in 2006 as an independent recovery high school operated by Fairbanks under the charter authority of the Mayor of Indianapolis. 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. Over 150 students have graduated from Hope with a Core 40 diploma and have gone on to post-secondary education or joined the workforce. More than 700 students have been served by Hope Academy during these past 13 years and have experienced academic and recovery success. In December 2018, as Hope Academy prepared to enter the final year (2019-2020) under its current charter, the Fairbanks Board of Directors determined it would be unable to continue in partnership with Hope Academy beyond June of 2020 due to changes in the healthcare environment. The Hope Academy school board subsequently made the decision to apply for a new charter as an independent school with the same mission.

Hope Academy is currently located on the northeast side of Indianapolis on the Fairbanks campus. Primary leadership at Hope includes Principal Linda Gagyi, Executive Director Rachelle Gardner, and Director of Support Services Debra Leser. 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.

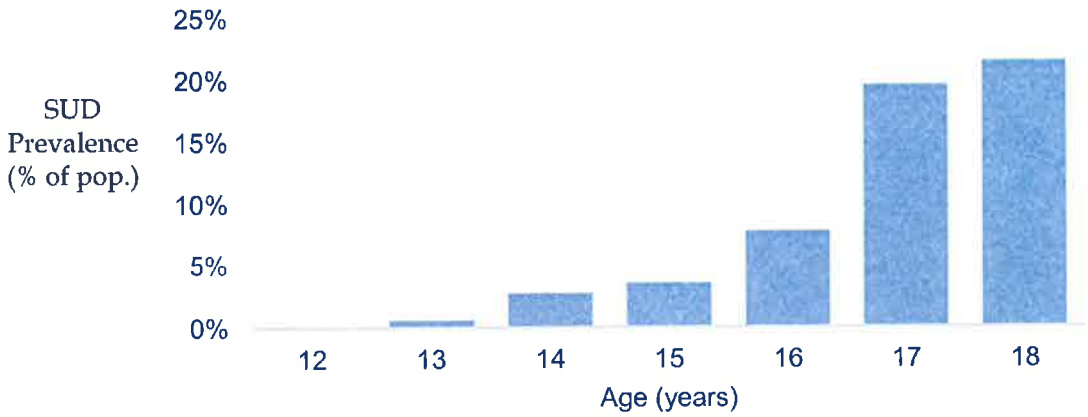
Hope Academy offers students a 'Core 40' Indiana High School diploma track and the average graduation rate for the last four years is 63%. In the last four years our average enrollment at Hope is 37 students, with 55% in grades 11 and 12 and the remaining 45% evenly split between grades 9and 10. In the last four years, Hope Academy's student population eligible for free and reduced lunch has been 25%. The Special Education Population has been 19% in the last four years. Students identifying as non-white have been 22% of Hope Academy's total student population the last four years. Hope Academy has served 39 school districts in the last four years.

B. Need for A 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 (NSDUH, 2014 & NSDUH, 2015) In 2010, an estimated 4% of all young people in Indiana were in need of treatment for substance use (NSDUH, 2012). For young people in recovery the school environment is often the single greatest hazard to their success in maintaining sobriety (Botxet, et al., 2014), 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 (Winters, et al., 2000 & Fairbanks, 2016).

Hope Academy, located in Indianapolis, Indiana, is one of approximately 43 Recovery High Schools in the U.S., and one of eight total schools accredited by the Association of Recovery High Schools (ARS, 2019). 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 (ARS, 2015). 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 (Gibson, 1997).

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) (NSDUH, 2015). SUD prevalence rises sharply after age 12 and peaks between ages 18 and 23 (see figure below) (Young et al., 2002 & NSDUH, 2016). 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 (French et al., 2008 & Sacks, et al., 2015). 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 (Johnston et al., 2009). In 2013, there were an approximate 120,000 young people in the U.S. aged 12 to 17 in recovery treatment programs for SUDs (CBHSQ Report, 2017), 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 (CBHSQ Report, 2017).

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 (Chambers et al., 2003), 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 (Chambers et al., 2003). 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 (Breda et al., 2004). Lastly, young people are prone to taking risks and rebelling against authority, which makes them especially susceptible to the negative effects of substance use (Jainchill, 2012).

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 (Dennis et al., 2002 & Cohen et al., 2007). 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 (Newcomb &

Bentler, 1988 & Menasco, 2014). However, young people who are identified and treated for SUDs early are capable of progressing into adulthood with minimal disruptions (CHIA, 2015). Therefore, given the numerous negative effects, it is 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 (Kann, et al., 2000) and nearly all young people in recovery who return to their original high school post-treatment report being offered drugs on their first day back (Vaillant, 1988). 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 (Resnick et al., 1997 & Hawkins, et al., 1992); while associated risk factors include a lack of academic success, availability of drugs, and interacting with substance-using individuals (Svensson, 2000 & Gonzales, 2012) - 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) (White & Finch, 2006 & ARS, 2016). 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 (ARS, 2015). 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 (Karakos, et al., 2014), 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 boasted nearly 40 total schools (**Figure III**), with five of these schools having successfully received accreditation from the Association of Recovery

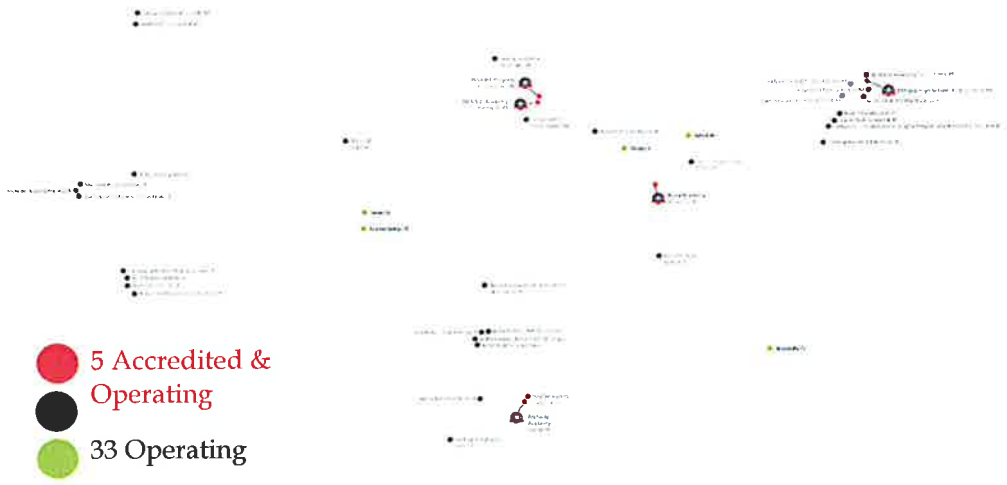


Figure III: Recovery Schools Currently Operating or Planned in the U.S.

School. Hope Academy received its initial accreditation in 2013. As of the start of the 2019 school year, there are 8 ARS accredited schools and 43 schools nationally.

C. Demand

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

- 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 billion. 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 are prepared to be productive members of society later in life.

Hope Academy is a unique and innovative educational model designed specifically to address these issues. The school provides a publicly accessible educational option for the Indianapolis metropolitan area that is desperately needed by a segment of the population. Like many other specific and focused educational models, Hope Academy'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, and the small school environment plays a key role in ensuring student success. 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 Academy works with the applicable home school to ensure the student will have a successful and sober transition back to his/her 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 (McLellan, 2000) and four types of social support have been identified in the literature (Cobb, 1976 & Salzer, 2002): emotional, informational, instrumental, and affiliation support. 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.

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

An underlying theoretical framework in support of RHSs is the *Alternative Peer Group* (APG) model (Nash & Collier, 2016). The APG model is a "comprehensive adolescent recovery support model that integrates recovering peers and prosocial activities into evidence-based clinical practice" (p.110) (Nash & Collier, 2016). 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.

Hope Academy created an Alternative Peer Group program in July of 2019 as an evidence-based afterschool program (APG) that keeps students connected during the times they are most at risk (after school hours, during school-year breaks, and during the summer months). Funding from the Indiana Department of Mental Health and Addiction supports this program and the APG could provide a stream of students for enrollment as well as fill a gap for at-risk students who may not yet be in need of a school like Hope Academy but who would benefit from a safe and sober afterschool environment.

Hope Academy's north side location, nestled on the Fairbanks Recovery campus, has typically served 50-70 students during the course of each school year. Enrollment and demand from other parts of the city has been a driving factor in moving the school from this campus. Hope Academy's leadership believes that a more centrally located campus will enable students from all township schools and the Indianapolis Public Schools more authentic access to the programs and services provided by its 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 is more necessary than ever.

Student Recruitment and Enrollment

Based on national and state data, Hope Academy recognizes the need to increase its enrollment to serve more students impacted by substance use disorder. To address enrollment and other identified facets of school operations, the Hope Academy Board of Directors created several committees at the start of the 2018-2019 school year. One of the Marketing Committee's tasks was to administer an assessment of the school's marketing plan. Nick LeRoy, of Bright Minds Marketing, was hired to conduct a gap analysis for Hope Academy. One recommendation resulting from the analysis was for Hope Academy to create a marketing strategy with greater focus on key referral categories. Through

this analysis, the school narrowed its approach and began focusing its marketing efforts on five categories of possible referral sources: website/parents, all addiction and mental health treatment providers, current students, Fairbanks referrals, probation, and the Department of Child Services.

Below is a grid highlighting the trends in each category identified in the gap analysis.

Referrals based on Referral Categories

	2016-2017	2017-2018	2018-2019
Fairbanks	23	13	6
Schools	16	9	10
Tx Providers	5	8	16
Website/Parents	11	7	9
Returning Students	4	16	22
Probation/DCS	2	4	5
Totals	61	57	68

School leadership examined its methods of identifying the actual referral sources and then created methods of communicating with these referral sources. Communication is a key component to our connection with our referral sources as our student population is very fluid due to their issues surrounding their substance use disorder. The referral sources now receive school newsletters that provide school updates and also include interesting articles on related topics. A mechanism is now in place that provides each referral source with an update on the student they have referred to Hope Academy. The school database now includes over 500 referral source contacts.

School Referrals

Hope Academy leadership reviewed suspensions and expulsions data from the Indiana Department of Education and developed a pathway to provide all township schools with the ability to identify students in need of an alternative school placement. Utilizing the history of Hope Academy's success and its staff expertise, school leaders communicated with key personnel in IPS, Perry Township, Warren Township, Pike Township, Wayne Township, Franklin Township, Lawrence Township, Zionsville Schools, Hamilton Southeastern Schools, Noblesville Schools, and the Archdiocese of Indianapolis and discussed how to identify and refer a student that could benefit from our innovative model.

The grid below shows the current rate of suspensions and expulsions from area school districts, demonstrating the need to work together in developing a pathway that will help students identified with a substance use disorder. Meetings are ongoing with Superintendents, Guidance Counselors, Directors of Student Services, Deans, and other key administrators in these school districts to further outline the need for a recovery school for a segment of each district's student population. The appendix includes letters of support identifying Hope Academy as an alternative for students in need of academic and substance use disorder support from the following: Purdue Poly Tech, Herron High School, Riverside High School, Hamilton Southeastern Schools, Noblesville Schools, Christel House Academy and the Hamilton-Boone- Madison Special Services Cooperative.

Hope Academy recently entered into a partnership with a school consortium to address the needs of homeless students under the McKinney-Vento Act. Partners in this consortium include IPS, Decatur Township, Warren Township, and Matchbox LEA's. Our role is to provide support in addressing the academic and recovery needs of this student population affected by substance use disorder.

Consortium discussions have also identified another way that Hope Academy can use its expertise to assist school districts in dealing with their students who are struggling with substance abuse disorder by providing professional development for district staff.

Building awareness, decreasing stigma, and creating pathways for referral sources to utilize Hope Academy for their students struggling with substance use disorder was the marketing focus of the 2018-2019 school year. With this concentrated effort, Hope Academy's enrollment doubled in size from the previous school year – realizing a gain of 42 students from the beginning of the school year to the end of the school year. Overall, total enrollment increased 18% from the 2017-2018 school year.

HIGH SCHOOLS IN INDIANAPOLIS HAVE A LARGE NUMBER OF DRUG AND ALCOHOL RELATED DISCIPLINE ISSUES

3 year totals		Drugs		Alcohol		
School	District	Suspension	Expulsion	Suspension	Expulsion	Total
▶ Ben Davis High School	Wayne	129	0	0	0	129
▶ Warren Central High School	Warren	119	2	0	0	121
▶ North Central High School	Washington	78	20	1	3	102
▶ Arsenal Technical High School	IPS	78	1	1	0	80
▶ Perry Meridian High School	Perry	64	0	10	2	76
▶ Pike High School	Pike	60	14	1	0	75
▶ Franklin Central High School	Franklin	43	26	4	1	74
▶ Lawrence Central High School	Lawrence	74	0	0	0	74
▶ Hamilton Southeastern HS	HSE	45	19	5	0	69
▶ Anderson High School	Anderson	68	0	0	0	68
▶ Fishers High School	HSE	30	20	12	1	63
▶ Southport High School	Perry	61	0	2	0	63
▶ Lawrence North High School	Lawrence	44	1	13	0	58

Hope Academy leadership is confident that by relocating to a more central location and continuing to cultivate robust relationships with all area high schools, the school will continue to experience increased enrollment. Support for a more central school location is provided in the grid that highlights the student population of Hope Academy in recent years and identifies the county of residence of the students.

Hope Academy has been a member of Enroll Indy since 2016. To date, Hope has not received any students or applications from the Enroll Indy system. Given our priority goal of serving more students of color and students navigating poverty, the new Hope Academy charter seeks to engage with students and families in IPS. The Suspension and Expulsion rate of the urban school district is typically one of the highest in the state for drug and alcohol related discipline issues each year. School leaders believe that relocating Hope Academy within the IPS boundaries will open up additional opportunities to serve a number of students who have previously had limited or no access to Hope Academy due to a variety of barriers including transportation and little, if any, knowledge of the school's existence. Consequently, Hope has provided a letter of support from IPS documenting our progress submitting a full application to join the IPS Innovation Network.

	County - Number of students				
	15-16	**16-17**	**17-18**	**18-19**	**19-20**
Marion	23	21	22	34	15
Hamilton	18	26	15	20	7
Hancock	5	4	2	2	1
Johnson	3	3	2	6	
Madison	1	2	1	2	2
Hendricks	3	2	5	3	4
Tippecanoe	1		1	1	
Morgan	2	1			1
Putnam	1				
Shelby	4	1	2		
Out of State		1	7		
Total Students Served	**61**	**61**	**57**	**68**	**30**

Retaining Current Students

Recognizing that retaining the current student population was key to higher enrollment, Hope's administrative staff worked with the Hope Board of Directors Academic and Recovery Committee to create a more intentional process for discussing with each student a school year transition plan. Beginning in the spring of 2018, a transition meeting was held with every student and included the administrative staff and recovery staff in a discussion about summer programming and the student's plan for the next school year. The same process was utilized in the spring of 2019, resulting in doubling our retention rate of students compared to school years prior to implementation.

Topics discussed during transition meetings in Spring 2019 with Hope Academy students and parents/guardians included the new charter opportunity and relocation of the school. Prior to beginning the search for a new location, Hope leadership interviewed existing families about future locations for the school. Families shared that as long as transportation continues to be offered; moving to a more centralized location would be welcomed. One parent shared, "*My child would be dead without this this school.*" One mother who lives on the west side shared, "*A more central location would be so much easier. Especially for families coming across town. Families on the Southside need access to this school. There's just so much need.*" During the August 2019 parent meeting, families were again interviewed about relocating the school, with similar sentiments offered: "*My daughter is learning so much in this school. She's finally learning again. We want her to be closer.*" As a final measure, we recently asked our current families to complete a survey regarding the relocation of the school. 100% of families surveyed said they would continue to send their student to Hope Academy if located in the central Indianapolis metropolitan area. 67% of families surveyed said they would still need transportation for their student. When asked about the importance of public transportation related to the new location, 78% of families surveyed said they would consider this an option for transportation for their student.

Additional Enrollment Strategies

Fundamental to enrollment is retaining our possible returning student population. Hope Academy's previously described afterschool program (APG) keeps students connected during the times they are most at risk that include after school hours, during school-year breaks, and during the summer months. Enrollment at the beginning of SY19-20 included 20 returning students, a strong indicator that this

program corresponds with student retention. Participation in this program is not limited to Hope Academy students and therefore, an opportunity exists for youth who take part in the APG to transition to enrollment at Hope Academy.

Hope Academy's marketing and promotional materials focus on enrollment, articles of expertise, and other positive messages related to the school including programming, volunteer, and fund-raising opportunities. School staff will continue to present enrollment and other pertinent school information at fairs, conferences, and other events. Hope Academy has its own website that is utilized to communicate with parents, students, and other possible referral sources for the school. The website is regularly updated with information on enrollment, events, articles, and includes videos that highlight parents and other referral sources speaking about the positive impact Hope Academy provides for our community.

Finally, in the last year we began using various social media platforms to communicate with parents and referral sources and we plan to continue utilizing these formats as the transition to the new Hope Academy takes place. Additionally, ongoing efforts of staff and the Marketing Committee include more intentional awareness building and marketing to communities that have historically been underserved. These efforts will provide connections with key individuals, organizations and institutions that have deep experience, knowledge and trust with communities of color and other underrepresented groups. To date, this outreach has included entities such as the Center on Interfaith Cooperation, local churches with existing Substance Abuse Ministries (SAMs), the Indianapolis Urban League, Dream Alive, the Center for Leadership Development, Creators Camp, the Latino Institute, and Crossroads Education.

II. EDUCATIONAL SERVICES PROVIDED

A. Educational Model – Instruction and Implementation

Educational Model and Instructional Methods

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. Per Indiana Alternative Education guidelines, Hope academy must have 15 or fewer students per class to maintain their focus on individualized instruction. 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. **The 10 guiding principles have been developed and tested at Hope academy.** This work is unique to Hope and is cited as a national best by the ARS. Based on the ARS recognition, eight other schools nationally have chosen to implement Hope's principals. Additionally, ARS used Hope's principles to

inform their current national accreditation process. Hope's 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 using 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. Participation in a recovery education curriculum will be required expectations of all students. Students will be required to join the outside recovery community, participating in community recovery meetings and partnering with a recovery sponsor. Hope Academy 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 vocation opportunities. Hope Academy 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, the school's goal is to help each student achieve, at a 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, the staff 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 Hope Academy. 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. **The STARR program is another innovative practice that has been developed and tested at Hope Academy.** The STARR program is a unique and evidence based approach for transitioning students from their previous educational context into the Hope model. This transitional program is critical to ensuring that students fully utilize the fluidity and flexibility of the Hope educational experience. Supporting transitional times with a therapeutic and educational focus has been shown to be an innovative component of the Hope model that is worthy of replication by other alternative educational programs with goals of successfully transitioning students from one educational context to another. A full description of the STARR program can be found in the Special Education section of this charter.

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 with 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, Hope Academy's Director of Support Services 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, will help assess and meet student physical and mental health needs, and will assist with any medical emergencies.

School Calendar

Students will attend school 184 days – 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 (Proposed)

First Semester

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
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 before 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 the 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 each Monday and Friday, 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 such as 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 class, each Tuesday, Wednesday, and Thursday, 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 as fine arts, physical education, health, and other subjects as student demand and school budget allow. 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). Each Monday, Wednesday, and Friday, the SRT will be used for life skill education (such as budgeting, career exploration, college exploration etc.). Each Tuesday and Thursday, SRT will be used for student groups and activities – similar to student club experiences. SRT periods will also be used for standardized test remediation and school-wide speakers and events.

Despite the fairly normal daily schedule that Hope Academy will offer, there will be school days when the schedule will be modified for recovery speakers, career exploration panels, college admissions counselor visits, etc. Flexibility will be a key quality required of staff in working to balance our respect for academic time with the unique opportunities Hope Academy can offer to educate its students beyond the core curriculum.

Extra-Curricular Activities

As for extra-curricular activities, our school will require students to be active in 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 Hope Academy one afternoon per week after school. Students will need to attend the second meeting at a location other than our school, which will help them engage in the central Indiana recovery community.

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

In addition to these regular weekly options, Hope Academy will also provide special opportunities for students to serve their community and have fun together. A SProm (sober prom) will be held in the spring and all students will be able to 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**	
1st Period	9:00-9:30	Circle and Basic Skills
2nd Period	9:34-10:14	Academic Course
3rd Period	10:18-10:58	Academic Course
4th Period	11:02-11:42	Academic Course
SRT	11:46-12:26	SRT
Lunch	12:30-1:05	Lunch
5th Period	1:12-1:42	Academic Course
6th Period	1:46-2:36	Academic Course
7th Period	2:40-3:20	Academic Course

Sample Day in the Life of a Current 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 had been 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 the Hope Academy 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 and is seated by 9:00AM. Today is Tuesday and 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 their previous evening. 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 with a similar recovery experience (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 Science credit she missed during her sophomore year of high school. Katie only earned two credits during her sophomore spring semester because her drug use led her to skip classes, and she lacked 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.

Following lunch, Katie has three more classes. For 5th period, Katie goes to teacher-taught Art. Katie never really liked art before, but she appreciates that the art teacher encourages her 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 is studying Algebra 2, which is a teacher-taught class. Even though she was a good math student in junior high, Katie 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's office to address a cold she has been fighting. She also sees the nurse another time during the day when Katie is given a drug screen, one of two random monthly drug screens that all Hope Academy students must take. Katie also wanted 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 task makes her feel the best she has felt all day.

After school is over, Katie does not go straight home, but chooses to stay after school for Guiding Pathways to Success (GPS). GPS is a program affiliated with Hope Academy that provides 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 7:30PM. Katie's mom supports her decision to stay for GPS and she sacrifices her time to drive 30 minutes out of the way to pick up Katie at 7:30pm rather than have her come straight home on the school bus.

Katie gets home around 8:00PM, 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 do not assign homework, and when they do, it is not a significant amount of work.

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 will trust the school's staff enough to be honest about their use and addiction issues. Ideally, we want our students and staff to have genuine, caring relationships with each other. While the goal is for all students to maintain their sobriety, we strive to have a culture where all students' are embraced when they have a positive drug screen as long as those students desire to be in recovery.

It is important that our students care about each other's recovery. Students shouldn't tell stories of their use, especially in a glorifying way. Students should not be afraid to confront other students who jeopardize the community with their continued use. Our students should not be afraid to speak to an adult when they are aware that other students might be harming themselves or are bringing substances to school.

The school culture at Hope Academy will exhibit recovery values in addition to 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.

School leaders do understand that students will come to Hope Academy from a variety of recovery backgrounds – from the student who has been in residential treatment to the student who has had no treatment at all and was just recently expelled from school. Utilizing Basic Skills and the STARR program, Hope Academy staff 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. A teacher's day will include 2 hours and 20 minutes of planning and meeting time and 5 hours and 40 minutes of instruction and supervision time (including lunch period). 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 instructs the STARR students for 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 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. There is also an expectation that teachers will use some of their 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 four 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.

Each Monday and Friday 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, one 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. It is unusual for Hope Academy to have very many freshmen, so typically this class is the 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 jeopardizes their ability to graduate high school on time, or 2) students who are truly freshmen, whose drug use started at a fairly young age and who now 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 emotional state. Either the Recovery Coach or Director of Support Services 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. Lunch period follows SRT and Mr. Smith and the other staff members supervise students in the 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. He monitors the restrooms during the pass time between 6th and 7th periods. 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 Hope Academy students is one that is safe and 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 and parents at the time of enrollment. These policies and procedures have been developed around the Recovery Values and will be a significant component of 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

A number of challenges when addressing cultural competency among all of the stakeholders at Hope Academy exist. These challenges are based in the knowledge that various cultures and ethnic groups have various perceptions and experiences with substance use and treatment. Currently, students of color are 20% less likely to receive treatment for substance usage. Per SAMHSA's longitudinal NSDUH report, students navigating poverty are less likely to have access to high quality health care, substance use therapies, behavioral health, and mental health treatment. Additionally, these challenges could be

exacerbated by the varied cultural demographics our students will represent and the general lack of education in addiction and recovery they will have when they come to our Hope Academy.

Given these national realities, Hope is deliberately and intentionally choosing to address the gap in treatment services for students of color and students navigating poverty. Hope believes moving to a more central location and partnering with IPS as an innovation school, will provide Hope the opportunity to share its innovative and effective recovery model with more Indianapolis teens. In order to address this shift in service provision, Hope intends to provide comprehensive professional development experiences for the staff.

Professional development will be key for the teachers, staff, and administration of Hope Academy in establishing cultural competency. *First* and foremost, school leaders 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*, recognizing that past and current trauma often go hand-in-hand with adolescent addiction, trauma issues will be addressed through professional development. *Third*, Hope Academy leaders recognize that the student population could include virtually every possible demographic variability – racial, geographic, socio-economic, gender, sexual orientation, religion, and ethnicity, to name a few. We know that we will likely will be educating a melting pot of students from across central Indiana – rural students, suburban students, township students, and inner-city students. Hope Academy leadership plans to address these issues through professional development, focusing especially on poverty, gender/sexual orientation, and race.

Given Hope's focus on enhancing equitable access for students of color and students navigating poverty, we have chosen to seek out a partnership with the Simon Youth Foundation. The Simon Youth foundation focuses on supporting students who are at risk of dropping out of high school due to challenging personal circumstances. Simon gives specific attention to first generation college students and students who have demonstrated financial need. Hope Academy has submitted an application to become a Simon Youth Academy. One of the potential benefits of this partnership is their ability to provide a vast array of professional development for school staff. Additional opportunities for professional development will include our partnership with IPS and partnering with other community resources such as Peace Learning Center, the University of Indianapolis, the Indiana Minority Health Coalition, and the Center for Leadership Development could provide ongoing staff trainings regarding school culture, equity, restorative practices, team building, etc.

Hope Academy recognizes that there are multiple layers of culturally responsive practices and understandings. It is crucial that all members of the Hope community have robust and comprehensive cultural competency opportunities. ***Students, staff, and board members will be actively engaged in activities within and across differences***. Ensuring that students, staff, and board members know how to interact and engage with others is not only important for Hope Academy, but also for the larger recovery school community. As recovery schools across the country strive to get more students of color recovery support, Hope is purposefully and deliberately growing this aspect of their own practice.

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, funding will be available for our teachers to participate in outside professional development in culturally responsive practice.

Hope Academy school leaders realize that establishing cultural competency in the parent community will require purposeful outreach as many parents do not understand their student's addiction and have unrealistic expectations affecting how they deal with it as a family. We will provide our students and families with resources – family support group information and family addiction and recovery education information. The school 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, student led conferences will be set up each semester with the student, his or her parents/guardians, and a teacher.

Establishing cultural competency in our community 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 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 students may pick 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. Students 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 is located in the appendix 17.

C. Educational Model – Curriculum

Curriculum Overview

Hope Academy's curriculum is unique in that it is a combination of academic Core 40 classes based on 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. New students are accepted throughout the school year with an average of 1-2 new students per week. Throughout the school year, we serve students from an average of 34 different schools and districts in and around Marion County. Furthermore, a 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 Hope Academy's Core 40 courses align well with Indiana standards and follow traditional year-long outlines that are most likely to align with other area schools. **Frequently, as new students enroll throughout the year, they are integrated into the classroom curriculum as seamlessly as possible.**

Hope Academy's curriculum will be based on the collective experience our school has gained over the last several years and will include 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, all staff will engage in planning to map out cross-curricular opportunities for current and upcoming school years.

Our team of teachers, with administrative support, work together to build our curriculum. Teachers begin by identifying standards that will be covered in each six-week grade period and clustering for each semester. From this, curriculum maps are created to ensure that all standards are being covered. These core concept maps are shared and cross curricular opportunities are identified and built on for the semester. Staff meets weekly to share progress and discuss additional connections. Individual teachers-post their content standards, marking them off with the dates that they were taught.

Beyond the formal discussion and development of curriculum as a team, educators at Hope regularly engage in informal curriculum discussions to adapt lessons and teaching strategies as needed to meet students' educational needs on a daily basis. Hope intentionally avoids the use of a purchased curriculum because of the need for flexibility and individualization due to the transient nature of our population and students' academic gaps created by sustained substance abuse. Teachers at Hope are adept at assessing and identifying academic gaps, and addressing those gaps through integrating prerequisite knowledge into daily lessons. Lesson plans are reviewed routinely by the Principal to ensure that all standards are being taught as outlined by the curriculum maps.

Teachers are expected to submit professional development plans each October. These plans are aligned to the school curriculum maps. The Principal will approve and review these plans with individual teachers as a part of their evaluation meetings.

Factors We Will Prioritize in Our Curriculum Creation

Factor I: Equivalent Validity with Continuous Progression
Substance abusing students have a history of not being connected 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. School leaders 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 Factor #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 experiences 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 implements lessons built on research 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. 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 a 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 2, other quantitative reasoning	Algebra 1 Geometry Algebra 2 Pre-Calculus Trigonometry	Probability and Statistics
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:

1. Diploma: We will strive for every student to attain at minimum a Core 40 diploma. We understand, however, that 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 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:

1. Extended sobriety
2. Working with a sponsor
3. 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 recovery 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.

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 Demos 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

<u>Differentiation:</u>
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.

Hope Academy

Curriculum Map

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 expresions *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) *Mutliplying 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 Anaysis 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.

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

<u>Differentiation:</u>
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.

Hope Academy | Curriculum Map

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 theorm, 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

At Hope, students are assessed throughout the curriculum with both formative and summative assessments. Teachers assess students regularly via weekly quizzes and quick checks using visual cues and IPads. Students are provided guided notes and frequent progress checks in the classroom. The summative assessments are a combination of teacher created tests and test pulled from online resources and are tied directly to Indiana State Standards and school curriculum maps. Projects are often assessed using rubrics. Students who are using Plato, are assessed with the Plato curriculum materials, and are supervised during testing by a teacher. Students on Plato may retake tests as needed until they achieve mastery.

An additional way Hope evaluates academic progress and achievement is to look at credit completion data. Hope has maintained credit completion rates above 90% of attempted credits. The percentages for each year are:

- 15-16 – 94% Completion
- 16-17 – 92% Completion
- 17-18 – 92% Completion
- 18-19 – 93% Completion

All students participate in NWEA testing three times during the school year. Student take the Math, Language and Reading tests to assess their academic progress on a regular basis. Data from the NWEA is used to determine student's current status as well as their progress on subsequent tests. Professional development on NWEA and review of student scores will be provided to teachers during early release days. This data will be used to understand and adjust lessons based on individual student needs throughout the school year. Specific interventions will be assigned based on the data, to support students who are below grade level or when gaps are identified.

Hope participates in all provided state testing measures including ISTEP+, ILearn, PSAT, and ASVAB. The data provided from these tests are shared with staff, students and parents to assist everyone in understanding the student's strengths and weaknesses. Based on the data students may be

assigned mediation for educational gaps or other supports to improve student learning and performance. ASVAB will be provided twice per year for students who opt-in to Graduation Pathways and for all students graduating in 2023 and beyond.

The school will maintain an Individual Student Data sheet for each student containing an at-a-glance look at student data across all testing measures. This will include student grades and test scores. Student data will be discussed every 6 weeks in the staff meeting dedicated to student curriculum and data.

Hope looks at student data not only for disaggregated subgroups but works diligently to review every student as an individual. A weekly recovery team meeting with the Director of Student Services, Principal, guidance counselor, principal, Executive DIrector, Recovery Coach, GPS coordinator, and nurse to review data on every student and discuss progress, concerns and possible interventions that may be needed to support student success. The data discussed includes both recovery and academic data. Each week a summary of the information from this meeting is shared with the entire team along with any planned interventions or suggestions on what supports the student might need.

All student academic and testing data is stored in our student management system, PowerSchool. Data is shared via reports to the OEI and Indiana DOE. Additional data can be provided upon request. Hope is currently updating its data dashboard to include additional data to allow for a more focused look at academic and recovery progress. This dashboard will be shared with the staff every 6 weeks, at all meetings of the Academic and Recovery committee and with the full board at the end of each academic semester. OEI will receive this information at school board meetings or at any time by request.

Data Collection and Analysis Plan

Assessment	Date	Staff UpDate	Academic Committee	School Board/ OEI
NWEA Fall	September	September-19	September	October
Dashboard	September-19	September-19	September	October
Student Data Sheet	September-19	September-19		
ASVAB	October-19	October-19	November	December
Dashboard	October-19	October-19	November	December
Student Data Sheet	October-19	October-19		
PSAT	October-19	December-19	January	February
ISTEP+ Retest	November	December-19	January	February
ILearn - Biology	December	February-19	March	April
Dashboard	December-19	December-19	January	February
Student Data Sheet	December-19	December-19		

NWEA - Winter	January	February-19	March	April
Dashboard	February-19	February-19	March	April
Student Data Sheet	February-19	February-19		
ASVAB	March	March-19	May	June
Dashboard	March-19	April-19	May	June
Student Data Sheet	March-19	April-19		
NWEA - Spring	April	May-19		
ISTEP+ Retest	April	May-19	May	June
Dashboard	May-19	May-19		June
Student Data Sheet	May-19	May-19		

*** All dates subject to change pending board approval of master school calendar**

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. The data collected that 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 use 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 use disorder. Results confirm the impact of substance use disorder on academic growth, with T1–T2 pairings in which substance use disorder increased resulting in a decrease in academic growth, and T1–T2 pairings in which substance use disorder decreased resulting in an increase in academic growth. The impact of no change in substance use 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 impacts 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.

HOPE ACADEMY

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 ***Measure of Academic Progress (MAP)***—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 ***End of Course Assessments***. 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 ***Global Appraisal of Individual Needs—Short Screener***.	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

Currently, only 9% of Latino teens struggling with substance usage receive treatment. Several reasons for this low standard of care are based on access to healthcare and insurance, as well as social stigmas. Currently, Hope does not have students qualifying or in need of language assistance. We anticipate that our future students may have a native language other than English. If, during the initial staff and parent/student informational meeting it is determined by school leadership that a student has a language barrier; 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. Specifically, Hope will work with the IDOE to implement WIDA onsite and ensure that staff are trained to ensure implementation with fidelity.

.

F. Special Student Populations—Special Education
It is our commitment to *all* students who attend Hope and their parents 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 Education Improvement Act (IDEIA 14) and Article 7 (511 IAC 7-17 through 7-31).

Because of the customized learning mechanisms already established at Hope Academy, such as the Gradutaion Plan and Graduation Contract, ***all*** students will be monitored and their progress checked on a daily basis. However, for students who have been identified with special needs, Hope will have an Individual Education 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 Hope Academy 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 members will continue to serve as the Teacher of Record and will oversee the students who need special services and ensure those services are provided for each student in an effective and efficient manner.

Until students are enrolled and Individual Education Plans (IEP) are collected, we will not be certain how many of the students will require special services. Once individual student enrollment is complete, we will have a better understanding of what services the student with special needs will require, and a full strategy will be developed. Currently, special education students enrolled at Hope Academy are performing well and passing with no waivers.

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 an existing IEP if applicable
- If the student is a drop out, he/she will be reassessed and his/her IEP will be updated
- If, during the first month of school, a student without an IEP exhibits 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 charter, all students who attend Hope will have a Graduation Plan. For our gifted and talented students who desire a high academic curriculum, their plan will reflect opportunities 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 or wish to challenge themselves, enrichment opportunities will be provided within the classroom. Teachers will prepare lessons and

projects to include higher order questions in alignment with Bloom's taxonomy to challenge students at all levels. Students who are preforming above grade level will also be provided AP and dual-credit opportunities. Student will have access to more than ten AP classes on the Plato system. Currently, our Social Studies and Art teachers are accredited to teach dual credit courses through Ivy Tech. This has been challenging to implement at Hope because students must start and end the entire school year to complete these courses. As Hope moves to a more central location, students will have better access to attend classes on the campuses of Ivy Tech, IUPUI and UIndy via public transportation. For students at Hope Academy, a part of the graduation expectations is the completion of a Capstone Project in their senior year. This is an opportunity for students to set their own learning goals and push themselves to move beyond the wall of the school to the greater recovery community. This experience can be used for high achieving students to challenge themselves to learn at their highest potential.

While some students at Hope are high performers, we also have those students whose educational path has been filled with roadblocks that may have put them behind their peers and created a situation where they are performing below grade level. As previously stated, students new to Hope are assigned to the STARR room for up to three weeks. This gives the staff time to assess the student's academic progress and understanding of the recovery process. For students who are identified as preforming below grade-level, a menu of interventions is available. These interventions may be assigned, suggested or selected as needed by staff, students and parents. Assigned interventions may include:

- Math and Language Arts tutoring during student resource time.
- Credit Recovery or Plato
- Re-teaching and re-testing in the classroom

Resources that are available for all students, include:

- Summer School
- Tutoring after school with GPS
- Guided note taking
- Teacher support in Plato
- Small classrooms
- Feedback every three weeks (Progress Report or Report Card)
- Teacher tutoring for 1 hour, 3 days a week.
- Support and tutoring for ISTEP+ and ASVAB testing

For students who enter Hope with little or no experience with recovery, the STARR program is available to assist students in making the transition. Additionally, the students who are struggling with their recovery may spend time with recovery coaches during the student resource time or be reassigned to STARR for additional support.

The **STARR** (**S**upportive, **T**herapeutic, **A**ction-focused **R**ecovery **R**oom) Program at Hope Academy provides more individualized education and an increased focus on recovery. It will be the foundation for the program. Hope Academy believes it is imperative students be provided with the opportunity and the support to be successful. Components of the program include: therapeutic recovery groups, additional art opportunities, individualized educational instruction, recovery coaching, and increased accountability. Students will be placed in the program via team recommendation and will be required to complete the program to return to the general school community.

H. Goals

Hope Academy has established the following goals for its new charter:

1. Academic Foundation: Hope provides a therapeutic educational experience grounded in strong transitional experiences. 75% of students will receive a C or better the four year required Basic Skills course.

2. Academic Completion: Hope provides students with a strong educational experience that prepares them for achieving their life long goals. 85% or more of Hope students will meet or exceed state graduation requirements.

3. Ensuring Culturally Responsive Practice: Hope Academy will seek to ensure students across Central Indiana have culturally responsive supports and services. 100% of staff and board members will participate in culturally responsive professional development and its implementation in classroom practice, school policies, and procedures.

4. Transition Planning: A key component to Hope's mission and vision is directly tied to student sobriety and the journey to healthy adulthood. 100% of Hope graduates will complete all components of the senior capstone project.

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

I. Support for Learning

Throughout the school year, there will be 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 parents/guardians, 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 son or daughter and a core teacher. During this meeting, students discuss their academic and recovery progress with their parents/guardians. In addition to the conference, parents receive academic and recovery progress communication in the form of a progress report or report card every three weeks.

Each week, the Principal will send an email that provides announcements, calendar activities, and other important information to families. These weekly communications will includes information about our parent meetings held twice each semester. Parent meetings include: recovery education for parents, academic information, update on student academic and recovery performance, and an opportunity to connect with other parents and the Hope Academy staff. The Recovery Coach has ongoing communication with parents regarding issues and needs of the students which include celebrations of milestones in their recovery. The Director of Support Services 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.

III. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Governance Plan –Board of Directors

As part of the launching of Hope Academy in 2006, the Fairbanks Board of Directors appointed a separate board to carry out the governance, operational oversight, and fiduciary responsibilities of the school. The current Hope Academy Board of Directors is comprised of members with a long-standing relationship to the school and a dedication to the school's mission and vision. As Hope transitions to a new phase of service, many of the current Directors have expressed their intention to continue their board membership. Over the past three years, our board governance has improved with a more robust committee structure that better utilizes the strengths of all board members and we have engaged additional community members to serve on the committees to supplement the expertise of our board. We are utilizing Board on Track as a tool to help us further engage board members and standardize governance-related activities, and we are committed to continuing to cultivate and recruit additional board members to ensure future stability, leadership, and cultural diversity. The expected Board roster when Hope Academy opens for SY2020-2021 is listed below. Each Board Member's resume and signed Conflict of Interest memorandum is located in the Leadership Information section.

Name	Professional Role	Area(s) of Expertise	Current/Intended Role
Marissa Manlove	Retired Nonprofit Executive	Nonprofit governance/mgt, philanthropy, advocacy, marketing	Board Chair
Amy Levander	Exec Director Gov Affairs, Krieg DeVault LLP	Government relations, public policy	Immediate Past Chair
Colleen Kenney	Community Volunteer	Fundraising, marketing	Vice Chair, Development Committee Chair
Phyllis Land Usher	President, Usher Funeral Home	Education administration	Secretary, Academic and Recovery Committee Chair
Ukamaka Oruche, Ph.D. RN	Associate Professor & Director of Global Affairs, IU School of Nursing	Nursing & Mental Health	Board Member
Janine Shopp	CFO Fairbanks	Finance, HR	Treasurer, Finance Committee Chair
Kevin Turner	VP, Wurster Construction	Business administration, facilities	Board member
Dr. Angela Tomlin	Division Chief & Professor of Clinical Pediatrics, IU School of Medicine	Mental health, child development	Board member, Marketing Committee Chair
John Finke	VP Institutional Advancement, Marian University	Fundraising, higher education	Board member
Janice Gabe	President, New Perspectives of Indiana	Mental health and addictions treatment	Board member
Leah Mannweiler, Esq.	Retired Krieg DeVault LLP	Public policy, healthcare law	Board member, Past Chair

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, 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 the Hope Academy, Inc. of Articles of Incorporation and Bylaws. The Governance Documentation section also includes the school's 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 of staff salaries.
- Participate in fundraising activities; make an annual contribution to Hope Academy

Policy and 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, families, and the community at large in establishing school policies that affect the advancement 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 appropriately reflective of the demographics of Hope's student body, maintaining its membership with subject-matter expertise in areas such as education, legal matters, finance, business, and recovery. A key tactic in Hope Academy's current strategic plan is: Recruit diversity among board and committee members, including diversity in background, expertise, gender, and ethnicity. The Governance Committee will bring board nominations to the full board for consideration and election of new directors.

Board Development
The Board Chair and Vice Chair have been active participants in the governance training and other resources offered through the Indianapolis Office of Education Innovation, and all Hope board members are encouraged to take advantage of OEI's annual board development and training opportunities. The Hope board has adopted Board on Track as a tool to help with ongoing tracking of board activities, and to assist with employing best practices for board recruitment, new member orientation, conducting board and committee meetings, evaluation of school leaders, self-evaluation of individual director and collective board performance, and other governance-related activities. Board members receive ongoing training on the effective use of Board on Track, and the Governance Committee is charged with identifying areas for continued board development to assure that the board is operating effectively, legally and as good fiduciary stewards.

C. Governance Plan—School Leadership
Pursuant to its Bylaws 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 The Hope Academy Inc. 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 chart for the school is attached in the appendix.

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 in our community.

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 The Hope Academy, Inc.
- 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 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

- Serves as Finance Committee chair.
- 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

Rachelle Gardner will serve as the Executive Director. Rachelle Gardner has dedicated her career to helping adolescents affected by drug and alcohol abuse and addiction. Gardner's passion for helping youth took root while studying psychology at Indiana University. She began her career at Fairbanks as an Addictions Counselor and went on to serve as the Director of Adolescent Services from 1992-2015. Through her dedication to providing the best treatment and care for each patient, Rachelle enhanced and expanded the adolescent programs and helped thousands of adolescents and their families find hope and recovery throughout her career. In 2006, Rachelle co-founded, Hope Academy, Indiana's Recovery High School. She currently serves as the Chief Operating Officer of Hope Academy in a Full Time capacity and dedicates 100% of her time and expertise to the school. Rachelle has served on the Board of Directors for the Association of Recovery High Schools for the last 11 years as a committee member, Board Chair and currently serves as the past chair.

The Executive Director will provide overall executive leadership for The Hope Academy, Inc. The Executive Director will be the liaison to all partners, board members, and 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
- Lead and coordinate all culturally responsive professional development

Principal

Linda Gagyi will serve as the Principal of The Hope Academy, Inc. and will bring 30+ years of experience in education to this leadership role. Linda's work history includes 28 years in the Indianapolis Public School system, including both classroom and administrative positions. She has served as the Hope Academy Principal since 2014. As Principal, she will be responsible for developing a curriculum specific to substance-impacted students and their recovery and aligned with the school's educational philosophy. She will work with the Executive Director in program development, the hiring of the staff, and the recruitment of students. Once Hope Academy is relocated, Linda will continue to serve as 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. She 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. Responsibilities as the Principal include:

- Recruit, interview, hire, train, and retain teachers committed to the mission of The Hope Academy, Inc
- Help to create a powerfully engaging curriculum designed to move students towards meeting the specific skills and content outlined by The Hope Academy, Inc
- Create and maintain a safe, positive culture that supports both academic and recovery growth
- 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 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 as outlined in our evaluation process approved by the DOE
- 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
- Implement TAG policies and procedures

Director of Support Services:
Deborah Leser will function as the Director of Support Services and brings 25+ years of experience in education to this role. Her education background includes both classroom and administrative positions with 20 years of service in the Indianapolis Public School system. She started at Hope Academy during the 2019-2020 school year. Responsibilities of the Director of Support Services include:

- Build and maintain the master schedule
- Serve as the point person for the online student management system and online teacher grade book and direct the professional development and training for online program with staff
- Evaluate, maintain and communicate each students' academic progress through transcripts, report cards, and progress reports
- Coordinate special education services by working with compliance officer and special education teacher.
- Serve as liaison for McKinney-Vento students
- Coordinate College and Career curriculum and activities
- Evaluate and update Seniors progress towards graduation including: applications, scholarships financial aid, as well as develop and monitor graduation plans
- Oversee implementation of employability standards and workplace development opportunities including: apprenticeships, internships, and NEXT program
- Serve on new student interview and orientation committee
- Serve as testing coordinator for ASVAB, ISTEP, NWEA, PSAT
- Work with students to ensure they complete necessary college entrance exams
- Assist students in selecting appropriate diploma type (i.e. General Diploma, Core 40 Diploma, Academic Honors Diploma, etc.)
- Serve on the student transition team to help plan summer school and next year academic scheduling
- Establish and maintain a comprehensive school counseling program addressing academic achievement, career planning and social emotional development

Human Capital
We require teachers to have an Indiana license and be highly qualified in their content area. The teaching staff needs to be able to personalize learning for each student and understand the learning gaps that occur with students struggling with substance use disorder. Our teachers need to be flexible in their teaching methods to help fill the learning gaps. 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 in order to foster a school staff that is reflective of our student population.

Teacher Staffing Levels:

	1st Year	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Regular Teacher	5 FTE	5 FTE	5 FTE	5 FTE	5 FTE
Special Education Teacher	0.5 FTE	0.5 FTE	0.5 FTE	0.5 FTE	0.5 FTE

In addition to licensed teachers, we will employ:

Executive Director (1.0 FTE)
Principal (1.0 FTE)
Director of Support Services (1.0 FTE)
Administrative Assistant (1.0 FTE)
Recovery Coach (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 year to year. The unique nature of our school and student population creates a challenging learning curve for our staff. Effective staff members need to have a solid understanding of addiction and its effect on how a substance impacted student learns. Staff continuity will be a key component of establishing the foundation for a quality learning environment.

Our hiring protocol will have a direct impact on our staff retention 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 will reward our staff with a supportive administration, the opportunities to attend professional development, teacher appreciation activities and in other helpful, affirming efforts.

Staff Benefits

All full-time school staff will be eligible for benefits including: medical, dental, vision, basic life and AD&D insurance; PERF and TERF or 403(b)/401(k) retirement plan; and personal, vacation, and paid holidays off.

D. Governance Plan—Community Partnerships

Hope is respected as 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 and 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. Hope has been in robust conversations with community partners to broaden accessibility to its programming. As outlined in School Referrals, The Hope Academy, Inc has been meeting with key administrators in area school districts to outline the need for a recovery school for a segment of each district's student population as an alternative to suspension or expulsion. Discussions have also highlighted how Hope Academy can use its expertise to assist school districts in dealing with their students who are struggling with substance use disorder by providing professional development for district staff. Partnerships with the area school districts will be vital and we believe the key partnership will be with the IPS District. The Hope Academy, Inc has been invited to submit a full application to join the IPS Innovation Network and we are confident that relocating Hope Academy within the IPS

boundaries will allow an underserved population access to our innovative school and will positively impact the students and families served by IPS.

Discussions continue with key universities around creating partnerships for space, dual credit, internships and research. We continue to have conversations with healthcare systems to become a community partner through their community needs assessments and corporate responsibility platforms. Finally, we continue to meet with our philanthropic partners to gain support for ongoing financial operations and specific needs of The Hope Academy, Inc. 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.

Beginning with SY17-18, the Hope Academy Board instituted a committee structure. The Development Committee, with guidance and mentoring from the Fairbanks Development staff, has made significant strides in developing relationships with both individuals and corporate citizens within our community. Financial support from community advocates reflected a substantial increase from prior years. In SY17-18 we received a total of $198,000 and in SY18-19 we increased our philanthropic support to $267,000.

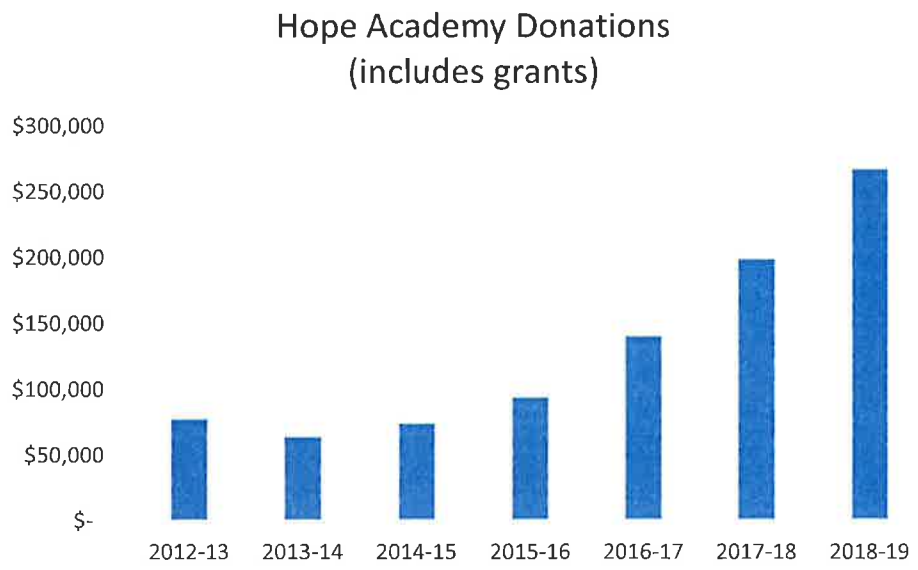
Year-to-year renewal grant funding received is also indicative of strong community support. Hope Academy has historically received grant funding annually from the following philanthropic entities and as the mission of The Hope Academy, Inc is to expand our impact on the community, we are confident that this support will continue for SY20-21 and beyond.

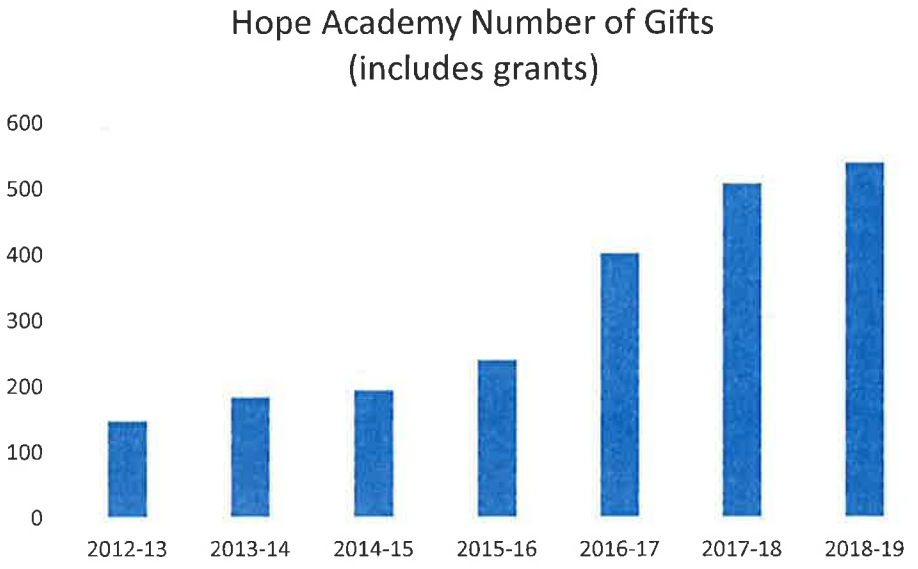
Junior League
Crosser Family Foundation
Samarian Foundation
Wells Fargo Foundation
Summer Youth Program Fund
Noyes Foundation
Pacer Foundation
Braveheart Foundation
Ackerman Foundation
Hamilton County Community Foundation
Tom & Julie Wood Family Foundation

Additionally, The Hope Academy, Inc has more than $1 million dollars in grant proposals under consideration or in the planning stages.

As The Hope Academy, Inc. transitions during the 2019-2020 fiscal year from its affiliation with Fairbanks to an independent charter high school, the Development Committee of Hope Academy is supporting this transition effort by adding a new corporate breakfast fundraiser to the funding opportunities. Upon approval of The Hope Academy Inc, charter, the board of directors intends to launch an expansion campaign.

The Hope Academy's, Inc mission will remain intact and as the school expands its positive impact on the community, we are confident that we will retain current community advocates and likely attract new financial support in SY20-21 and beyond. The grids below highlight this positive trend in financial support.





E. Financial Management

The board regularly reviews financial performance at board meetings. In the interim months, the board delegates this oversight responsibility to the Treasurer of the Board and Finance committee. This daily responsibility of financial management is shared through delegation of these activities with the Executive Director. The Executive Director with oversight of the Finance Committee is responsible for the coordination of the following: annual budget preparation, annual budget presentation, management of grants and other funding sources, selection of an accountant and the outside auditors, and approving revenue and expenditure objectives in accordance with the Board approved long-term plans.

Hope Academy will employ Center for innovative Education Solutions(CIES) for bookkeeping, accounting operations and back office support. CIES with oversight by the Education Director and the

Finance Committee has the day-to-day operations responsibility for managing school funds, ensuring the accuracy of the accounting records, internal controls, financial objectives and policies, financial statement preparation, and bank reconciliation review and approval.

Hope Academy will utilize a third party service provider to administer payroll and ensure we are making accurate and timely remittances of payroll taxes and pension contributions.

We will utilize an accounting software package to facilitate fiscal operations. The Executive director will have responsibility for authorizing the procurement of goods and/or services, signing checks, and ensuring the accuracy of financial reports. The administrative assistant will process purchases (credit card, check, reimbursement) and invoices record checks in the general ledger and in cash disbursement journals. These items will be reviewed by CiES, who will also perform month-end reconciliation procedures. CIES will issue Income statements, balance sheets and cash flow statements which are reviewed monthly against the school budget with any concerns identified and addressed immediately. CIES will provide financial reports and voucher listings to the finance committee and the Board of Directors monthly.

F. The Budget

The proposed five year budget reflects a focus on the execution of specific strategies to increase enrollment as outlined in the Student Recruitment and Enrollment section of the application as well as on current and future philanthropic support. Funding commitments totaling more than $300K have been received as detailed below and in the budget narrative, with receipt of the funds expected on or before July 1, 2020' This will allow Hope Academy to commence operations for the 2020-21 school year with at least 60 days of cash on hand, which will compensate for the unfavorable timing of the Alternative Education funding. Alternative Education is earned (based on) the total number of students served for the school year (July-June) but is paid in the following August, therefore, creating a timing issue with cash flow.

Based on actual recent experience, it was determined that a Year 1 September enrollment count of 34 students is reasonably achievable. Incremental increases of students were added across the 5 years based on potential partnerships with IPS and other local school systems as an alternative to suspension/expulsion of students for drug and alcohol use. For example, in 2018, IPS alone had 74 students suspended for drugs and/or alcohol. Based on our 14 year history and expertise serving students impacted by substance use, we know that about 10% of those suspended students would be appropriate candidates for the type of school environment provided by Hope Academy. Our projections for the following years assume continued growth of students seeking a sober learning environment not only from IPS but surrounding school corporations.

Hope Academy comes with a strong history of successful philanthropic and grant funding support. These efforts are ongoing and will continue during the new charter. In addition to continued and increased philanthropic activities, Hope Academy is seeking partnerships with various sponsors to provide funding and/or supports that would offset some overhead included in the budget. Those include, but are not limited to, transportation, space (rent and maintenance), technology and administrative support. In addition, Hope Academy has received the following financial commitments:

- A local healthcare entity's pledge of $250K contingent on receiving the charter to be received in July 2020.
- Tom Wood Family Foundation pledge of $50K each year for school years 2020-2021 and 2021-2022 contingent on receipt of $250K noted above.
- Grant from the State of Indiana for $137K to be received during school year 2020-2021.

- Net working capital transfer of $100K from The Recovery High School at Fairbanks to The Hope Academy Inc. in September 2020

In the event that Hope Academy were to experience a budget shortfall, all expense areas would be evaluated to determine areas for costs reductions. This would include an evaluation of teacher positions, administrative support roles, transportation costs and other overhead areas. Some teacher positions, such as special education, cannot be eliminated as well as some recovery supports. In addition to reducing expenses, Hope Academy will continuously work to engage new funding partners to ensure financial sustainability. Our philanthropic and grant activities have outperformed our budget expectations for the past 3 years and are on pace to exceed budget expectations for the 2019-2020 school year.

G. Facility

The vision of Hope Academy has always been to be a school for all high school age students struggling with substance use disorder. Fairbanks has been an extremely generous partner for 14 years, providing Hope with its current space for free, but over the years this location has proven to be a barrier to the vision of serving the whole community. As the partnership with Fairbanks will conclude in June of 2020, IFF has been enlisted to consult and help negotiate space that will align with the vision and fulfill the needs of the school. As Hope Academy moves forward in the IPS Innovation School application process, the search for space is focused on locations within the IPS district boundaries. We currently have three spaces that we have toured and are vetting with the assistance of IFF regarding space, ease of access, access to public transportation, possible university partnerships, and lease agreements. We consider the following spaces to be appropriate: 5435 W. Pike Plaza, 2955 North Meridian Street, and 3919 Madison Avenue. IFF is preparing a Multiple Pathways document that will include cost estimates and development scenarios for the three possible locations. The Hope Academy Board of Directors will study the options and upon the approval of the charter, will take the proper steps to secure a location.

H. Transportation

Miller Transportation Services will serve as our transportation vendor. We operate two bus routes that currently accommodate 50% of our student population. Students will be picked up at various centralized locations in and around the city as well as Hamilton County. By moving to a more centrally located building, students will have more access to public transportation and specifically the IndyGo Red Line Bus Route. Miller Transportation will also provide transportation for student learning excursions.

I. Risk Management

Safety and security is a top priority for Hope Academy board and faculty. The Hope Academy Board, with guidance from the Mayor's Office, local fire officials, and an insurance representative, will develop and implement protocols and procedures that optimize safety and reduce risk. Detailed records will be maintained by Hope Academy staff, and be available to all stakeholders. Hope will continue to have all necessary insurance required for a school and liability coverage for all staff for the safety of the students. The coverage will include all staff, volunteers, and Board members. A letter of support and the coverage has been provided from our current insurance company. Hope Academy understands that the City of Indianapolis, the Mayor's Charter School Board, related entities

and their respective officers, employees and agents are indemnified from harm regarding risk management occurrences associated with Hope Academy.

Policy and procedures have been developed to ensure the safety of the students and staff members of Hope Academy. Our Safety policies can be found in the Appendix 18.

J. Timeline

A time line for startup can be found in Appendix 14.

Appendix 1

Charter Application Information Sheet

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@fairbankscd.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	5	5	6	7	9	9	9
10	8	9	11	14	17	18	23
11	10	11	13	15	17	21	23
12	11	13	15	16	17	19	20
Total	34	38	45	52	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

Appendix 2

Technical Requirements Checklist

Information Sheet

Information Required by Indiana Law	Section of Full Proposal Where Information Is Inserted
Identification of Organizer	
Name of proposed school	
Purpose and mission of school	
Governance structure and governance plan	
Management structure	
School's Educational and Mission goals	
Curriculum and Instructional Methods	
Methods of Pupil Assessment	
School Calendar	
Admission Policy and Criteria, subject to IC § 20-24-5	
Age or grade range of students to be enrolled	
Plan for Compliance with any Applicable Desegregation Order	
Personnel Plan, including methods for selection, retention and compensation of employees	
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	
Description of Staff Responsibilities	
Budget and Financial Plans	
Description of the Physical Plant	
Transportation Plan	
Date When Charter School Is Expected to Begin Operations	
Date When Charter School is expected to have students attending the school	
Any other applications submitted to an authorizer in the previous five years	
References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations or charter school (Mayor's Performance Framework)	
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	
*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.	
*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.	

Appendix 3

Board Leadership and Resumes

6619 Olive Branch Court
Indianapolis, IN 46237

317-786-0108
rgardner@fairbankscd.org

Rachelle P. Gardner

Experience

1992–current Fairbanks Indianapolis, IN

Director of Adolescent Services

- 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 child care licensing rules and guidelines
- Promoted to Director from Manager of Adolescent Services and Adolescent Counselor

1990–1992 Koala Hospital Indianapolis, IN

Adolescent Case Manager

- Developed extensive clinical skills and knowledge in the treatment of adolescents with chemical dependency
- Provided structured milieu environment that included understanding of the twelve steps, sober living skills and introduction to AA/NA recovery programs

1990–1990 Fairbanks Hospital Indianapolis, IN

Adolescent Guidance Specialist

- Supervised daily living activities of adolescents in an inpatient setting
- Conduct admission and orientation process of patients on the unit
- Completed documentation regarding adolescent participation in the treatment schedule

Education

- 2001 University of Phoenix Indianapolis, IN
  Master of Art in Organizational Management
- 1986-1990 Indiana University Bloomington, IN
  Bachelor of Art in Psychology

Community Involvement

- Member of Indiana Association of
- Member of Association of Recovery Schools

Certifications

- Certified Clinical Supervisor
- Certified Drug and Alcohol Counselor
- Certified Acupuncture Detox Specialist

Linda Gagyi

lgagyi@fairbankscd.org

Education

IndianaWesleyanUniversity – *Marion, IN*
K – 12 Administration Certification, 2003
Master of Education Degree, 1999
IllinoisStateUniversity – *Normal, IL*
B.A. Degree in Jr. High/Middle School Education, 1985
Areas of Certification: General Science, Biology, Mathematics, Social Studies

Professional Experience

Hope Academy High School
Principal **August 2014 - present**

- Responsible for all building operations including staffing, evaluations, student performance, and facilities, as well as meet Recovery Schools expectations and guidelines.

George Washington Community High School, ***Indianapolis Public Schools***
Principal **March 2013 – July 2014**

- Responsible for all building operations including staffing, evaluations, student performance, and facilities.
- Responsible for communicating with and utilizing resources as a part of the School Community Advisory Council that is made up of over 50 community, business, university, and alumni partners.
- Responsible for completion of School Improvement Grant (SIG), including summer weeklong professional development activity, summer school, and teacher recruitment and retention.
- Creation of Leadership Team comprised of teachers and administrators to involve all stake holders in informed, data driven, shared decision making.

McFarland College and Career Readiness Magnet High School, *Indianapolis Public Schools*
Principal (on special assignment) **July 2012 – March 2013**

- Responsible for all activities leading to the start up and promoting of new magnet high school, including mission/focus area, student recruiting, staffing, facility/construction planning and needs, and forming an Advisory Council made up of community, business, and university partners.
- Working with district and community partners to secure grants/funding for student needs.

New Horizons Alternative School, *Indianapolis Public Schools* **July 2010 – July 2012**
Principal

- Responsible for all building operations including staffing, evaluations, student performance, facilities and Alternative Education policies and guidelines.

Coleman Alternative Education Center, *Indianapolis Public Schools* **July 2009 – July 2010**
Principal

- Responsible for all building operations including staffing, evaluations, student performance, facilities and Alternative Education policies and guidelines.

New Horizons Alternative School, *Indianapolis Public Schools*
Assistant Principal **June 2006 – July 2009**

- Responsible for master schedule for New Horizons, as well as for coordinating scheduling and the ADM process for all 18 alternative programs, including training for other schedulers
- Facilitated the InSAIprocess, School Improvement Plan completion, and School Safety Plan
- Supervise high school staff through conferencing, observation, and evaluations
- Responsible for student discipline including conferencing with parents, students, and staff
- Facilitate professional development activities, including those related to TESA and InSAI

George Washington Community School, *Indianapolis Public Schools*
Assistant Principal **September 2003 – June 2006**

- Facilitate professional development activities and monitor professional development plan
- Supervise Title I and Pre-K/Kindergarten programs
- Facilitate ISTEP testing and data analysis, including developing a fifteen day ISTEP prep program
- Supervise staff through conferencing, observation, and evaluations
- Responsible for student discipline including conferencing with parents, students, and staff
- Responsible for NCA and INSAI plan documentation and reporting

Thomas D. GreggElementary School, *IndianapolisPublic Schools*
Assistant Principal **September 2002 – August 2003**

- Serve on and facilitate building Literacy Team for Literacy Initiative through the Vanguard Program
- Develop, implement, and monitor professional development activities
- Responsible for student discipline including conferencing with parents, students, and staff
- Supervise staff through conferencing, observations, and evaluations

Harshman Middle School, *Indianapolis Public Schools*
Title I Coordinator **August 2000 – September 2002**

- Manage Title I and School Improvement Plans and Budgets
- Organize and supervise professional development activities and professional development staff
- Work with teachers to align curriculum to standards, and to create and implement building benchmarks

Math, Science, and Technology Magnet Coordinator and Teacher **August 1986 – July 2000**

- Recruitment of new students and contact for parent, student, and teacher conferences
- Facilitate curriculum development with emphasis on technology, themes, and hands-on activities
- Taught science and math in the seventh and eighth grades; Computer Technology in the eighth grade

Recognitions

2000 IPALCO Golden Apple Award Recipient
Presenter for: NMSA, NCTM, IMLEA, and HASTI
Facilitated IPS, ButlerUniversity and NSF workshops
GTE Gift Fellow
Grant Recipient for Target, Michael Jordan, and Youth as Resources
Project activities published in *ChangingMiddle Schools* and *In-Focus – The Official Journal of the IMLEA*

CURRICULUM VITAE

JANICE E. GABE
8347 Twin Pointe Circle
Indianapolis, IN 46236
Business: (317) 823-0933

EDUCATION

Masters in Social Work, Jane Addams College of Social Work, University of Illinois, Chicago, 1987.

Bachelor of Arts Degree, Sociology, Northern Illinois University, 1979.

CERTIFICATION

Certified Alcohol and Drug counselor (ICADDA)

National Certified Addiction Counselor II

Certified Clinical Social Worker

LICENSE: Licensed Clinical Social Worker

PRESENT POSITION: Founder and President of New Perspectives of Indiana. New Perspectives is an innovative, comprehensive, multi-disciplinary out-patient therapy practice for adolescents, children, and families. New Perspectives focuses on clinical complex cases. New Perspectives is a dynamic organization with an emphasis on developing and evolving programs that are responsive to the needs of teens and families.

As President of this organization, Janice maintains an active clinical practice, leads the organization in program development, and trains hundreds of professionals annually on clinical practices.

BACKGROUND

CLINICAL

Twenty-two years of experience in group, individual and family therapy for chemically dependent, dually diagnosed, emotionally and behaviorally disturbed children, adolescents and adults. Eight years of experience in developing and providing clinical supervision to inpatient, outpatient, intensive outpatient and day treatment programs. Fourteen years in private practice setting.

TRAINING AND CONSULTING

Have provided consultation and advanced clinical training seminars in over forty states. Have served as a national level consultant to universities, schools, department of juvenile justice, children's home, Center for Substance Abuse Treatment, numerous state and federal agencies, training institutes and a variety of JCAHO accreditation process, policy development, building. Provided keynote addresses for several national, regional and state prevention, student assistance, parent and treatment conferences.

PREVENTION

Experience in providing on-going technical assistance to schools in developing and implementing student assistance programs, prevention curriculums, peer training and support groups. Served as a volunteer for numerous prevention activities including Snowballs, Snowflakes, and as Co-Director for the Illinois Teen Institute.

ADMINISTRATION

Twenty years of experience in developing and administration treatment programs for adolescents, adults, and families with substance abuse, emotional, behavioral, and psychiatric problems. Expertise in marketing; staff development and supervision; fund raising; budget administration; policy development; and JCAHO standards.

EMPLOYMENT HISTORY

July 1988 to present, Founder and President NEW PERSPECTIVES OF INDIANA, INC., a counseling, consultation, publishing and training firm in Indianapolis, Indiana.

October 1987 to September 1988, Program Director, ADDICTION RECOVERY OF CHICAGO, INC., Hoffman Estates, Illinois. Responsible for the clinical management and clinical budget of an 85 bed residential treatment center and a progressive outpatient program. Treatment services included adult and adolescent inpatient treatment, relapse program, cocaine program, intensive family program, day treatment, intensive outpatient treatment and primaryco-dependency treatment.

April 1986 to October 1987, Program Director, LIFE WORKS CHEMICAL DEPENDENCY CENTERS, Bolingbrook, Illinois. Administrative responsibilities for two full service outpatient clinics providing prevention, early intervention, intensive outpatient, and continuing care services for adolescents and adults. Developed and implemented the intensive outpatient treatment component and developed policies necessary to obtain and maintain JCAHO Accreditation.

May 1982 to March 1986, Clinical Director, ROSECRANCE CENTER, Rockford, Illinois. Was instrumental in writing, developing, implementing and clinically managing one of the first adolescent addiction treatment programs in the State of Illinois. Had the responsibility for all clinical operations of the outpatient, inpatient, and continuing care programs, staff hiring, supervision, direct clinical work, and in obtaining and maintaining JCHAO Accreditation.

May 1979 to May 1982, Therapist, ROSECRANCE MEMORIAL HOMES FOR CHILDREN, Rockford, Illinois. Functioned as the primary therapist in charge of treatment, case management, group and family therapy for emotionally and behaviorally disturbed adolescents in a long term residential care.

PUBLICATIONS

Books:

A Professionals Guide to Adolescent Substance Abuse
AATP, 1988.

A Professionals Guide to Dual Disorders in Adolescents,
AATP, 1993.

Cultures of Change: Recovery and Relapse Prevention
for Dually Diagnosed and Addicted Teens, Professional
Publications, 1993.

Training Manual for NAADAC's National Addiction
Counselor Certification Review Course, 1991.

Classrooms Under the Influence: Reaching Early
Adolescent Children of Alcoholics, (Co-Authors
Richard Powell and Stanley Zehm), National
Association of Secondary School Principles, 1994.

Value Based Consequences, 1995

Value Based Parenting, 1995

Making The Grade, 1999

Adolescent Co-Occurring Disorders Workbooks, 2005
* Substance Use and Mood Disorders
* Substance Use and Anxiety Disorders

Confident Parenting In A Complex World, 2011

PUBLICATIONS:

Publications in a variety of Professional Journals,
Numerous Audio and Video Training Tapes

ACADEMIC POSITIONS

I.U.P.U.I.
Instructor and Consultant-Addiction Counselor
Training Program (1987-1992)_

BUTLER UNIVERSITY

Instructor-Masters Level Courses in Marriage & Family (1987-1990)

DISTINCTIONS:

Named by Indianapolis Monthly as one of the top therapists in the City of Indianapolis.

Professional Of The Year Award, Mid-Florida Center - 2000

Social Worker Of The Year - Indianapolis Region - 2004

(Updated 6/2012)

Colleen M. Kenney
317-840-0906
colleen.kenney@comcast.net

Education:
1982, BS in Marketing, University of Dayton

Personal:
Lifelong resident of Indianapolis; married to Phil Kenney for 34 years; five adult children., two grandchildren

Memberships and Volunteer Activities:

- *Member, Our Lady of Lourdes Catholic Church*
- *Member, Catholic Committee on Scouting, Archdiocese of Indianapolis*
- *Member, Lay Board of Advisors, Sisters of St. Benedict, Our Lady of Grace Monastery, Beech Grove, Indiana*
- *Member, Board of Directors, Hope Academy, the Recovery High School located on the campus of Fairbanks*
  - *Board Vice- Chair*
  - *Member, Governance Committee*
  - *Chair, Development Committee*
    - *Chair, annual Taste of Hope event. Taste of Hope is an event that raises funds to support the operations of the school and provides an opportunity for individuals to learn about the disease of addiction and the significant difference a recovery high school can have for our community.*
- *Member, Board of Directors, Hearts & Hands of Indiana, a local nonprofit helping low-income families attain affordable, long-term homeownership in the near-west side of Indianapolis.*
  - *Co-Chair, Special Event Planning Committee for the organization's annual fundraising event, Houses to Homes.*
- *Member, Eastside Optimist Club, a local chapter active in supporting the Optimist vision that values all children and helps them develop to their full potential.*

Ukamaka Oruche, PhD, RN, PMHCNS-BC, FAAN

Community & Health Systems
Associate Professor

Contact Information

Email: uoruche@iu.edu
Phone: 317-278-0748
Nursing W411, Indianapolis

Education

PhD, Indiana University
MSN, Indiana University
BSN, Indiana University

Biography

Dr. Ukamaka Oruche is an Associate Professor at the Indiana University School of Nursing. A nationally recognized expert in psychiatric nursing, Dr. Oruche has made sustained and exemplary contributions to our understanding of the challenges experienced by families of adolescents with Disruptive Behavior Disorders. Her cutting-edge research ensures that the mental health needs of family caregivers are given full clinical consideration. Her work has been particularly significant as it reveals for the first time the stress that this population experiences from interactions with multiple child service systems. Dr. Oruche has developed a family-based group intervention to assist caregivers in their interactions with these systems. Dr. Oruche facilitated an interdisciplinary team in the development of the state of Indiana's largest integrated primary and behavioral health program. This program has both increased access to mental health services for underserved populations and has become a model for integrating primary and behavioral health care in Indiana. Dr. Oruche's work with underserved populations has had an international impact. She is the founder of Providence Community Health Initiative, which has conducted weekly clinics for diabetes, hypertension, and malaria in southern Nigeria since 2004. Her contributions to clinical practice and research have resulted in expanded scope and reach through leadership on boards that influence mental health policy in Indiana, US, and globally. Her service portfolio includes appointments to: Indiana Mental and Behavioral Health Taskforce of the Governor Pence Healthcare Workforce Council; Department of Health and Human Services, Center for Medicare and Medicaid - CMS - Medicare Evidence Development and Coverage Advisory Committee (MEDCAC); and Indiana Protection and Advocacy Services Commission - by Governor Eric Halcomb.

Dr. Oruche's contributions to the health care of diverse and vulnerable populations have been recognized with several awards and honors: Tony and Mary Hulman Health Achievement Award for Excellence in Public Health Research from the Indiana Public Health Association; Diversity-Equity Award for Outstanding Leadership in Promoting Culturally Sensitive Mental Health Services from the International Society of Psychiatric Mental Health Nurses; and featured speaker at the 2014 TEDxIndianapolis. Dr. Oruche is a fellow of the American Academy of Nursing; and Co-Chair of the academy's Psychiatric, Mental Health and Substance Abuse Expert Panel.

External Funding

Developing Familagement Efficacy (FAME) intervention for African American families of adolescents with disruptive behavior disorders. Indiana Clinical and Translational Sciences Institute Young Investigator Award, KL2 Program

Funded by National Institute of Health (NIH) KL2TR001006 and UL1TR001108 (A. Shekhar, PI).

Selected Publications

Oruche, U. M., Robb, S., Draucker, Claire B., Aalsma, M., Pescosolido, B., Chacko, A., Ofner, S., & Bakoyannis, G., Brown-Pordgoski, B. (2018). Pilot randomized trial of a family management efficacy intervention for caregivers of African American adolescents with disruptive behaviors. Child & Youth Forum, 47(6), 803-827. https://doi.org/10.1007/s10566-018-9462-1

Oruche, U. M., Draucker, C., Robb, S., Aalsma, M., Pescosolido, B., & Brown-Pordgoski, B. (2017). Developing a multiple caregiver group for caregivers of adolescents with disruptive behaviors. Archives of Psychiatric Nursing, 31(6), 596-601. http://dx.doi.org/10.1016/j.apnu.2017.08.006

Oruche, U. M., Ross, S. E., Carpenter, J., & Renberger, J., (2016). Identifying genetic variants in adolescents with oppositional defiant disorders and/or conduct disorders: A brief report. Journal of Child and Adolescent Psychiatric Nursing, 29(3), 154-157.

Al-khattab, H., Oruche, U.M., Perkins, D., & Draucker, C. (2016). How African American adolescents manage depression: being with others. Journal of American Psychiatric Nurses Association, 22(5), 387-400.

Oruche, U. M., & Carpenter, J., S. Renberger, J., & Ross, S. E. (2016). Raising the level of nursing involvement in the national precision medicine initiative: An example. Journal of Child and Adolescent Psychiatric Nursing, 29(2), 85-88. doi: 10.1111/jcap.12141

Oruche, U.M., Draucker, C., Al-Khattab, H., Cravens, H., Lowry, B., & Lindsey, L. (2015). The challenges and needs of primary caregivers of adolescents with disruptive behavior disorders. Journal of Family Nursing. Advance online publication, 21(1), 149-167. doi: 10.1177/1074840714562027. PMID: 25504213

Oruche, U.M., Draucker, C., Al-Khattab, H., Knopf, A., & Mazurczyk, J. (2014). Interventions for family members of adolescents with disruptive behavior disorders. Journal of Child and Adolescent Psychiatric Nursing, 27(3), 99-108. doi: 10.1111/jcap.12078. PMCID: PMC4199581

Media feature

For The Love of Country: Providence Care in Nigeria The Pulse of Indiana Nursing, e-Volume 4: August 2018 https://nursing.iupui.edu/news-events/newsletter/August_2018.shtml

Episode #1: IU School of Nursing Psychiatric Mental Health Nurse Practitioners
http://nursing.iupui.edu/news-events/podcast/index.shtml

IU School of Nursing: Learn how Dr. Oruche became interested in mental health of families of adolescents with disruptive behavior disorders
http://nursing.iupui.edu/research/oruche%20video.shtml

TEDxIndianapolis 2014 - Next generation: The key to sustainable healthcare?
https://www.youtube.com/watch?v=Ek5JEcuP7I4&index=2&list=PLsRNoUx8w3rOYQoUM

TEDxIndianapolis 2014 - The visionaries next door http://www.tedxindianapolis.com/2014/09/18/tedxindianapolis-2014-visionaries-next-door/

Providence Care Community Health Initiative
http://www.providencechi.com/

Celebrating 200 years

Copyright © 2019 The Trustees of Indiana University, Copyright Complaints

PHYLLIS LAND USHER

2305 W. Washington Street ♦ Indianapolis, IN 46222 ♦ 317.635.4131 ♦ pusher2305@yahoo.com

---

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
- maintaind the IDOE Center work processes, ensuring fiduciary management and compliance with state and federal requirements s
- 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.

PHYLLIS LAND USHER

2305 W. Washington Street ♦ Indianapolis, IN 46222 ♦ 317.635.4131 ♦ pusher2305@yahoo.com

EDUCATION POLICY

- Led development of academic standards consistently ranked at the top of national reviews.
- Served as project director for two major studies affecting Indiana's school leaders, *An Examination of the Retirement Benefits for Educational Leaders in Indiana* and *Looking in the Mirror to Improve Practice: A Study of Administrative Licensure and Masters Degree Programs in the State of Indiana.*
- Chaired International Education Committee of Indiana International Issues Task Force convened by the Indiana Humanities Council and funded by Lilly Endowment, for positioning Indiana in global issues.
- Retained by Children's Television Workshop as a consultant in the development of a children's program entitled "3-2-1 Contact," a science education program for children aired on PBS.
- Devised a plan for the development and implementation of Learning Together, a professional development model for school administrators and teachers which received recognition from Association for Supervision and Curriculum Development, the organization that acquired the rights to distribution, with royalties accruing to the State of Indiana.
- Led department effort in 1983 to secure state funding for instructional technology resulting in the creation of the School Technology Advancement Account, legislation that created Indiana Consortium for Computer and High Technology Education and legislative language to allow technology expenditures from the Cumulative Building Fund (now Capital Projects Fund).

EDUCATION

- M.S., Library and Information Science, University of Tennessee, Knoxville, TN
- B.S., Secondary Education, University of Southern Mississippi, Hattiesburg, MS
- Post-Graduate Work, Purdue University, Indiana University and Utah State University
- Executive Education Leadership Course, Harvard University School of Business
- Executive Leadership Program for Educators, Darden School of Business and Curry School of Education, University of Virginia

COMMUNITY LEADERSHIP AND SERVICE and Recognitions

- Fairbanks Hospital Board, Treasurer and Finance Committee Chair, Vice Chair and Chair of Board
- Dollars for Scholars at George Washington Community School. Endowed Bill and Phyllis Usher Scholarship
- Service-oriented business in inner city neighborhood, owner and manager
- Downtown Kiwanis Club and Kiwanis –Young Children: Priority One Committee Program and Kiwanis Foundation
- Great Indy Neighborhoods Initiative Near West, Chairperson, Business/Economic Development Taskforce
- Hawthorne Community Center, past service as board president
- Indianapolis West Deanery Board of Education, Archdiocese of Indianapolis, past service as board member

Hawthorne Community Center

PHYLLIS LAND USHER

2305 W. Washington Street ♦ Indianapolis, IN 46222 ♦ 317.635.4131 ♦ pusher2305@yahoo.com

Hawthorne Community Center
Long term Board Member
President of Board
Co-Chair of Capital Campaign

Hearts and Hands of Indiana helping families and individuals acquire long term home ownership in Near West Indianapolis
Board member since its founding year

Hope Academy a charter high school for students in recovery
Board member

Washington Community School
Community Advisory Council

2016 Spirit of Service Award
Archdiocese of Indianapolis

Past Presidents' Civic Award
Kiwanis Club of Indianapolis

100 Heroes
United Way of Central Indiana

President and owner of Usher Funeral Home, Inc

P: (317) 238-6222
F: (317) 636-1507
E: lmannweiler@kdlegal.com

Indianapolis Office
One Indiana Square
Suite 2800
Indianapolis, IN 46204-2079

Download V-Card

Practice and Industry Teams
Federal Stimulus Services
Governmental Affairs and Public Advocacy
Health Care
Hospitals and Health Systems
Life Sciences

Leah S. Mannweiler

Partner

Leah Mannweiler practices in the areas of health care, human services and governmental relations. Ms. Mannweiler previously served for four years as the Executive Assistant for Health and Human Services to the Governor of Indiana, and also served for six years as the Supervising Deputy Prosecutor of the Child Support Division in Marion County, Indiana, where her program won national recognition for its reorganization and twelve-fold increase in child support collections. She devotes a part of her practice to representing health care providers in Medicaid reimbursement issues, with particular concentration in Medicaid reimbursement for mental health providers and hospitals serving disproportionate numbers of low-income and uninsured patients.

Education

- Indiana University Robert H. McKinney School of Law in Indianapolis, Indiana (J.D.)
- DePauw University, Greencastle, Indiana (B.A., *cum laude*, 1973)

Bar Admissions

- Indiana, 1976

Professional Associations

- American Health Lawyers Association (Member)
- Executive Women in Health Care (Member)
- Fairbanks Hospital, Inc. (Board of Directors)
- Visiting Nurses Association (Board of Directors)
- St. Elizabeth's Home (Board of Directors)
- Crossroads Rehabilitation Center, 1990 - 2001 (Immediate Past Chair, Board of Directors)
- Lugar Excellence in Public Service Series, 1990 - 2001 (Founding Board Member, Honorary Governor)
- Marion County Mental Health Association

Awards and Recognitions

- National Outstanding Program Achievement Award - Office of Child Support Enforcement, 1979
- Best Lawyers in America®, Health Care Law, 2007-2013

© 2013 Krieg DeVault All Rights Reserved.

Marissa Manlove 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 programs and other grantmaking organizations throughout Indiana, for 12 years.

Prior to joining IPA in January 2007, Marissa spent 29 years at Noble, a nonprofit organization serving persons with intellectual and other disabilities. Beginning with direct clinical and diagnostic responsibilities, Marissa served in various senior program management roles while at Noble, including as Director of Noble's Early Childhood Program and Vice President of Consumer and External Relations. Her tenure at Noble also included oversight of communications and marketing, special events, and development.

Marissa has over 40 years of experience with nonprofit board service on local, state and national nonprofit organizations. Current board service includes serving as Board Chair for Hope Academy, a public charter high school in Indianapolis for students in recovery from substance use; Marissa previously served on the planning committee to create Hope Academy and was on the founding Board when Hope opened as an Indianapolis Mayor's Office charter school in 2006. She is also currently a director on the boards of Fairbanks Treatment Center, Noble of Indiana, and the IUPUI Public Policy Institute; and founding Board Member and former Chair of The 24 Group, a public foundation providing support to central Indiana substance use treatment and recovery organizations. Previous nonprofit governance service has included as Board Chair of United Philanthropy Forum, the national association of philanthropy-serving organizations; Board Chair of Drug Free Marion County; member of the Lawrence Township School Foundation board; member of the Indiana Society of Association Executives board, and member of the Ronald McDonald House board.

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.

Marissa holds a Bachelor's degree in Psychology from St. Louis University and a Master's degree in Educational Psychology from Indiana University. She has a lifetime license as a School Psychologist Level I in the state of Indiana and is a Certified Association Executive (CAE). She is married to Kim Manlove and enjoys family time with son Josh, daughter-in-law Angela, grandson Kai and granddaughter Nyla.

WURSTER CONSTRUCTION

Built for Life Since 1938

J. Kevin Turner

Director of Business Development
kturner@wursterconstruction.com

Narrative

Kevin's experience has been focused singularly on the firm's relationship with our clients and our "friends in the industry" to include our trade contractors, architects, engineering firms and consultants. Kevin's role includes the Marketing and Business Development functions for several local construction firms in Central Indiana. Kevin has enjoyed over 35 years in the design and construction industry and has built a solid reputation in understanding the project requirements for planning and developing the project team for many of the most significant projects in Indiana. Kevin has significant experiences in Healthcare, Education, Retail, Commercial Office, Senior Living, Religious and Institutional projects.

Since 1984, Kevin has lived and worked in Indianapolis and he has become quite an advocate for the City of Indianapolis and Central Indiana having volunteered for many events and activities that promote the "livability" of Indianapolis. Kevin's involvement in the community has contributed to his vast network of "friends" in the community, which he attributes to his success of aligning project team members with the requirements and expectations of our clients.

Education & Training

- Indiana University (Kelly School of Business) - Bachelor of Science, major concentration in Marketing with strong preparation in accounting

Activities

- Lawrence Township Schools
  - Board of Education, 1996-2004, President, 2000 & 2003
  - Parents/Faculty Organization (PFO), President
  - Citizen's School Organization (CSO), Co-Chairperson
  - Lawrence Twp. Schools Foundation Board Member, 2004 – 2008
- Society of Marketing Professional Services (SMPS)
  - Board of Directors
  - Past President
- Stanley K. Lacy Executive Leadership Series, Class XIX-1994
  - Alumni Board of Directors, 1996-2000
  - Opportunity Indianapolis: Moderator, 1996; Chairperson, 1997-2000
  - Awarded Margot Lacy Eccles ADVANCEMENT Award, 2000
- Hope Academy Recovery High School - Board Member, 2013 - Present
- Reach for Youth, Inc. – Board Member, 2014 - Present

Activities Cont'd

WURSTER CONSTRUCTION

Built for Life Since 1938

J. Kevin Turner

Director of Business Development

kturner@wursterconstruction.com

- Riverview Health Foundation
  - Golf Committee
- Chamber Action
  - Indianapolis Chamber of Commerce
- Indianapolis Zoo
  - Corporate Campaign; Fundraiser; Vice Chairman, 1996
- RCA Championships (Tennis)
  - Transportation Committee
- Indianapolis Economic Development Corporation (IEDC)
  2001 World Police and Fire Games
  - Transportation Co-Chair
- 500 Festival Associates
  - Parade Marshal & Floats
- Indianapolis Sports Corporation
  - Volunteer for Big Ten Championship Events and NCAA Events, including the 2006 NCAA Basketball Final Four; 2006 & 2007 USA Track & Field Championships
- Indiana Subcontractors Association
  - Education Committee; Leadership Education Program

John Finke

Vice President for Institutional Advancement

(317) 955-6202
jfinke@marian.edu
Sommers Mansion, Room 205

Biography

John Finke serves as the vice president of the Office of Institutional Advancement. He joined the Marian University community in 2002, after having spent five years in athletics with the University of Evansville. John received his bachelor's degree in business from the University of Connecticut and earned his master's degree in business/sports administration from Saint Thomas University in Miami, Florida. Although not a Marian University alumnus, John married into the Marian University family through his wife Laura Tibbe Finke '04. The Finkes are parents of four daughters—Sawyer, Berkley, Harpar, and Owen—and one son, Toby. John has served on several boards in the community including the Catholic Youth Organization (CYO) for the Archdiocese of Indianapolis, Hope Academy, and St. Monica Catholic School. The Finkes are parishioners at Saint Monica Parish.

Janine R. Shopp

10670 Tarragon Ct. ❖ Fishers, Indiana 46038 ❖ j9rshopp@gmail.com ❖ (317) 697-0351

Professional Accountant

Financial Reporting ❖ Financial Analysis ❖ Budgeting and Planning
❖ Process Innovation

Energetic, highly motivated Finance Manager with expertise in process improvement, system implementation, and financial analysis. Independent, innovative thinker, highly skilled in business technologies that result in increased productivity and efficiency. Result-oriented, decisive leader with proven abilities to analyze and identify opportunities for improvement and implement cost effective solutions in a complex environment. Tendency to thrive in dynamic and fluid environments while remaining pragmatic and focused.

Core competencies include:

Financial Statement Preparation ❖ Financial Systems Integration
Financial Consolidation ❖ Financial Projections ❖ Budgeting ❖ Feasibility Analysis
Project Management ❖ Effective Communication ❖ Technology Development
Successful Resource Management

Professional Experience

Goodman Campbell Brain and Spine – Indianapolis, Indiana 2012-Present
Director of Finance

Serve as the Director of Finance for Goodman Campbell Brain and Spine, a physician practice with revenues in excess of $50 million dollars, 40 physicians among 4 specialties, and 8 clinic offices.

Responsible for accounting, accounts payable, financial reporting, physician compensation, patient accounts and precertification functions. Manage vendor relationships. Involved in managed care contract negotiations. Responsible for coordinating and overseeing the budget and financial projections. Responsible for the development and maintenance of practice management data warehouse. Gained extensive experience with NextGen, Cognos Business Intelligence software, Microsoft Excel, Crystal Reports, SQL database and Microsoft Access.

Key Achievements:

- Redesigned Precertification process.
- As a member of the Finance Committee I worked with physician leadership to develop a new compensation model.
- Report directly to the Executive Director of Finance & Administration.
- Work closely with the President and Executive Director of Finance & Administration of Goodman Campbell on various strategic projects.
- Implemented Paycor Time and Attendance.
- Developed dashboards for use by physicians, leadership and managers utilizing Cognos Business Intelligence.
- Shortened the month end close process from 10 business days to 4.
- Implemented Key Performance Indicators in the patient accounts and precertification areas.

Indiana University Health – Indianapolis, Indiana 2007-2012
Manager of Corporate Strategic Planning and Budget - April 2011-October 2012

Served as the senior level Manager of Corporate Strategic Planning and Budget for Indiana University Health with combined revenues in excess of $5.5 billion dollars.

Directly supervise staff of four. Manage the strategic planning cycle for Indiana University Health which is comprised of hospitals, physicians and allied services providing care throughout Indiana. Responsible for coordinating and overseeing the budget and long range planning process, as well as, the consolidation and presentation of the annual operating and long range plan for presentation to the board of directors. Gained extensive experience with Allscripts EPSi, Eclypsis Decision Support Management System, Kauffman Hall Enuff and Microsoft Access.

Key Achievements:

- Successfully implemented Allscripts EPSi for 9 hospitals and multiple physician practices.
- Responsible for consolidation of the annual operating plan and prepared the document used to present the plan to the Committee on Finance and Board of Directors.
- Worked directly with the system CFO to coordination of capital allocation schedules for use in the CEO Capital Advisory Council.
- Led the strategic planning process for Indiana University Health and all associated affiliates and responsible of the consolidation and preparation of the financial strategic planning document for IU Health.
- Reported directly to the Vice President of Finance and worked closely with affiliated hospital CFOs and Executive leadership.

Manager of Financial Operations, Suburban Hospitals August 2007-April 2011

Served as Manager of Financial Operations for 2 acute care hospitals and an integrated health system with combined revenues in excess of $1.2 billion dollars.

Directly supervise staff of three. Manage the finance activities for three entities, which include: 189 bed hospital; 142 bed hospital; integrated health system with 152 bed hospital, 20+ clinic locations, and 150 employed physicians. Responsible for coordinating and overseeing the strategic planning and budget process, budget variance analysis, financial pro-formas, other financial analysis and relevant operational performance indicators.

Key Achievements:

- Successfully implemented Sunrise EPSi Budget Module for three entities.
- Led the financial operations team during the construction and opening phases for IU Health Arnett when opened during 2008.
- Improved the Key Financial Highlights reporting format to provide senior executives with relevant and succinct explanations of the drivers behind financial performance.
- Assisted in the implementation of Kronos labor productivity reporting for IU Health Arnett.
- Led the strategic planning process for three entities utilizing Kauffman Hall Enuff.

St. Vincent Health, Inc. – Indianapolis, Indiana 2001-2007

Manager of Financial Reporting

Served as Manager of Financial Reporting for the corporate office of 25 organizations with combined revenues in excess of $2.2 billion dollars.

Directly supervise staff of five accountants. Manage the financial reporting activities for seven entities, which include: 800 bed hospital; behavioral healthcare; rehabilitation hospital; corporate office; consolidated entities; and a not for profit foundation. Responsible for budget variance analysis, other financial analysis and relevant operational performance indicators. Gained extensive experience with SMS general ledger, Hyperion Enterprise Reporting, Lawson general ledger, OCIE, Crystal Reports, Hyperion Essbase, Hyperion Analyzer, and Crowe Revenue Cycle Analytics.

Key Achievements:

- Created and implemented process improvements which decreased the financial close process by ten days.
- Led the Organization Structure Team for Lawson general ledger implementation and played an instrumental role in the planning and development of the project.
- Established and led a "Financial Resource Optimization Group" designed to identify areas of process improvement and "best practices" implementing procedures which reduced time and supply costs by developing a "paperless" close.
- Worked in tandem with the Lawson System Administrator to create multi-dimensional database using Hyperion Essbase to enhance reporting and financial analysis from Lawson and TSI.
- Coordinated the implementation of Crowe Revenue Cycle Analytics into monthly close process which increased the efficiency, accuracy and timeliness of reporting related to revenue cycle, accounts receivable and allowance estimates.

The Eliza Jennings Group – Lakewood, OH 1999-2001
Controller
Served as Controller for three organizations with combined revenues in excess of $9.0 million dollars.
Responsible for all financial reporting and analysis. Worked closely with System Administrators and provided all financial support to operations. Actively participated in daily operations meetings and played a key role in daily operations as it impacted finance.
Key Achievements:

- Implemented Activity Based Costing models for operations managers.
- Implemented "Best Practices" Task Force organization wide.
- Created projections and feasibility analysis for a $7.4 million dollar renovation project.

The Community Network – Xenia, OH 1996-1999
Controller/Accounting Manager
Served as Controller for three organizations supervising all accounting functions and staff. Responsible for the conversion of the general ledger from a manual system to a computerized software system which included a general ledger, accounts payable and fixed assets. Reported directly to the CFO.

Education

Bachelor of Science, Accounting ❖ Ball State University – Muncie, Indiana
Masters in Business Administration ❖ Indiana Wesleyan University

reimbursement for telemedicine services for the HIP population
- Advocated on behalf of certain elected officials for significant changes in their state pension plan
- Negotiated legislation enacting an electronic waste recycling program, which requires manufacturers of certain products to recycle a percentage of their sales by weight
- Promoted legislation requiring insurance companies that contract with the state Medicaid program to achieve NCQA accreditation as a matter of eligibility to do business with the program

EDUCATION
- Indiana University, Indianapolis, Indiana (M.P.A., 2005)
- Indiana University, Bloomington, Indiana (B.S., 1997)

PROFESSIONAL ASSOCIATIONS
- Stanley K. Lacy Leadership Series, Class XLII
- Hoosier Women Forward, Founding Member
- Hope Academy, Board of Directors - President
- Old North Side Board of Directors, Treasurer
- Government Affairs Society of Indiana
- Marion County Democrat Party Chairman's Club
- Volunteer for numerous legislative and statewide candidates and elected officials

AWARDS AND RECOGNITIONS
- Sagamore of the Wabash, Awarded by Governor O'Bannon in 2003
- Sagamore of the Wabash, Awarded by Governor Kernan in 2004

PUBLICATIONS
- Co-Author, "New Indiana Health Care Laws", Krieg DeVault Health Care Newsletter (July 2018)
- Co-Author, "FSSA Revises Timely Filing Limit for Fee-For-Service Claims to 180 Days", Krieg DeVault Health Care Newsletter (June 2018)
- Co-Author, "Indiana Medicaid Proposes Overhaul of Program Integrity Rules", Krieg DeVault Health Care Newsletter (June 2018)
- Co-Author, "Update on the May Meeting of the Indiana Commission to Combat Drug Abuse", Krieg DeVault Health Care Newsletter (May 2018)
- Co-Author, "Legislation Streamlining Prior Authorization Requirements for Commercial Health Insurance Plans Becomes Law", Krieg DeVault Health Care Newsletter (March 2018)
- Co-Author "Bill Requiring Practitioners to Check INSPECT Before Prescribing Passes House, Senate; Gov. Holcomb to Sign", Krieg DeVault Health Care Newsletter (March 2018)

KRIEG | DEVAULT®

Amy M. Levander

Executive Director Governmental Affairs

P: (317) 238-6250
F: (317) 636-1507
E: alevander@kdlegal.com

Indianapolis Office
One Indiana Square
Suite 2800
Indianapolis, IN 46204-2079

Amy Levander is the Chair of Krieg DeVault's Government Affairs and Public Advocacy Practice Group. Prior to joining Krieg DeVault's Governmental Affairs team, Amy Levander served as Governor Kernan and Governor O'Bannon's Deputy Legislative Director. In that role, she negotiated legislation on behalf of the Governor with House and Senate Leadership, approved all agency legislation and made recommendations to the Governor. Prior to this role, she served three and a half years on the Indiana House of Representatives Democrat Staff.

Ms. Levander has over 20 years of government experience serving both the executive and legislative branches.

PRACTICE AND INDUSTRY TEAMS

- Government Contracting Services
- Governmental Affairs and Public Advocacy
- Health Care
- Medicaid Strategy and Health Policy
- Municipal and Governmental Law
- Nonprofit and Exempt Organizations
- Pharmacy and Pharmaceutical Law
- Telehealth and Telemedicine

REPRESENTATIVE EXPERIENCE

- Successfully advocated for passage of a new state grant program to assist with redevelopment of historic properties
- Advocated for changes to the state pharmaceutical statute to allow for substitution of bio-similar medications, despite strong opposition by the generic drug industry, pharmacy benefit managers and insurance companies
- Successfully lobbied for a change in the telemedicine statute to allow for Medicaid

ANGELA M. TOMLIN
atomlin@iu.edu

EDUCATION
POSTDOCTORAL

Indiana University School of Medicine	Internship in Clinical Psychology	09/1988-08/1989

GRADUATE

University of Wisconsin-Milwaukee	M.S. in Clinical Psychology	08/1983-12/1987
University of Wisconsin-Milwaukee	Ph.D. in Clinical Psychology	01/987 to 08/1989

UNDERGRADUATE

Indiana University-Bloomington	B. A., with honors in Psychology	08/1979 to 05/1983

ENDORSEMENT

Distinguished Infant Mental Health Mentor (Level IV)	Michigan Association for Infant Mental Health	September, 2005
FELLOWSHIP	Robert Wood Johnson Foundation Interdisciplinary Research Leaders	July, 2016-June, 2019

APPOINTMENTS
ACADEMIC

Indiana University School of Medicine	Division Chief Section of Child Development, Pediatrics	11/2012-present
	Director, Riley Child Development Center LEND Program	11/2012-present
	Associate Director Riley Child Development Center LEND Program	07/2009-10/2012
	Professor of Clinical Pediatrics	07/01/2018-present
	Associate Professor of Clinical Pediatrics	03/2011-present

	Adjunct Associate Professor of Clinical Psychology Department of Psychiatry	03/2011-present
	Graduate Faculty of Indiana University	2007-present
	Adjunct Assistant Professor of Pediatrics	07/2006-02/2011
	Adjunct Assistant Professor of Clinical Psychology	07/2006-02/2011

Other:

Indiana University-Purdue University at Indianapolis	Instructor, Department of Psychology, School of Science	08/1988 08/1991-05/1993
University of Indianapolis	Adjunct Faculty	08/1998-05/1999
Indiana University School of Medicine	Volunteer Clinical Assistant Professor of Clinical Psychology	1/1/1991-6/30/06
Indiana University School of Medicine	Volunteer Clinical Assistant Professor of Pediatrics	01/1/1991-06/30/2006

NON-ACADEMIC

	Title	Inclusive Dates
	Associate Director Riley Child Development Center LEND Program	07/2009-10/2012
	Coordinator of Psychology Riley Child Development Center	07/1994-present
	Riley Craniofacial Team Psychology Member	2007-present

LICENSURE, CERTIFICATION, SPECIALTY BOARD STATUS:

Psychologist	License No. 20040448	11/20/89-present
Health Service Provider in Psychology		09/1990-present
Denver II-Master Trainer		1995-2005

Specialist, Indiana First Steps	09/1998-present
Distinguished IMH Mentor	09/2005-present

PROFESSIONAL ORGANIZATION MEMBERSHIPS:

American Psychological Association	1989-present
Autism Society of America	2008-2012
World Association for Infant Mental Health	2000-present
Indiana Association for Infant & Toddler Mental Health	2002-present
Autism Society of America-Indiana Chapter	2008-2010
Mental Health America Indiana	2002-present
Hope Academy, Board of Directors	2016-present
Association of Psychologists in Academic Health Centers	2018-present

PROFESSIONAL HONORS AND AWARDS:

SERVICE

Award Name	Granted By	Date Awarded
"Change Lives" Award,	Johnson Co.(IN) ARC	2003
"Mental Health Professional" Heroes for Recovery	Mental Health America Indiana	2011
"Inspirational Woman"-Faculty	IUPUI Office for Women Office of Student Involvement	2015

OVERALL/OTHER

Award Name	Granted By	Date Awarded
Phi Eta Sigma	Indiana University	1980
Alpha Lambda Delta	Indiana University	1980
Phi Beta Kappa, Gamma of Indiana Chapter	Indiana University	1983

PROFESSIONAL DEVELOPMENT:

Course/Workshop Title	Provider	Date
Denver-II	Beverly Bresnick, MA	1/1995
ADOS	Catherine Lord, PhD Christina Corsello, PhD	12/4-5/2000

Introductory Theraplay Marchack Interaction Method	Phyllis Booth	1/9-12/2007
Incredible Years Leader Training	Julie Williams	10/2011
Screening Tool for Autism in Toddler	Zachary Warren, PhD	6/22-23/2012
Child Parent Psychotherapy Child Trauma Institute	Alicia Lieberman, PhD Patricia Van Horn, PhD	9/2012-5/2013

TEACHING:

TEACHING ASSIGNMENTS:

UNDERGRADUATE

GRADUATE

Course #	Short Title	Format	Role	Term	Enrollment
SWK600	Early Childhood Diagnosis		Instructor	2011	11
SWK600	Early Childhood Diagnosis		Instructor	2012	12
SWK600	Advanced Issues in Infant Mental Health		Instructor	2011	5
N/A	Introduction to Clinical Medicine	Psych.	95-98	10/year	
N/A	Denver-II	(monthly lecture)	Instructor	2005-2012	

MENTORING:

Dissertation Committee

Individual	Role	Inclusive Date
Shirley Payne, MPH	Member	12/17-present

Promotion and Tenure Primary Committee

Individual	Role	Inclusive Dates
LaQuia Vinson, DDS	Member	2015

RCDC LEND Post-Doctoral Fellows

Individual	Role	Inclusive Dates
Danielle Epler	Supervisor	2018-present
Jessica James	Supervisor	2018-present
Anna Merrill	Supervisor	2017-2018
Brett Enneking	Supervisor	2017-2018
Alyssa Lee	Supervisor	2016-2017
Lavonna Connell	Supervisor	2016-2017
Kristen Hurley	Supervisor	2015-2016
Cindy Ross	Supervisor	2015-2016
Sarah Brown	Supervisor	2014-2015
Po Ann (Sharon) Cheah	Supervisor	2014-2015
Lani Jones	Supervisor	2013-2014
Elesia Hines	Supervisor	2012-2014

Sara Martin	Supervisor	2011-2012
Naomi Pickholtz (Cohn)	Supervisor	2010-2011
Stephanie Creekpaum	Supervisor	2009-2010
Anne Manees	Supervisor	2008-2009
Allison McGinley	Supervisor	2008-2007
Christine Raches	Supervisor	2005-2006

(Note: In addition to post-doctoral trainees, I have annually supervised 1 or more psychology practicum students and psychology interns since 1989).

University of Indianapolis Clinical Psychology Doctoral Program:

Individual	Role	Inclusive Dates
Kasey Bolk (Davis)	Dissertation Committee Member	2005-2007
Aimee Dershowitz	Dissertation Committee Member	2009-2011

Medical Students

Individual	Role	Inclusive Dates
Hardesty Huntington	Volunteer Advisor	2015-2017
Mary Catherine Hon	Volunteer Advisor	2015-2017
Christopher Hyppolite	Volunteer Advisor	2015-2017
Colin Ip	Volunteer Advisor	2015-2017

Indiana University School of Dentistry

Individual	Role	Inclusive Dates
Julie Quinn	PI	2009-2010

Other

Mary Ann West, MSW	Mentor	2014-2015

Mentored Mrs. West as part of DCS Leadership Program through Indiana University School of Social Work.

REFLECTIVE SUPERVISION CONSULTATION GROUPS:

Since 2011, I have provided an ongoing reflective supervision/consultation groups for community professionals that meets bi-monthly for 90 minutes or monthly for two hours.

GRANTS/FELLOWSHIPS IN TEACHING:

Leadership Education in Neurodevelopmental Disorders (LEND) Grants are approved for 5 year periods.
Early Childhood Comprehensive Systems (ECCS) Grants are approved for 3 year periods.
Maternity and Fetal Medicine (MFM) is for 2 years. The amount listed is for each year of funding.

ACTIVE TEACHING GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
LEND	HRSA/MCHB	PI	30	953,544	7/18-6/19

Includes supplemental funding for special ZIKA project (3 years)

Newborn-IMH					
Riley Maternity and Newborn-IMH	RCF	PI	25	170,000	7/18-6/19

COMPLETED TEACHING GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
Newborn-IMH					
Riley Maternity and Newborn-IMH	RCF	PI	25	170,000	7/17-6/18
Riley Maternity and Newborn-IMH	RCF	PI	25	150,000	7/15-6/16
Riley Maternity and	RCF	PI	25	170,000	7/16-6/17
ECCS	ISDH (MCHB)	PI	20	114,522	8/15-7/16
LEND	HRSA/MCHB	PI	30	953,544	7/17-6/18
Includes supplemental funding for special ZIKA project (3 years)					
LEND	HRSA/MCHB	PI	30	616.392	7/16-6/17
LEND	HRSA/MCHB	PI	30	623,198	7/15-6/16
LEND	HRS/MCHB	PI	30	623,198	7/14-6/15
LEND	HRSA/MCHB	PI	30	585,072	7/13-6/14
LEND	HRSA/MCHB	PI	30	632,046	7/12-6/13
ECCS	ISDH (MCHB)	PI	20	31,100	8/24-7/15
ECCS	ISDH (MCHB)	PI	20	114,523	8/14-7/15
ECCS	ISDH (MCHB)	PI	20	114,523	9/13-7/14
Behavior Management	Marion Co. Step Ahead	PI	N/A	2,125	4/96-12/96

PENDING TEACHING GRANTS AND FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
N/A					

CONTINUING EDUCATION/CURRICULUM DEVELOPMENT

Over my entire time at Indiana University, I have developed a range of continuing education activities designed to increase the workforce of a wide range of professionals trained to provide infant mental health interventions across systems. This includes face to face training and distance modalities. Target audiences have include home visitors (e.g., Healthy Families), early intervention professionals in First Steps, Indiana's Part C program (e.g., speech, occupational and physical therapists), and child care professionals.

In 2014, I was a member of the curriculum team that developed and implemented the Early Evaluation Hubs materials. This is a 6 day series to develop the capacity of practicing physicians and other primary care professionals in diagnosing and managing autism spectrum disorder in young children. This curriculum was delivered in 2014 and 2015 to 8 practices around the state, resulting in access to this service for over 90% of the Medicaid eligible population.

ENRICH: 6 module behavior management curriculum that was delivered to child care and early care providers (1992; 1996)

The Indiana Association for Infant and Toddler Mental Health (now Infancy Onward), of which I am a Founding Board Member and chaired for 16 years,, has received a number of grants over the last 15 years from state agencies including ISDH, DCS, Head Start that have been used to support various programs I have created or co-created. Some examples are listed below:

Indiana's Infant Mental Health Mentorship Connection: 12 session program geared for early intervention providers delivered in face to face group format. (2001; 2009) (ISDH)

Early Childhood Mental Health Intensive: 48 hour training program for mental health professionals to gain skills with young children (2010 to 2013) (DMHA, 50,000 per year)

Young Children and the Courts Series. The Indiana Head Start Collaboration funded the IAITMH to provide conferences and fact sheets on court issues related to young children (25,000, 2013)

Infant Mental Health Assessment and Treatment Series. Indiana Criminal Justice Institute (20,000; 2005-2007)

INVITED PRESENTATIONS – TEACHING
LOCAL

Title	Organization	Location	Date
Orientation to LEND	RCDC LEND	Indianapolis, IN	8/2015
Orientation to LEND	RCDC LEND	Indianapolis, IN	8/2014
Autism	University of Indianapolis	Indianapolis, IN	1/27/2014
ADHD in Early Childhood	Pediatric Grand Rounds	Indianapolis, IN	3/1/2011
Report Writing	RCDC LEND	Indianapolis, IN	10/10/2008
Autism Spectrum Disorder Screening	Graduate Course in Pediatrics, IUSOM	Indianapolis, IN	6/18/2008
Report Writing	RCDC LEND	Indianapolis, IN	9/16/ 2004
Reporting Results		Indianapolis, IN	2/13/2003
Curriculum-Based Assessment	OT Program, IUPUI	Indianapolis, IN	2/11/2003
Report Writing	RCDC LEND	Indianapolis, IN	1/31/2002
Academic Underperformance and Problem School Behavior	Graduate Course in Pediatrics	Indianapolis, IN	8/16/2000
Evaluation of Infant	IUSOM Psychiatry Residents	Indianapolis, IN	6/23/2000
Overview of Assessment	RCDC LEND	Indianapolis, IN	9/23/1999
Infant Assessment	IUSOM Psychiatry Residents	Indianapolis, IN	2/17/1999
Report Writing	RCDC LEND	Indianapolis, IN	9/10/1998
Developmental Surveillance and Developmental Disorders	Indiana University School of Nursing	Indianapolis, IN	12/1997
Mental Retardation and Learning Disorder	RCDC	Indianapolis, IN	10/30/1997
Psychological Tests	RCDC LEND	Indianapolis, IN	3/1996

and Assessment			
Mental Retardation	Nutrition Fellows	Indianapolis, IN	10/13/1995
Mental Retardation and Learning Disorder	RCDC LEND	Indianapolis, IN	10/5/1995
Behavior Management	Indiana University School of Nursing	Indianapolis, IN	12/1992
Psychological Tests and Assessment	RCDC	Indianapolis, IN	3/1991
Diagnosis of ADHD for Pediatricians in Private Practice	Graduate Seminar in Pediatrics	Indianapolis, IN	2/1991
Psychological Tests and Assessment	RCDC LEND	Indianapolis, IN,	12/1990

RESEARCH/CREATIVE ACTIVITY:

GRANTS/FELLOWSHIPS IN RESEARCH:

RESEARCH GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	% Effort	Amount	Dates
Long-Term LEND Outcome	AUCD	Co-PI	N/A	3,000	1/15-8/15

This is a project with several other LEND programs initiated by Robert Noll, PhD (Pittsburg LEND) to evaluate the effectiveness of LEND training. We received a small amount of funding from our national organization.

INVITED PRESENTATIONS – RESEARCH

NATIONAL

Research in Reflective Supervision	Alliance of States	Scottsdale, AZ	11/9/2015
Reflective Interaction Observation Scale and Research Panel	League of States Retreat	Kansas City, KS	11/ 2014
Emerging Research on Reflective Supervision: Defining Its Essential Elements and Demonstrating Its Impact	Zero to Three, National Training Institute	San Antonio, TX,	12/2013
Autism screening practices and training needs among medical home providers and early intervention providers in Indiana	Annual Conference of the Association of University Centers on Disability	Crystal City, VA	11/2010
The Riley Adult Autism Spectrum Profile: Preliminary instrument	Annual Conference of the Association of University Centers on Disability	Crystal City, VA	11/2010

development			
Wee Ones Nursery at the Indiana Women's Prison: Preliminary evaluation findings	Annual Conference of the Association of University Centers on Disability	Crystal City, VA	11/2010
Using the Prevent Child Abuse and Neglect Curriculum at the Indiana Women's Prison	Zero To Three National Training Institute	Dallas, TX	12/2009
Early Intervention and Early Care Provider Experiences with High Risk Families	Zero to Three National Training Institute	Washington, DC	12/2005
Indiana's Infant Mental Health Mentorship Connection	Zero to Three National Training Institute	Washington, DC	12/2002
Using SPSS/PC+ as Introduction to Survey Techniques and Computer Technology	Third Annual SPSS Academic use Conference	Seattle, WA	6/1992
Do Mothers Accept Grandmothers' Advice When Disciplining Children?,	Midwestern Psychological Association	Chicago, IL	5/2/1991

INTERNATIONAL

Parents and providers of young children with special needs: What do they say about their training needs?	Seventh Congress of the World Association of Infant Mental Health	Montreal, Canada	7/2000
Measuring Reflection in Early Intervention Providers: Early Efforts and Next Steps (Panel)	Fourteenth Congress of the World Association for Infant Mental Health	Rome, Italy	5/2018

SERVICE:

UNIVERSITY SERVICE:

SCHOOL

Activity	Role	Inclusive Dates
Executive Committee NDBS	Member, Psychology	2013-present

CAMPUS

Activity	Role	Inclusive Dates
Women's Advisory Committee	Member	2015-present

UNIVERSITY

Activity	Role	Inclusive Dates
Faculty Development Committee	Member	7/1/2017-present
UCEDD Director Search Committee	Member	8/2015-12/2015
Developmental Peds Director Committee Search	Co-Chair	1/2019-present

PROFESSIONAL SERVICE:

LOCAL

Organization	Activity	Inclusive Dates
Infancy Onward	Board Chair	2001-2017
Infancy Onward	Member	2018-present
MHAI	Board VP for IMH	2001-2017
Sunny Start, Core Partner	Member	2004-2014
Sunny Start, Social-Emotional	Chair	2004-2014
Autism Society Indiana	Board Chair, Member	2009-2013
IIAC	Member	2008-present
Hope Academy	Board Member	2013-present
ELAC	Workforce Development	2014-present
Children's Mental Health DMHA	Member	2012-present
Foundations/ DOE	Leadership/Member	2007, 2011, 2014
Preschool Standard/DOE	Leadership/Member	2003
Training and Workforce DMHA	Member	2008-2009
Roncalli High School		
STARS Advisory Council	Member	2005-2008
ITSI	Core Partner	2005-2014
Child Welfare, Mental Health & Addiction, Screening, Assessment, Treatment Initiative	Member	2004-2005

NATIONAL

Organization	Activity	Inclusive Dates
MCHB	TAG Reviewer (appointed)	5/2015-7/2015
League/Alliance of States	Research Committee	2012-present

The Alliance of States (formerly League of States) is composed of programs that have adopted the Michigan Association for Infant Mental Health's Endorsement System. Indiana is one of the 21 states, countries and other entities in the Alliance.

INTERNATIONAL

Organization	Activity	Inclusive Dates
WAIMH	Affiliate Representative (IN)	2001-present

The Indiana Association for Infant and Toddler Mental Health is an affiliate of the World Association for Infant Mental Health. As the chair of Indiana's association, I am our representative to this international group.

PATIENT CARE/CLINICAL SERVICE:

As Director (11/1/2012 to present) and Service Line Leader(IUHP) (11/1/2014 to present) of the Section of Child Development I am administratively responsible for the clinical services of the section performed in Riley Hospital, the Riley Outpatient Center and at Meridian Crossing locations. This includes responsibility for supervising the clinical activities of the faculty. I lead our team developing clinic services, evaluating the effectiveness of the services, monitor patient satisfaction, and ensure that services are delivered in family-centered methods. Upon assuming the role of Director in 2012, I have worked with our administrator and faculty to increase patient access to our service. We have increased our clinical locations and the number of patients seen by the Section by close to three fold since I have been the Director. We have added faculty and increased the types of services that are offered, providing access to a larger variety of patients. Since I joined the Section of Child Development in 1989, I have provided supervision to advanced level trainees who perform clinical services in evaluation clinics and intervention (therapy) roles. In addition I have also provided direct clinical services for young children with neurodevelopmental disorders from 1989 to the present. This has included home visiting as a credentialed Indiana First Steps provider.

GRANTS/FELLOWSHIPS IN SERVICE:

Wee Ones Nursery	IN DOC	PI	10	36,000	8/14-9/15
Wee Ones Nursery	IN DOC	PI	10	36,000	8/13-9/14
Wee Ones Nursery	IN DOC	PI	10	36,000	8/12-9/13

The Indiana Department of Corrections houses a nursery at the Indiana Women's Prison. I provided attachment-based parenting groups to mothers in the program between 2007 and 2015. Funding sources varied, with the most recent listed above. As part of this program I also provided in-services for custody staff and support to the nannies (offenders who provided child care to babies when mothers were in school, work or appointments).

INVITED PRESENTATIONS – SERVICE
LOCAL

Title	Organization	Location	Date
Kardatzke Infant Mental Health Lecture Series (Committee Chair)	Riley Children's Foundation	Indianapolis, IN	10/17/2018
Infant Mental Health in the NICU	Riley NICU Faculty Meeting	Indianapolis, IN	8/23/2018
Kardatzke Infant Mental Health Lecture Series (Committee Chair)	Riley Children's Foundation	Indianapolis, IN	10/2017
Early Childhood Mental Health	Community Mental Health Center	Batesville, IN	4/29/2015
Infant and Early Childhood Mental Health	Center for Young Children	Indianapolis, IN	8/15/2013
Reflective Supervision and Practice	Project LAUNCH	Indianapolis, IN	6/6/2013
Reflective Supervision and Practice	Project LAUNCH	Indianapolis, IN	6/27/2013

Infant/Early Childhood Mental Health Assessment	Community Mental Health Center	Batesville, IN	1/29/2013
Infant/Early Childhood Mental Health Treatment	Community Mental Health Center	Lawrenceberg, IN	1/30/2013
Infant and Early Childhood Mental Health	St. Vincent Hospital	Indianapolis, IN	10/31/2012
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	Healthy Families	Fort Wayne, IN	7/16/2012
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	Healthy Families	Indianapolis, IN	7/12/ 2012
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	Healthy Families	Indianapolis, IN	5/10/ 2012
Roots and Wings	GALA/CASA	Indianapolis, IN	10/15/2011
Autism	CNP, IUSON	Indianapolis, IN	10/2/2011
Getting a Handle on Difficult Behavior: Help for Families	Infant Toddler Specialists of Indiana	Indianapolis, IN	9/9/2011
Infant Mental Health for Child Care	RCDC	Indianapolis, IN	5/18-19/ 2011
Winter Workshop: Infant Mental Health	IAEYC	Indianapolis, IN	3/12/2011
Infant Mental Health for Child Care	RCDC	Indianapolis, IN	3/10-11/2011
Developmental and Autism Screening	Community Mental Health Center	Batesville, IN	3/2/2011
Infant Mental Health	Indiana Women's Prison, Custody Staff Training	Indianapolis, IN	10/15/2010
Developmental Therapy Forum	Central Indiana First Steps Council	Indianapolis, IN	7/9/2010
Developmental Screening	Family Practice Nurse Practitioners, Indiana University School of Nursing	Indianapolis, IN	5/17/2010
Parent-Provider Partnerships	Bloomington Early Head Start	Bloomington, IN	5/14/2010
Developmental Screening	Pediatric Clinical Nurse Practitioners, Indiana University School of Nursing	Indianapolis, IN	4/8/2010
Trauma in Early	One Family, One Community	Versailles, IN	1/11/2010

Childhood			
Partnering with Parents	RCDC	Indianapolis, IN	12/18/2009
Reflective Practice	RCDC	Indianapolis, IN	10/8/2009
Supporting Positive Behavior	DT Forum, ProKids	Indianapolis, IN	10/2/2009
Early Childhood Mental Health Diagnosis	RCDC	Indianapolis, IN,	6/17/2009
Early Signs of Autism	RCDC	Indianapolis, IN	4/25/2009
Developmental Therapy Forum	Pro Kids	Indianapolis, IN	3/13/2009
Infant Mental Health	FUSE	Greenfield, IN	3/7/2009
Early Childhood Mental Health	Marion County DCS	Indianapolis, IN	9/23/2008
Social-Emotional Screening	RCDC	Indianapolis, IN	3/24/2008
Infant Mental Health Training for Nannies	Indiana Women's Prison	Indianapolis, IN	11/26/2007
Trauma in Early Childhood	Family Service Association	Indianapolis, IN	11/20/2007
Infant Mental Health Training for Custody Staff,	Indiana Women's Prison	Indianapolis, IN	11/15/2007
Infant Mental Health Treatment	IAITMH and ICJI	Merrillville, IN	6/19/2007
Infant Mental Health Treatment	IAITMH and ICJI	Lawrenceburg, IN	5/11/2007
Infant Mental Health Treatment	IAITMH and ICJI	Muncie, IN	5/4/2007
Infant Mental Health Treatment	IAITMH and ICJI	Jasper, IN	2/26/2007
DC: 0-3R	Community Mental Health Center	Batesville, IN	2/9/2007
Infant Mental Health	University of Indianapolis	Indianapolis, IN	11/13/2006
Infant Mental Health Assessment	IAITMH and ICJI	Lawrenceburg, IN	4/21/2006
Infant Mental Health Assessment	IAITMH and ICJI	Merrillville, IN	4/10/2006
Infant Mental Health Assessment	IAITMH and ICJI	Columbus, IN	3/17/2006
Denver-2	Wishard	Indianapolis, IN	4/3/2006
Using the Ages & Stages-2	IUSOM Preceptors	Indianapolis, IN	2/1/2006
Behavior Management	Head Start	Kokomo, IN	12/19/2005
Infant Mental Health Treatment	IAITMH and ICJI	Park Center, Fort Wayne, IN	12/17/2005
Infant Mental Health Treatment	IAITMH and ICJI	Vincennes, IN	12/2/2005

Infant Mental Health Treatment	IAITMH and ICJI	Merrillville, IN	11/21/2005
Severe Behavior Problems	Head Start	Indianapolis, IN,	9/19/2005
Early Childhood Mental Health	Head Start	Kokomo, IN	8/29/2005
Infant Mental Health Mini-Mentorship	Indiana Association for Infant & Toddler Mental Health ISDH	Noblesville, IN	8/20/2005
Infant Mental Health Mini-Mentorship	Indiana Association for Infant & Toddler Mental Health ISDH	Indianapolis, IN	8/3/2005
Infant Mental Health Mini-Mentorship	Indiana Association for Infant & Toddler Mental Health ISDH	Indianapolis, IN	7/23/2005
Infant Mental Health Mini-Mentorship	Indiana Association for Infant & Toddler Mental Health ISDH	Indianapolis, IN	6/15/2005
Infant Mental Health Mini-Mentorship,	Indiana Association for Infant & Toddler Mental Health ISDH	Indianapolis, IN	6/13/2005
Infant Mental Health Treatment	IAITMH and ICJI	Lafayette, IN	4/11/2005
Day of Study	Indianapolis Hebrew Congregation	Indianapolis, IN	11/6/2004
Maternal Depression and Infant Mental Health	Head Start	Indianapolis, IN	10/27/2004
Autism	Food for Thought, Valle Vista	Greenwood, IN	9/17/2004
Infant Mental Health Mini-Mentorship	IAITMH & ICJI	Indianapolis, IN	9/13/2004
Difficult Behaviors in Young Children		Indianapolis, IN	11/8/2004
Early Childhood Mental Health	Child Care	Columbus, IN	8/12/2004
Attachment Issues	RCDC	Indianapolis, IN	6/25/2004
Temperament	RCDC	Indianapolis, IN	5/27/2004
Craniofacial Camp IU & Me	Riley Craniofacial Program	Bradford Woods	4/24/2004
Easing the Teasing	Sertoma Club	Indianapolis, IN	3/10/2004
Developmental Therapist Forum	UTS	Indianapolis, IN	1/22/2004
Super Saturday	Johnson County Special Services	Greenwood, IN	4/12/ 2003
First Steps Provider Forum	UTS	Indianapolis, IN	1/23/ 2003
Facing Facts	Progressive Pediatrics	Indianapolis, IN	1/14/2003
Understanding Psychological Tests	Johnson County Support Group	Greenwood, IN	10/28/2002
First Steps Provider	UTS	Indianapolis, IN	6/27/2002

Forum			
Developmental Disabilities	Area Agencies on Aging Conference	Indianapolis, IN	5/20/2002
Parenting 101	Riley Craniofacial Program	Indianapolis, IN	5/16/2002
Parenting 101	Our Lady of Greenwood PTO	Greenwood, IN	5/8/ 2002
Super Saturday	Johnson County Special Services	Greenwood, IN	4/13/2002
Parent Workshop	Riley Craniofacial Program	Bradford Woods	3/23/2002
Infant Mental Health	Head Start	Indianapolis, IN	3/5/2002
Social-Emotional Assessment	IAITMH	Indianapolis, IN	2/28/2002
Facing Facts	Riley Craniofacial Program	Indianapolis, IN	10/2001
Temperament Styles of Young Children	RCDC	Indianapolis, IN	5/24/2001
Parenting 101	Riley Craniofacial Conference	Bradford Woods	5/2001
Facing Facts	Progressive Pediatrics	Indianapolis, IN	12/2001
Evaluation in Early Childhood	Ft Wayne Area Preschool Special Education Staff	Ft. Wayne, IN	12/12/2000
Teasing	Riley Craniofacial Program	Indianapolis, IN	10/2000
Attachment in Out of Home Care	Pleasant Run Children's Home	Indianapolis, IN	8/30/2000
Hawaii Early Learning Profile	RCDC	Jasper, IN	6/23/2000
Denver-II	RCDC	Portage, IN	5/4/2000
Developmental Delay	RCDC	Indianapolis, IN	3/7/2000
Autism and Mental Handicap	RCDC	Indianapolis, IN	12/17/1999
Autism	Indiana Speech and Hearing Association	Purdue University, West Lafayette, IN	10/25/1999
Assessment, Evaluation, and Programming System	Riverview Hospital	Noblesville, IN	9/30/1999
ENRICH	RCDC	Wells County Indiana	4/13-14/1999
Understanding SSI Evaluation	Children's SSI Pro Bono Project of the Indiana State Bar Association	Indianapolis, IN	5/22/1998
Infant and Toddler Assessment,	South Bend Schools	South Bend, IN	11/ 19-20/ 1999
Failure to Thrive	Orange County Child Care Cooperative	French Lick, IN	11/13/1997
Denver-II	Rehabilitation Centers and Lake County First Steps Council	Merrillville, IN	11/7-8/ 1997
The Strong Willed Child	Day Nursery	Indianapolis, IN	3/20/1997
Attachment and Bonding	Villages	Indianapolis, IN	8/28/1996
Behavior and Development	Manchester College	Manchester Indiana	5/7/1996
ENRICH	RCDC	Columbus, IN	5/ 2-3/1996

Train the Trainers			
Autism	Frankfort School System	Frankfort, IN	11/4/1994
Children with Prenatal Drug Exposure	Very Special Arts	Indianapolis, IN	3/ 1993
Assessment of Students with Severe and Multiple Handicaps	Grand Wayne Special Education Cooperative Conference	Ft. Wayne, IN	10/1992
Diagnosis of Autism	Ball State University Psychology Department	Muncie, IN	2/1992
Diagnosis of Autism	Indiana School Psychology Association, Region V	Lafayette, IN	1/1992
Overview of the Bayley Scales of Infant Development,	Indiana School Psychology Association, Region V	Lafayette, IN	1/25/1991

REGIONAL

Title	**Organization**	**Location**	**Date**
Ethics in Home Visiting	Infancy Onward (Course Director)	Indianapolis, IN	8/17/2018
Trauma in Schools	IN Council of Community Health Centers	Lafayette, IN	7/26/2018
Tackling the Tough Stuff	Louisiana Dept of Health, Healthy Families	Lafayette, LA	4/16/2018
Raising of Ft Worth	First Five of Texas	Ft Worth, TX	3/19-21/2018
Early Childhood Mental Health Intensive	RCDC/RCF/Infancy Onward	Indianapolis, IN	2/1-2/2/2018 3/1-2/2018 5/10-11/2018 6/28-29/2018
DSM 5	Indiana School Social Work Conference	Greenwood, IN	11/10/2017
Infant Mental Health	RCF/Mother and Baby	Terre Haute, IN	10/31/2017
Infant Mental Health	RCF/Mother and Baby	Muncie, IN	10/13/2017
Infant Mental Health	Children's Justice Conference	Indianapolis, IN	10/3/2017
Infant Mental Health	RCF/Mother and Baby	Indianapolis, IN	9/28/2017
Reflective Consultation	Alliance for the Advancement of Infant Mental Health	St. John's University, MN	8/2-4/2017
Autism	NDBS	Indianapolis, IN	7/25/2017
Autism	NDBS	Batesville, IN	8/24/2017
Tackling the Tough Stuff	MI Association for Infant Mental Health, 40th	Kalamazoo, MI	5/9/2017
Early Childhood Mental Health Intensive	RCDC/RCF/Infancy Onward	Indianapolis, IN	2/2-3/2017 3/9-10/2017 5/4-5/2017 6/22-23/2017
Infant Mental Health NICU	RCDC/RCF/Infancy Onward	Evansville, IN	10/26/2016
Supporting Very Young Children and Families: Infant/Early	THE Institute for Strengthening Families	Indianapolis, IN	9/14/2016

Childhood Mental Health In Practice			
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	4/5/2016
Early Evaluation Autism Training	Indiana University School of Medicine, NDBS	Terre Haute, IN	10/30/2015
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	10/13/2015
Early Evaluation Autism Training	Indiana University School of Medicine, NDBS	Muncie, IN	9/25/2015
Regulation (Course Director)	Indiana Association for Infant and Toddler Mental Health, Annual Conference	Indianapolis, IN	8/21/2015
Early Evaluation Autism Training	Indiana University School of Medicine, NDBS	Ft. Wayne, IN	2/27/2015
Endorsement Portfolio Reviewer Training	IAITMH	Indianapolis, IN	12/9/2014
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	9/2015
Early Evaluation Autism Training	Indiana School of Medicine, NDBS	New Albany	7/25/14
Early Evaluation Autism Training	Indiana School of Medicine, NDBS	Evansville, IN	6/5-6/2014 5/1-2/2014
Getting a Handle on Difficult Behavior	Pro Kids	Indianapolis, IN	1/24/2014
Infant Mental Health	Docs INCASE Annual Conference	Indianapolis, IN	9/11/ 2014
Infant Mental Health in Early Intervention Fields What Works?, (Course Director)	Indiana Association for Infant and Toddler Mental Health, Annual Conference on Infant Mental Health	Indianapolis, IN	8/8/2014
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	9/15/ 2014
Getting a Handle on Difficult Behavior: Help for Families	Pro Kids	Indianapolis, IN	7/11/2014
Supporting Very Young Children and Families: Infant/Early	THE Institute for Strengthening Families	Indianapolis, IN	9/17/ 2013

Childhood Mental Health In Practice			
Child Abuse and Neglect Effects of Trauma	Indiana Head Start Conference	Indianapolis, IN	10/25/ 2013
Young Children and Loss (Course Director)	Indiana Association for Infant and Toddler Mental Health, Annual Conference on Infant Mental Health	Indianapolis, IN	8/23/2013
Infant and Early Childhood Mental Health	Indiana System of Care Conference, Division of Mental Health and Addiction	Indianapolis, IN	5/1/2013
Working with Challenging Parents: Strategies for Success	Indiana Association for the Education of Young Children	Indianapolis, IN	4/22/2013
IMH Endorsement: A Competency-Based System for Infant and Family Professionals	Indiana Association for the Education of Young Children	Indianapolis, IN	4/22/2013
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	4/8-9/2013
Young Children and the Courts, Indiana Association for (Course Co-Director and Presenter)	Infant and Toddler Mental Health and Indiana Head Start	Valparaiso, IN	2/18/2013
Young Children and the Courts, Indiana Association for (Course Co-Director and Presenter)	Infant and Toddler Mental Health and Indiana Head Start	Bloomington, IN	1/ 24/ 2013
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice,	THE Institute for Strengthening Families	Indianapolis, IN	9/17-18/2012
Young Children and the Courts, Indiana Association for (Course Co-Director and Presenter)	Infant and Toddler Mental Health and Indiana Head Start	Indianapolis, IN	8/24/2012
Early Childhood Mental Health	Systems of Care Conference Division of Mental Health and Addiction	Indianapolis, IN	5/17/2012
Supporting Very Young Children and Families: Infant/Early Childhood Mental	THE Institute for Strengthening Families	Indianapolis, IN	4/16-17/2012

Health In Practice			
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	9/20-21/2011
Ethics (Course Co-Director)	Indiana Association for Infant and Toddler Mental Health, 13th Annual Conference on Infant Mental Health	Indianapolis, IN	8/12/2011
Supporting Very Young Children and Families: Infant/Early Childhood Mental Health In Practice	THE Institute for Strengthening Families	Indianapolis, IN	4/11-12/ 2011
Trauma In Early Childhood	Indiana Head Start Conference	Indianapolis, IN	10/13/2010
Getting a Handle on Difficult Behavior	Indiana First Steps Core Training	Indianapolis, IN	9/29/2010
Autism Screening in Early Intervention	THE Institute for Strengthening Families	Indianapolis, IN	9/20/2010
Autism Screening in Early Intervention	THE Institute for Strengthening Families	Indianapolis, IN	9/22/2010
Parent-Infant Psychotherapy, (Course Director)	Indiana Association for Infant and Toddler Mental Health, Annual Conference in IMH	Indianapolis, IN	8/27/2010
Supporting Positive Behaviors	Infant Toddler Specialist Initiative Conference	Indianapolis, IN	8/25/2010
Trauma In Early Childhood	Infant Toddler Specialist Initiative Conference	Indianapolis, IN	8/25/2010
Trauma In Early Childhood	Indiana Council of Community Mental Health Centers	Indianapolis, IN	7/29/2010
Getting a Handle on Difficult Behavior	Indiana First Steps Core Training	Indianapolis, IN	6/23/2010
Social Skills and Peer Acceptance, Pierre Robin Sequence Conference	Riley Craniofacial Program	Indianapolis, IN	4/23/2010
Autism Screening in Early Intervention	THE Institute for Strengthening Families	Indianapolis, IN	4/21/2010
Autism Screening in Early Intervention	THE Institute for Strengthening Families	Indianapolis, IN	4/19/2010
Getting a Handle on Difficult Behavior	Indiana First Steps Core Training	Indianapolis, IN	3/1/2010
Screening Tools for Social Workers	National Association of Social Workers, Indiana Chapter	Indianapolis, IN	10/15/ 2009
What about the Babies? Mental Health Diagnoses in Early	THE Institute for Strengthening Families	Indianapolis, IN	9/23/2009

Childhood			
Systems of Care in Early Childhood (Course Director)	Indiana Association for Infant & Toddler Mental Health, Annual IMH Conference	Indianapolis, IN	8/14/2009
Children's Mental Health Awareness Day	Division of Mental Health and Addiction	Indianapolis, IN	5/7/2009
Supporting Early Relationships in Early Care Setting	THE Institute for Strengthening Families	Indianapolis, IN	4/22/2009
Is it ADHD or the Joy of Being 4 or 5?	INARF	Indianapolis, IN	3/11/2009
Infant Mental Health	Indiana Foster Care and Adoption Association	Indianapolis, IN	12/ 21/2008
Infant Mental Health	Indiana Foster Care and Adoption Association	Carmel, IN	11/ 21/2008
Professional Panel Moderator	International Adoption Conference Riley Hospital	Indianapolis, IN	11/7/2008
Risk and Resilience Among Children with a Parent with Mental Illness	National Association of Social Workers Indiana Chapter	Indianapolis, IN	10/16/2008
Infant Mental Health Mini-Mentorship	THE Institute for Strengthening Families	Indianapolis, IN	9/22/ 2008
Child Parent Psychotherapies (course director)	Indiana Association for Infant and Toddler Mental Health, Annual Conference	Indianapolis, IN	8/21-22, 2008
Motivational Interviewing (Course Director)	Indiana Association for Infant and Toddler Mental Health	Indianapolis, IN	3/14/ 2008
When to Refer for Mental Health Services: What's Normal and What's Not	Indiana Kid's Count Conference, Indiana Youth Institute	Indianapolis, IN	12/5/ 2007
Craniofacial Team Family Panel	Craniofacial Team, Riley Hospital	Indianapolis, IN	3/7/2008
Returning the Treasure to the Babies: Young Children in Out of Home Care	Indiana CASA Volunteers Conference	Indianapolis, IN	11/2007
Infant Mental Health Mini-Mentorship	THE Institute for Strengthening Families	Indianapolis, IN	9/19/2007
Essential Connections	THE Institute for Strengthening Families	Indianapolis, IN	9/18/2007
Feeding Infants and Toddlers: Typical and Atypical Patterns (Course Director)	Indiana Association for Infant & Toddler Mental Health 9th Annual Conference	Indianapolis, IN	8/17/2007
Infant Mental Health Institute (Course Director)	Indiana Association for Infant & Toddler Mental Health	Indianapolis, IN	7/9-13/2007

Infant Mental Health Mini-Mentorship	THE Institute for Strengthening Families	Indianapolis, IN	4/2007
Early Childhood Mental Health	National Association of Social Workers, Indiana Chapter	Indianapolis, IN	10/5/2006
Infant Mental Health Mini-Mentorship	THE Institute for Strengthening Families	Indianapolis, IN	9/20/2006
The Effects of Parental Addiction on Young Children (Course Director)	Indiana Association for Infant and Toddler Mental Health,8th Annual Conference on Infant Mental Health	Indianapolis, IN	8/25/2006
Effects of Trauma on Young Children	Mental Health America in Indiana Annual Meeting	Indianapolis, IN	6/2/2006
Burden of Care in Pierre Robin Sequence	Riley Craniofacial Team Conference	Indianapolis, IN	5/5/2006
Infant Mental Health Mini-Mentorship	THE Institute for Strengthening Families	Indianapolis, IN	4/26/2006
Partnering with Your Team Mental Health Professionals	Tri-State Craniofacial Conference	Indianapolis, IN	10/7/2005
Premature Infants (Course Director)	Indiana Association for Infant & Toddler Mental Health 7th Annual Conference on IMH	Indianapolis, IN	8/26/2005
Infant and Toddler Assessment	Indiana Council of Community Mental Health Centers	French Lick, IN	7/28-29/ 2005
Infant Mental Health: Supporting Indiana's Youngest Citizens	Mental Health America 8th Annual Mental Health Symposium	Indianapolis, IN	5/13/2005
LENDLinks: Early Childhood Mental Health Videoconference	RCDC and MCHB	Originating from Indianapolis, IN	10/22/2004
Service Coordinator Training	UTS	Columbus, IN	8/18/2004
Trauma (Course Director)	Indiana Association for Infant & Toddler Mental Health 6th Annual IMH Conference	Indianapolis, IN	8/13/2004
Attachment in International Adoption (Course Director)	Indiana Association for Infant & Toddler Mental Health 5th Annual IMH Conference	Indianapolis, IN	11/22/2003
ENRICH	RCDC	Indianapolis, IN	11/ 13-14/ 2003
Parenting 101	Riley Craniofacial Program	Indianapolis, IN	10/3/2003
Understanding and Helping Families with Maternal Depression (Course Director)	Indiana Association for Infant & Toddler Mental Health ISDH	Indianapolis, IN	7/18/2003
Help for Young Children with Self-Regulation Challenges (Course Director)	Indiana Association for Infant & Toddler Mental Health 4th Annual IMH Conference	Greenwood, IN	9/20/2002

International Adoption Conference	Riley IA Program	Indianapolis, IN	9/14/2002
Consultative Therapy Series	UTS	Various state locations	4-5/ 2002
Supporting Infant Mental Health Practice: A Module for Service Coordinators	UTS	Indianapolis, IN	2/15/2002
Infant Mental Health Conference (Course Director)	Indiana Association for Infant & Toddler Mental Health	Indianapolis, IN	9/14/2001
Infant Mental Health	Indiana Juvenile Judges Symposium	Indianapolis, IN	6/21/ 2001
LINKing Evaluation and Assessment: Curriculum-Based Measure for Early Intervention	UTS	Indianapolis, IN	6/15/2001
Development	Riley Child Care Conference	Carmel, IN	5/ 2001
Computers and Young Children	Indiana Association for the Education of Young Children	Indianapolis, IN	3/9/2001
How Babies Learn to Love	Indiana Association for the Education of Young Children	Indianapolis, IN	3/9/ 2001
Clinical Interviewing	UTS Developmental Therapy Series	various Indiana locations	2/2001
Play! Using Play-Based Activities with Babies and Toddlers	UTS	Marion, IN	1/31/2001
Play! Using Play-based Activities with Babies and Toddlers	UTS	Vincennes, IN	1/23/2001
LINKing Evaluation and Assessment: Curriculum-based Measures for Early Intervention	UTS	Indianapolis, IN	12/6/2000
Developmental Delay	Preschool Special Education Administrators Conference	Indianapolis, IN	10/11/2000
Course Director)	IAITMH 3rd Annual Infant Mental Health Conference	Indianapolis, IN	9/14/2000
ENRICH Train the Trainers	RCDC	Indianapolis, IN	5/6-7/2000
LINKing Evaluation and Assessment: Curriculum-Based Measures for Preschool Students with Disabilities	DOE	various Indiana locations	1-2/ 2000
Strengthening Relationship with Families of Infants and	RCDC	Indianapolis, IN	9/16/1999

Toddlers: How YOU Can Make a Difference			
ENRICH Train the Trainers	RCDC	Indianapolis, IN	7/29-30/1999
Developmental Programming for Infants and Young Children Training	UTS	Indianapolis, IN	6/4/1999
Atypical Development	RCDC and UTS	Interactive Videoconference originating from Indianapolis, IN	1/22/1999
Understanding and using Curriculum-Embedded Assessment	UTS and RCDC	various locations in Indiana	11/1998-2/1999
Essential Facts for Effective Case Management: Strengthening Support for Children with Autism and Their Families	Area Agencies on Aging	Indianapolis, IN	11/201997
Shaken Infant Syndrome: Medical, Legal, and Intervention Issues (Course Organizer)	RCDC and Riley TBI Program	Indianapolis, IN	9/25/1998
Developmental Disabilities	Area Agencies on Aging	Indianapolis, IN	5/20/1999
Authentic Assessment for Early Intervention: Assessment you Can Use (Course Director)	UTS	Carmel, IN	3/26/1999
Treatment Issues in Autism	Ed/Med Conference	Indianapolis, IN	10/28/ 1997
Healthy Connections: Issues in Infant Mental Health (Course Director)	RCDC	Indianapolis, IN	9/16/1997
Fragile X, Video Conference	RCDC	Indianapolis, IN	5/2/1997
Evaluation and Treatment of Young Children with Autism and PDD	RCDC	Indianapolis, IN	2/13/1997
Early Childhood Forum	UTS	Indianapolis, IN	9/20/1996
Autism	Area Agencies on Aging	Indianapolis, IN	8/30/1996
ADHD	RCDC	Indianapolis, IN	11/2-3/1995
Unified Training System Event CBA	UTS	Lafayette, IN	8/4/1995

Unified Training System Event CBA	UTS	Plymouth, IN	6/30/1995
Unified Training System Event CBA	UTS	Indianapolis, IN	6/23/1995
Unified Training System Event CBA	UTS	Bloomington, IN	6/2/995
Arena Assessment	RCDC	Indianapolis, IN	1/23/1995
Assessment	Area Agencies on Aging	Indianapolis, IN	10/5/1994
Preschool Assessment Procedures	Indiana Preschool Assistance Project, DOE	various sites in Indiana	11/1991 through 1/1992
Early Childhood Assessment Techniques: The Bayley Scales of Infant Development	RCDC	Indianapolis, IN	12/1990

NATIONAL

Title	**Organization**	**Location**	**Date**
Culture and Relationships	Celebrating Connections Conference	Charleston, WV	4/2018
The Effects of Parental Incarceration on Children	Celebrating Connections Conference	Charleston, WV	4/2018
Tackling the Tough Stuff	ZERO TO THREE/Brookes	Webinar	1/18/2018
Autism CARES Meeting	MCHB/AUCD	Bethesda, MD	7/10-11/2017
Reflective Practice: Skills for Supervisors	Celebrating Connections Conference	Charleston, WV	4/ 2017
Tackling the Tough Stuff	Celebrating Connections Conference	Charleston, WV	4/ 2017
Reflective Practice: Skills for Supervisors	Celebrating Connections Conference	Charleston, WV	4/ 2016
Relationship, Reflection and Regulation: Supporting Parents so Parents can Support Children	Celebrating Connections Conference	Charleston, WV	4/ 2016
Identifying Trauma Exposure in Families	Celebrating Connections Conference	Charleston, WV	2/ 2015
Supporting Families with Trauma Exposure: How Early Intervention Professionals Can Help	Celebrating Connections Conference	Charleston, WV	2/ 2015
Research in Reflective Supervision	Alliance of States	Scottsdale, AZ	11/2015
Nurturing a Culture of Relationship and Reflection in	Zero to Three, National Training Institute	Seattle, WA	12/ 2015

Supervision, Practice, and Programs			
Reflective Interaction Observation Scale and Research Panel	League of States Retreat	Kansas City, KS	11/2014
DSM 5 for Parents	Autism Society of America Annual Conference	Indianapolis, IN	7/25/2014
Reflective Practice: Skills for Supervisors	Celebrating Connections Conference	Charleston, WV	2/2014
Emerging Research on Reflective Supervision: Defining Its Essential Elements and Demonstrating Its Impact	Zero to Three, National Training Institute	San Antonio, TX,	12/ 2013
What is Competence in Early Childhood Mental Health	League of States Retreat	Los Angeles, CA	11/27/ 2012
Risk and Resilience: Addicted Families	Celebrating Connections Conference	Charleston, WV	2/2012
Nurturing New Leaders for Infant and Family Fields	Zero to Three, National Training Institute	Washington, DC	11/ 2011
Supporting Relationships in Early Care Settings	Celebrating Connections Conference	Charleston, WV	2/ 2010
ADHD in Early Childhood	Celebrating Connections Conference	Charleston, WV	2/ 2010
Working with Parents with Depression, Personality Disorder, and Mental Handicaps	Celebrating Connections Conference	Charleston, WV	2/ 2009
Social-Emotional Screening; Methods for Early Intervention Providers	Celebrating Connections Conference	Charleston, WV	2/ 2009
Reflecting on Ourselves: Reflective Function of Early Childhood Professionals	Zero to Three, National Training Institute	Los Angeles, CA	12/ 2008
Diagnosis, Intervention, and Future Planning in Autism: Parent-Provider Partnerships	Celebrating Connections Conference	Charleston, WV	2/20/2008
Essential Connections: Young Children in Foster Care	Celebrating Connections Conference	Charleston, WV	2/20/ 2007
How I Overcame My Graduate Training and Became an Infant	Zero to Three, National Training Institute	Albuquerque, NM	12/ 2006

Mental Health Specialist			
Partnering with Families who are Experiencing Multiple Stressors	Private Practice	Strassburg, PA	7/19/2005
Curriculum-Based Assessment	Celebrating Connections	Charleston, WV	2/23/2005
Partnering with Families who are Experiencing Multiple Stressors	SERC	Hartford, CT	1/19/ 2005
Infant Mental Health	RCDC LEND Videoconference for 8 sites in MCHB LEND Programs	Originated from Indianapolis, IN	3/25/2003
Infant Mental Health in Indiana	American Association of Maternal Child Health Programs	Washington, DC	3/10/2003
Curriculum Based Assessment in Early Intervention	Puerto Rico Department of Health	San Juan, PR	9/30 through 10/10/ 2002
Infant Mental Health: Prevention and Intervention Videoconference,	Central Conference of University Training Programs	Originated from Indianapolis, IN	3/1/2001
ENRICH Train the Trainers	Wisconsin Child Care Resource and Referral	Appleton, WI	5/26-27/ 2000
Denver-II Training	VI UCEDD	Virgin Islands	4/19-21/ 1995
Arena Assessment of Preschool Handicapped Children	National Association of School Psychologists	Nashville, TN	3/1992
Using SPSS/PC+ as Introduction to Survey Techniques and Computer Technology	Third Annual SPSS Academic use Conference	Seattle, WA	6/1992
Do Mothers Accept Grandmothers' Advice When Disciplining Children?,	Midwestern Psychological Association	Chicago, IL	5/2/1991

PUBLICATIONS:

TEACHING

All pediatric dental residents at Indiana University School of Dentistry have a child development minor. I serve on their committees to represent child psychology. In this role I participate in their research and their qualifying examinations.

Refereed

*†Vinson, L. A. Rasche, M. L., Sanders, B. J., Jones, J. E., Saxen, M. A., Tomlin, A. M., & Weddell, J. A. (2016). Behavior assessment in children following hospital-based general anesthesia versus office-based general anesthesia. *Dentistry Journal, 4*(3), 27 doi:10.3390/dj4030027.

*†Carson, J. Walker, L. A., Sanders, B.J., Jones, J. E., Weddell, J. A. & **Tomlin,** .A M. (2015). Native language spoken as a risk marker for tooth decay, *Journal of Clinical Pediatric Dentistry, 39*(5):415-8

*†Dunlop, R. M., Sanders, B. J., Jones, J. E., Weddell, J. A, Walker, L. A., Kowolik, M. J., Caldwell, R., **Tomlin**, A. M., & Eckert, G. J. (2013). Pulp Therapy in Pediatric Patients with Congenital Heart Disease: A Survey of the Members of the American Academy of Pediatric Dentistry, *Journal of Pediatric Health Care, 27,* 155-157.

*†Hicks, G., Jones, J., Saxen, M., Maupome, G., Sanders, B., Walker, L., Weddell, J., & **Tomlin**, A. (2012). Demand in pediatric dentistry for sedation and general anesthesia by dentist anesthesiologists: a survey of directors of dentist anesthesiologist and pediatric dentistry residencies. *Anesthesia Progress, 59(1),* 3-11.

†Olabi, N. F., Jones, J. E., Saxen, M. A., Sanders, B., Walker, L, A. Weddell, J., & **Tomlin, A. (2012). The use of office-based sedation and general anesthesia by board certified pediatric dentists practicing in the United States. *Anesthesia Progress, 59(1)*, 12-7.

†Fuhrer, C., T., Weddell, J., A., Sanders, B. J., Jones, J.E., Dean, J.A., & **Tomlin**, A. M. (2009). Effect on Behavior of Dental Treatment Rendered Under Conscious Sedation and General Anesthesia in Pediatric Patients, *Pediatric Dentistry, 31(7),* 142-147.

Non-refereed

*†Juntgen, L., R. M., Sanders, B. J., Walker, L. A., Jones, J. E., Weddell, J., **Tomlin**, A. M., & Maupome, G. (2013). Factors Influencing Behavior Guidance: A Survey of Practicing Pediatric Dentists, *Pediatric Dentistry, 35(7)*, 539-545.

*†Beattie, S. Taskonak, B., Jones, J., Chin, J., Sanders, B., **Tomlin**, A., Weddell, J. (2011). Fracture Resistance of three types of primary esthetic stainless steel crowns, *Journal of the Canadian Dental Association*, 77:b90.

*†Steinmetz J.E., Martinez-Mier E.A., Jones J.E., Sanders, B. J., Weddell, J. A., Soto-Rojas, A. E., **Tomlin**, A. M., & Eckert, G. J. (2011). Fluoride content of water used to reconstitute infant formula. *Clinical Pediatrics, 50(2),* 100-105.

†Ditto, M. R., Jones, J. E., Sanders, B., Weddell, J. A., Jackson, R. & Tomlin, A. M. (2010). Pediatrician's Role in children's oral health: An Indiana Survey, *Clinical Pediatrics, 49(1)*, 12-19.

RESEARCH/CREATIVE ACTIVITY

Refereed

* Raches, C.M., **Tomlin**, A.M., & Pratt, C. (2018). Integrating applied behavior analysis and infant/early childhood mental health: Implications for early intensive intervention in autism. *Review Journal of Autism and Developmental Disorders,* 1-9.

*__Tomlin__, A. M, Sturm, L., & Hines, E. (2016). Reflection in home visiting: The what, why and a beginning step toward how. *Infant Mental Health Journal, 37*(6), 617-627.

*__Tomlin__, A. M. & Heller, S. (2016). Measurement development in reflective supervision: History, methods, and next steps. *Zero to Three, 37*(2), 4-13.

*__Tomlin__, A. M., Deloian, B. & Wolleson, L. (2016). Infant and early childhood mental health collaborative partnerships: Beyond the NICU. *Newborn and Infant Nursing Reviews, 16*, 308-314.

*__Tomlin,__ A., Weatherston, D. & Pavkov, T. (2014). Critical components of reflective supervision: Responses from the field. *Infant Mental Health Journal, 30,* 70-80.

*__Tomlin__, A. M., Koch, S. M., Raches, C., Minshawi, N, & Sweizy, N. (2013). Autism screening practices among early intervention providers in Indiana, *Infants and Young Children, 26(1),* 74-88.

*__Tomlin__, A. M., Pickholtz, N, Green, A. & Rumble, P. (2012). Parenting from prison: Staying connected while apart. *Zero to Three, 32(5),* 18-22.

__Tomlin__, A. M., Sturm, L. & Koch, S. M. (2009). Observe, Listen, Wonder, and Respond: A Preliminary Exploration of Reflective Function Skills in Early Care Providers Reflective functioning. *Infant Mental Health Journal, 30(6), 634-647.*

__Tomlin__, A.M. & Hadadian, A. (2007). Early intervention providers and high risk families. *Early Child Development and Care*, 177(2), 187-194.

__Hadadian__, A., Tomlin, A. M., & Sherwood-Puzzello, C.M. (2005). Early intervention service providers: What do they say about their infant mental health training needs? *Early Child Development & Care, 175(5)*, 431-444.

__Tomlin,__ A. M. & Viehweg, S. A. (2003). Infant mental health: Making a difference. *Professional Psychology, 34*, 617-625.

__Tomlin,__ A. M. (2002). Partnering with parents with personality disorder: Effective strategies for early intervention providers. *Infants and Young Children, 14*, 68-75.

Perry, D. F., __Tomlin__, A. M., Hadadian, A., & Alborn, B. (2000). Parents and providers of young children with special needs: What do they say about their training needs? *Infant Mental Health Journal, 21*, 268. Proceedings of the Seventh Congress of the World Association of Infant Mental Health, Montreal, Canada.

Non-refereed

*__Tomlin__, A., M. & Koch, S. M. (2012, June). Babies and toddlers in court systems: Beginning a discussion in Indiana. Indianapolis, IN: Indiana Association for Infant and Toddler Mental Health

__Tomlin__, A. M., & Crisp, C. (2004). *ENRICH: Early Childhood Information, Resource, and Intervention Curriculum Handbook* (fourth edition). Riley Child Development Center: Indianapolis, IN.

__Tomlin__, A. M. (2001). Harry Potter and the magic circle: The concept of resiliency. *The Signal, 9*, 8-10.

Books

***Tomlin,** A. M., & Viehweg, S. A. (2016). *Tackling the tough stuff: A home visitor's guide to supporting families at risk.* Baltimore: Brookes. (Website: http://products.brookespublishing.com/Tackling-the-Tough-Stuff-P940.aspx)

Technical Advisor

Smith, L. & Elliot, C. (2011). *Child Development and Psychology for Dummies.* New York: Wiley.

Chapters

Tomlin, A.M. (2007). Parent-Provider relationships in early care settings. In B. Spodek & O. Saracho (Eds.).*Contemporary Perspectives on Social Learning in Early Childhood Education* (pp. 179-202).

Tomlin, A. M. (1998). Grandparents' influence on grandchildren's development. In M. Szinovicz (Ed.) *Handbook of Grandparenting*, (pp. 159-170).

Blogs

Tomlin, A. M., Koch, S. M., Merrill, A. & Risch, J. (2019). Dyslexia Screening in Indiana school. Retrieved from: https://medicine.iu.edu/blogs/pediatrics/child-development-dyslexia-screening-in-indiana-schools/

Student Papers

Dissertation/Refereed:

Tomlin, A. M., & Passman, R. H. (1991). Grandmothers' advice about disciplining grandchildren: Is it accepted by mothers, and does its rejection influence grandmothers' subsequent guidance*? Psychology and Aging*, *6*, 182-189.

Master's Thesis/Refereed:

Tomlin, A. M., & Passman, R. H. (1988). Grandmothers' responsibility in raising two-year-olds facilitates their grandchildren's adaptive behavior: A preliminary intrafamilial investigation of mothers' and grandmothers' effects. *Psychology and Aging*, 4, 119-121.

Undergraduate Honors Thesis/Refereed:

Dodge, K. A., & **Tomlin**, A. M. (1987). Utilization of self-schemas as a mechanism of interpretational bias in aggressive children. *Social Cognition*, *5*, 280-300.

Invited

Tomlin, A. M. (2004). Thinking about challenging behavior in toddlers: Temperament style or behavior disorder? *Zero to Three*, *24*, 29-36.

Tomlin, A. M. (1998). Psychological services help First Steps families understand what's going on. *Indiana First Steps Magazine*.

Tomlin, A. M. (1998). Screening. *Exceptional Parent* (Volume 28:10).

Technical Manuals and Reports:

I had a lead role in developing and writing the sections of the Indiana Department of Education Preschool Standards and Foundations related to social and emotional development in 2002 and have been a participant in all subsequent revisions, including this current version.

Indiana Department of Education (2015). *Indiana Early Learning Foundations for Young Children* (http://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf

Other

I edited the Indiana Association for Infant and Toddler Mental Health, ***Reflections****, newsletter between 2007 and 2013.*

In 2015 to celebrate its 15th anniversary, Indiana Association for Infant and Toddler Mental Health published Doubtless You Know, a children's fable based on the work of Matthew Galvin and with illustrations from Deborah Galvin, as adapted by Angela Tomlin, Rebecca McKnight and Deborah Zielke. The book can be seen at: https://iaitmh.org/our-projects/doubtless-you-know. This project was supported by a $5000 grant from the ISDH (part of LAUNCH funding).

_____ _____

(Date) (Signature of Candidate)

Colleen M. Kenney
317-840-0906
colleen.kenney@comcast.net

Education:
1982, BS in Marketing, University of Dayton

Personal:
Lifelong resident of Indianapolis; married to Phil Kenney for 34 years; five adult children., two grandchildren

Memberships and Volunteer Activities:

- *Member, Our Lady of Lourdes Catholic Church*
- *Member, Catholic Committee on Scouting, Archdiocese of Indianapolis*
- *Member, Lay Board of Advisors, Sisters of St. Benedict, Our Lady of Grace Monastery, Beech Grove, Indiana*
- *Member, Board of Directors, Hope Academy, the Recovery High School located on the campus of Fairbanks*
  - *Board Vice- Chair*
  - *Member, Governance Committee*
  - *Chair, Development Committee*
    - *Chair, annual Taste of Hope event. Taste of Hope is an event that raises funds to support the operations of the school and provides an opportunity for individuals to learn about the disease of addiction and the significant difference a recovery high school can have for our community.*
- *Member, Board of Directors, Hearts & Hands of Indiana, a local nonprofit helping low-income families attain affordable, long-term homeownership in the near-west side of Indianapolis.*
  - *Co-Chair, Special Event Planning Committee for the organization's annual fundraising event, Houses to Homes.*
- *Member, Eastside Optimist Club, a local chapter active in supporting the Optimist vision that values all children and helps them develop to their full potential.*

CURRICULUM VITAE

JANICE E. GABE
8347 Twin Pointe Circle
Indianapolis, IN 46236
Business: (317) 823-0933

EDUCATION

Masters in Social Work, Jane Addams College of Social Work, University of Illinois, Chicago, 1987.

Bachelor of Arts Degree, Sociology, Northern Illinois University, 1979.

CERTIFICATION

Certified Alcohol and Drug counselor (ICADDA)

National Certified Addiction Counselor II

Certified Clinical Social Worker

LICENSE: Licensed Clinical Social Worker

PRESENT POSITION: Founder and President of New Perspectives of Indiana. New Perspectives is an innovative, comprehensive, multi-disciplinary out-patient therapy practice for adolescents, children, and families. New Perspectives focuses on clinical complex cases. New Perspectives is a dynamic organization with an emphasis on developing and evolving programs that are responsive to the needs of teens and families.

As President of this organization, Janice maintains an active clinical practice, leads the organization in program development, and trains hundreds of professionals annually on clinical practices.

BACKGROUND

CLINICAL

Twenty-two years of experience in group, individual and family therapy for chemically dependent, dually diagnosed, emotionally and behaviorally disturbed children, adolescents and adults. Eight years of experience in developing and providing clinical supervision to inpatient, outpatient, intensive outpatient and day treatment programs. Fourteen years in private practice setting.

TRAINING AND CONSULTING

Have provided consultation and advanced clinical training seminars in over forty states. Have served as a national level consultant to universities, schools, department of juvenile justice, children's home, Center for Substance Abuse Treatment, numerous state and federal agencies, training institutes and a variety of JCAHO accreditation process, policy development, building. Provided keynote addresses for several national, regional and state prevention, student assistance, parent and treatment conferences.

PREVENTION

Experience in providing on-going technical assistance to schools in developing and implementing student assistance programs, prevention curriculums, peer training and support groups. Served as a volunteer for numerous prevention activities including Snowballs, Snowflakes, and as Co-Director for the Illinois Teen Institute.

ADMINISTRATION

Twenty years of experience in developing and administration treatment programs for adolescents, adults, and families with substance abuse, emotional, behavioral, and psychiatric problems. Expertise in marketing; staff development and supervision; fund raising; budget administration; policy development; and JCAHO standards.

EMPLOYMENT HISTORY

July 1988 to present, Founder and President NEW PERSPECTIVES OF INDIANA, INC., a counseling, consultation, publishing and training firm in Indianapolis, Indiana.

October 1987 to September 1988 , Program Director, ADDICTION RECOVERY OF CHICAGO, INC., Hoffman Estates, Illinois. Responsible for the clinical management and clinical budget of an 85 bed residential treatment center and a progressive outpatient program. Treatment services included adult and adolescent inpatient treatment, relapse program, cocaine program, intensive family program, day treatment, intensive outpatient treatment and primaryco-dependency treatment.

April 1986 to October 1987, Program Director, LIFE WORKS CHEMICAL DEPENDENCY CENTERS, Bolingbrook, Illinois. Administrative responsibilities for two full service outpatient clinics providing prevention, early intervention, intensive outpatient, and continuing care services for adolescents and adults. Developed and implemented the intensive outpatient treatment component and developed policies necessary to obtain and maintain JCAHO Accreditation.

May 1982 to March 1986, Clinical Director, ROSECRANCE CENTER, Rockford, Illinois. Was instrumental in writing, developing, implementing and clinically managing one of the first adolescent addiction treatment programs in the State of Illinois. Had the responsibility for all clinical operations of the outpatient, inpatient, and continuing care programs, staff hiring, supervision, direct clinical work, and in obtaining and maintaining JCHAO Accreditation.

May 1979 to May 1982, Therapist, ROSECRANCE MEMORIAL HOMES FOR CHILDREN, Rockford, Illinois. Functioned as the primary therapist in charge of treatment, case management, group and family therapy for emotionally and behaviorally disturbed adolescents in a long term residential care.

PUBLICATIONS

Books:

A Professionals Guide to Adolescent Substance Abuse AATP, 1988.

A Professionals Guide to Dual Disorders in Adolescents, AATP, 1993.

Cultures of Change: Recovery and Relapse Prevention for Dually Diagnosed and Addicted Teens, Professional Publications, 1993.

Training Manual for NAADAC's National Addiction Counselor Certification Review Course, 1991.

Classrooms Under the Influence: Reaching Early Adolescent Children of Alcoholics, (Co-Authors Richard Powell and Stanley Zehm), National Association of Secondary School Principles, 1994.

Value Based Consequences, 1995

Value Based Parenting, 1995

Making The Grade, 1999

Adolescent Co-Occurring Disorders Workbooks, 2005
* Substance Use and Mood Disorders
* Substance Use and Anxiety Disorders

Confident Parenting In A Complex World, 2011

PUBLICATIONS:

Publications in a variety of Professional Journals, Numerous Audio and Video Training Tapes

ACADEMIC POSITIONS

I.U.P.U.I.
Instructor and Consultant-Addiction Counselor Training Program (1987-1992)_

BUTLER UNIVERSITY

Instructor-Masters Level Courses in Marriage & Family (1987-1990)

DISTINCTIONS:

Named by Indianapolis Monthly as one of the top therapists in the City of Indianapolis.

Professional Of The Year Award, Mid-Florida Center - 2000

Social Worker Of The Year - Indianapolis Region - 2004

(Updated 6/2012)

Appendix 4

Assurances

OFFICE of
EDUCATION INNOVATION

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 **[insert name of school]** to be located at **[insert location]** 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.

Rachelle Gardner

Authorized Representative's Signature

11/7/2019

Date

Appendix 5

Need Analysis Chart

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**
Perry Meridian	**2,448**	**African American: 7% Latinx: 11.8% European: 53% Multiracial: 3.7% Asian: 23%**	**59%**	**13%**	**260 (17-18 school year: in-school, out of school & expulsions)**	**B**	**2015-18: 95 students suspended for drugs, alcohol, & weapons**
Southport High School	**2,261**	**African American: 7% Latinx: 19% European: 48% Multiracial: 5.7% Asian: 20%**	**69%**	**13%**	**260 (17-18 school year: in-school, out of school & expulsions)**	**B**	**2015-18: 95 students suspended for drugs, alcohol, & weapons**

Ben Davis High School	**3,236**	**African American: 36% Latinx: 29% European: 28% Multiracial: 5% Asian: 1%**	**75%**	**15%**	**1561 (17-18 school year: in-school, out of school)**	**C**	**2015-18: 167 students suspended for drugs, alcohol, & weapons**
Herron High School	**889**	**African American: 23.5% Latinx: 9% European: 60% Multiracial: 6% Asian: 1%**	**35%**	**10%**	**142 (17-18 school year: in-school, out of school)**	**A**	**2015-18: 95 students suspended for drugs, alcohol, & weapons**

Appendix 6

Community Partners Template

Community Partnerships

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 Elliott	8102 Clearvista Parkway Indianapolis, IN 46256	Referral source for students	Yes
Christel House	Bart Peterson	10 West Market Street Suite 1990 Indianapolis IN 46204	Referral source for potential students, provide professional development for their staff and parents	Yes
IU Health	Stephanie Berry/Dr. Karen Amstuz	714 N. Senate Ave Suite 130 Indianapolis, IN 46202	Referral source for potential students, provide professional development for our staff	Yes
Associaton of Recovery Schools	Sasha McLean	6221 Main Street Houston TX 77030	Advocacy and Accreditating Body, Data Exchange	Yes
Center for Innovative Education Solutions	David Rosenburg	P.O. Box 441107, Indianapolis, Indiana 46244	Book keeping and financial services	Yes
Purdue Poly Tech High School	Scott Bess	6229 Indianola Ave, Indianapolis, IN 46220	Referral source for potential students, provide professional development for their staff and parents	Yes
Herron High School	Janet McNeal	110 East 16th Street Indianapolis, IN 46202	Referral source for potential students, provide professional development for their staff and parents	Yes
Noblesville High School	Michelle Whaley	18025 River Road Noblesville, IN 46062	Referral source for potential students, provide professional development for their staff and parents	Yes
Hamilton-Boone-Madison- Special Services	Terri Miller	1775 Field Drive Noblesville, IN 46060	Referral source for potential students, provide professional development for their staff and parents	Yes

Hamilton Southeastern Schools	Allan Bourff	13485 Cumberland Rd. Fishers, IN 46038	Referral source for potential students, provide professional development for their staff and parents	Yes
Ivy Tech	Katrhyn Long	50 W Fall Creek Pkwy N Dr, Indianapolis, IN 46208 (888) 489-5463 jmetz19@ivytech.edu	Dual credit, dual enrollment, potential facilities, Internships, College Readiness activities	Yes
UINDY	Dr. Rob Manuel	1400 East Hanna Avenue Indianapolis, IN 46227	Dual credit, dual enrollment, potential facilities, Internships, College Readiness activities	Yes
Miller Transportation	Todd Edwards	4045 Park 65 Dr, Indiapolis, IN 46254	Provides Transportation	Yes
Simon Youth Foundation	Michael Durnil	225 W. Washington Street Indianapolis, IN 46204	Potential partnership on facility, professional development, and scholarships	LOI has been submitted
IFF	Bryan Conn		Real estate consultant	Agreeement
AGAPE	Emily Padgett	24970 Mt. Pleasant Road Cicero, IN 46034	Therapeutitic Horse Riding Program	Agreeement
Overdose Lifeline	Justin Phillips	1100 W. 42nd Street Suite 345 Indianapolis, IN 46208	Programming for students to participate in community education	In progress
IUPUI Collegiate Recovery Program	Eric Teske	Walker Plaza Suite 220 719 Indiana Ave. Indianapolis, IN 46202	Cross over activities through students and university	In progress
Krieg DeValut LLC	Amy Levander	2800 Indianapolis Ave Indianpolis, IN 46204	Provides Legal Counsel	Agreeement
Indianapolis Public School	Jamie Vanderwalle	120 E. Walnut Street Indianapolis, IN 46204	Referral source for potential students, provide professional development for their staff and parents,expertise to Hope staff regarding equity and diversity	LOI has been submitted
Peace Learning Center	Tim Nation	6040 Delong Rd. Indianapolis, IN 46254	Student Leadership Development, Professional Development	In progress
Center for Leadership	Dennis Bland	2425 Dr. Martin Luther King Dr. Indianapolis, IN 46208	Student Leadership Development, Professional Development	In progress

Creators Camp	Sandie Chavez	N/A	Student Leadership Development, Professional Development	In progress
Urban League	Adrienne Slash	777 Indiana Ave. Indianapolis, IN 46202	Student Leadership Development, Professional Development	In progress
Dream A Live	Eric Muller	7828 East 88th Street Indianapolis, IN 46256	Student Mentoring	In progress
IUPUI Occupational Therapy Dept.	Victoria Wilburn	1140 W. Michigan St. Indinapolis, IN 46201	Student Leadership Development, Professional Development, Student Mentoring	Agreeement

Appendix 7

School Specific Goals

Appendix 7:

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): Hope provides a therapeutic educational experience grounded in strong transitional experiences. 75% of students will receive a C or better in the four year required Basic Skills course.

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

Goal: 75% of students will receive a C or better in the four year required Basic Skills course.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.
2	2020-21	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.
3	2021-22	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.
4	2022-23	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.
5	2023-24	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.
6	2024-25	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.
7	2025-26	90% of all students enrolled in Basic Skills earn an A.	75% of all students enrolled in Basic Skills earn a C.	50% of all students enrolled in Basic Skills earn a C.	Less than 50% of all students enrolled in Basic Skills earn a C.

Assessment Tools and Measures:

The role of the Basic Skills class is crucial to ensuring that students are growing academically and in their sobriety. Information about this course has been provided as part of the charter. Grades for this course will be submitted as evidence of meeting this goal.

Attachments:

Information on the school's curriculum for the Basic Skills class has been attached in the charter.

Rationale for Goal and Measures:

Hope is a national example of best practice for recovery high schools. Part of the success Hope has achieved is based on the curriculum Hope has developed. Basic Skills is a foundational piece of this curriculum and essential to students' success moving forward. Earning a C or better in this course work is critical to ensuring students are transitioning well into their next environment.

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 goal based on student performance.

Baseline Data:

Previous 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): Hope provides students with a strong educational experiences that prepares them for achieving their life long goals. 85% or more of Hope students will meet or exceed state graduation requirements.

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

Goal: 85% or more of Hope students will meet or exceed state graduation requirements.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate
2	2020-21	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate
3	2021-22	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate
4	2022-23	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate
5	2023-24	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate
6	2024-25	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate
7	2025-26	90% of Hope students graduate	85% of Hope students graduate	75% of Hope students graduate	50% of Hope students graduate

Assessment Tools and Measures:

Hope strives to ensure that students in recovery are on the path to healthy adulthood. Attaining a high school diploma is an important step in this process. Hope will provide OEI with their IDOE graduation report as evidence of meeting this goal.

Attachments:

Information on Hope's previous graduation data has been provided in this appendix.

Rationale for Goal and Measures:

Hope is a national example of best practice for recovery high schools. Part of the success Hope has achieved is based on their focus on academic rigor within the recovery context. Graduation is necessary step in achieving goals in adulthood.

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 goal based on student performance.

Baseline Data:

Information on Hope's previous graduation data has been provided in this appendix.

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): Hope Academy will seek to ensure students across Central Indiana have culturally responsive supports and services. 100% of staff and board members will participate in culturally responsive professional development and its implementation in classroom practice, school policies, and procedures.

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

Goal: 100% of staff and board members will participate in culturally responsive professional development and its implementation in classroom practice, school policies, and procedures.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	Hope earns a score of "Meets" in the ARS national accreditation process under section 2.2.	100% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	90% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	70% of Hope staff and board members participate in ongoing culturally responsive practice professional development.
2	2020-21	Hope earns a score of "Meets" in the ARS national accreditation process under section 2.2.	100% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	90% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	70% of Hope staff and board members participate in ongoing culturally responsive practice professional development.
3	2021-22	Hope earns a score of "Meets" in the ARS national accreditation process under section 2.2.	100% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	90% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	70% of Hope staff and board members participate in ongoing culturally responsive practice professional development.
4	2022-23	Hope earns a score of "Meets" in the ARS national accreditation process under section 2.2.	100% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	90% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	70% of Hope staff and board members participate in ongoing culturally responsive practice professional development.
5	2023-24	Hope earns a score of "Meets" in the ARS national accreditation	100% of Hope staff and board members participate in	90% of Hope staff and board members participate in	70% of Hope staff and board members participate in

		process under section 2.2.	ongoing culturally responsive practice professional development.	ongoing culturally responsive practice professional development.	ongoing culturally responsive practice professional development.
6	2024-25	Hope earns a score of "Meets" in the ARS national accreditation process under section 2.2.	100% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	90% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	70% of Hope staff and board members participate in ongoing culturally responsive practice professional development.
7	2025-26	Hope earns a score of "Meets" in the ARS national accreditation process under section 2.2.	100% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	90% of Hope staff and board members participate in ongoing culturally responsive practice professional development.	70% of Hope staff and board members participate in ongoing culturally responsive practice professional development.

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. Additionally, Hope will provide documentation on professional development activities and attendance.

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 and completion of professional development activities.

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): A key component of Hope's mission and vision is directly tied to student sobriety and the journey to healthy adulthood. 100% of Hope graduates will complete all components of the senior capstone project.

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

Goal: 100% of Hope Graduates will complete all components of the senior capstone project.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2019-20	50% of Hope students present their senior capstone projects to community members outside of Hope Academy.	100% of Hope students complete the senior capstone project.	85% of Hope students complete the senior capstone project.	75% of Hope students complete the senior capstone project.
2	2020-21	50% of Hope students present their senior capstone projects to community members outside of Hope Academy.	100% of Hope students complete the senior capstone project.	85% of Hope students complete the senior capstone project.	75% of Hope students complete the senior capstone project.
3	2021-22	50% of Hope students present their senior capstone projects to community members outside of Hope Academy.	100% of Hope students complete the senior capstone project.	85% of Hope students complete the senior capstone project.	75% of Hope students complete the senior capstone project.
4	2022-23	50% of Hope students present their senior capstone projects to community members outside of Hope Academy.	100% of Hope students complete the senior capstone project.	85% of Hope students complete the senior capstone project.	75% of Hope students complete the senior capstone project.
5	2023-24	50% of Hope students present their senior capstone projects to community members outside of Hope Academy.	100% of Hope students complete the senior capstone project.	85% of Hope students complete the senior capstone project.	75% of Hope students complete the senior capstone project.
6	2024-25	50% of Hope students present	100% of Hope students complete	85% of Hope students complete	75% of Hope students complete

		their senior capstone projects to community members outside of Hope Academy.	the senior capstone project.	the senior capstone project.	the senior capstone project.
7	2025-26	50% of Hope students present their senior capstone projects to community members outside of Hope Academy.	100% of Hope students complete the senior capstone project.	85% of Hope students complete the senior capstone project.	75% of Hope students complete the senior capstone project.

Assessment Tools and Measures:

The senior capstone project is a vital piece of the Hope educational model. Successful completion of capstone fulfills a portion of one of Hope's graduation pathways. Hope will provide data specific to graduation pathway completion to OEI as evidence of meeting this goal.

Attachments:

Information about Hope's senior capstone project has been included in this charter.

Rationale for Goal and Measures:

The senior capstone project has been accepted by IDOE as a graduation pathway for Hope students. This piece is vital to supporting students as they transition into post secondary settings.

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 completion of the senior capstone project. This project has been approved by IDOE a graduation pathway.

Baseline Data:
Previous performance on senior capstone projects has been attached

Hope Demographic Data

	Grade Level - percent				
	15-16	16-17	17-18	18-19	19-20
9th	15	2	16	12	10
10th	13	32	21	28	20
11th	39	37	37	29	36
12th	33	29	26	31	33

	Gender - percent				
	15-16	16-17	17-18	18-19	19-20
Girls	41	46	44	41	43
Boys	59	54	56	59	57

	County - Number of students				
	15-16	16-17	17-18	18-19	19-20
Marion	23	21	22	34	15
Hamilton	18	26	15	20	7
Hancock	5	4	2	2	1
Johnson	3	3	2	6	
Bartholemew					
Madison	1	2	1	2	2
Hendricks	3	2	5	3	4
Tippecanoe	1		1	1	
Morgan	2	1			1
Putnam	1				
Shelby	4	1	2		
Out of State		1	7		
Total Students Served	**61**	**61**	**57**	**68**	**30**

	Graduation Rate - percent				
	15-16	16-17	17-18	18-19	19-20
Percent		58	53	87	

	Race - percent				
	15-16	16-17	17-18	18-19	19-20
Caucasian	80	87	77	71	66
African American	13	12	18	19	17
Hispanic	7	1	5	10	17

	Special Education - percent				
	15-16	16-17	17-18	18-19	19-20
Special Education	10	20	25	22	30

	Free and Reduced - percent				
	15-16	16-17	17-18	18-19	19-20
Free and Reduced	30	28	40	34	45

	Count day Enrollment - number of students				
	15-16	16-17	17-18	18-19	19-20
September	26	25	27	27	30
February	22	39	35	39	

	Attendance - percent				
	15-16	16-17	17-18	18-19	19-20
Percent	93	90	94	93	

	Parent Satisfaction (Core 3)				
		16-17	17-18	18-19	19-20
Exceeding Standard		Yes	Yes	Yes	Yes

	Credit Completion - percent				
	15-16	16-17	17-18	18-19	19-20
Percent	94	92	92	93	

Appendix 8

1023 Bylaws and Articles

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

POSTMARK 0 9 1 0 2019

RECEIVED 0 9 1 1 2019

CINCINNATI SERVICE CENTER

☑ Assemble the application and materials in this order.
- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___	No ✓	Schedule E	Yes ___	No ✓
Schedule B	Yes ✓	No ___	Schedule F	Yes ___	No ✓
Schedule C	Yes ___	No ✓	Schedule G	Yes ✓	No ___
Schedule D	Yes ___	No ✓	Schedule H	Yes ___	No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Pgs. 2-3; Art. VII; Par. 1-2**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Pg. 4; Art. IX; Par. 1**

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011

Form **2848**
(Rev. January 2018)
Department of the Treasury
Internal Revenue Service

Power of Attorney and Declaration of Representative

▶ Go to *www.irs.gov/Form2848* for instructions and the latest information.

OMB No. 1545-0150

For IRS Use Only
Received by:
Name
Telephone
Function
Date / /

Part I Power of Attorney

Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address	Taxpayer identification number(s)	
The Hope Academy, Inc. **8102 Clearvista Parkway** **Indianapolis, Indiana 46256**	**84-2099551** Daytime telephone number **(317) 572-9382**	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address	
Scott C. Frissell, Esq. **12800 North Meridian Street, Suite 300** **Carmel, Indiana 46032** **Check if to be sent copies of notices and communications** ☑	CAF No. **0313-71064R** PTIN **P01998700** Telephone No. **(317) 238-6246** Fax No. **(317) 636-1507** Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address **Robert A. Greising, Esq.** **One Indiana Square, Suite 2800** **Inidanapolis, Indiana** **Check if to be sent copies of notices and communications** ☑	CAF No. PTIN Telephone No. **(317) 238-6215** Fax No. **(317) 636-1507** Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address **Kendall A. Schnurpel, Esq.** **One Indiana Square, Suite 2800** **Inidanapolis, Indiana** (**Note:** IRS sends notices and communications to only two representatives.)	CAF No. **0200-36659R** PTIN **P01478462** Telephone No. **(317) 283-6305** Fax No. **(317) 636-1507** Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address (**Note:** IRS sends notices and communications to only two representatives.)	CAF No. PTIN Telephone No. Fax No. Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete this line 3). With the exception of the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts that I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 5000A Shared Responsibility Payment, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
Application for Recognition of Exemption	**Form 1023**	**2019**

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for **Line 4. Specific Use Not Recorded on CAF** . . . . . ▶ ☐

5a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information): ☐ Access my IRS records via an Intermediate Service Provider;
☐ Authorize disclosure to third parties; ☐ Substitute or add representative(s); ☐ Sign a return;

☐ Other acts authorized:

b **Specific acts not authorized.** My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.
List any other specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b):

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here ▶ ☐
YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, partnership representative, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the legal authority to execute this form on behalf of the taxpayer.
▶ **IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.**

Rachelle Gardner 9/9/19 Executive Director
Signature Date Title (if applicable)

Rachelle Gardner The Hope Academy, Inc.
Print Name Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice, or ineligible for practice, before the Internal Revenue Service;
- I am subject to regulations contained in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:

a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
b Certified Public Accountant—a holder of an active license to practice as a certified public accountant in the jurisdiction shown below.
c Enrolled Agent—enrolled as an agent by the Internal Revenue Service per the requirements of Circular 230.
d Officer—a bona fide officer of the taxpayer organization.
e Full-Time Employee—a full-time employee of the taxpayer.
f Family Member—a member of the taxpayer's immediate family (spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
h Unenrolled Return Preparer—Authority to practice before the IRS is limited. An unenrolled return preparer may represent, provided the preparer (1) prepared and signed the return or claim for refund (or prepared if there is no signature space on the form); (2) was eligible to sign the return or claim for refund; (3) has a valid PTIN; and (4) possesses the required Annual Filing Season Program Record of Completion(s). *See Special Rules and Requirements for Unenrolled Return Preparers in the Instructions for additional information.*
k Qualifying Student—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student working in an LITC or STCP. See instructions for Part II for additional information and requirements.
r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ **IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2.**

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column.

Designation—Insert above letter (a-r).	Licensing jurisdiction (State) or other licensing authority (if applicable).	Bar, license, certification, registration, or enrollment number (if applicable).	Signature	Date
a	Indiana	35104-29		8-22-19
a	Indiana	7923-49		8/22/19
a	Indiana	22534-49		8/23/19

Form **1023**
(Rev. December 2017)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

▶ **Do not enter social security numbers on this form as it may be made public.**
▶ **Go to *www.irs.gov/Form1023* for instructions and the latest information.**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

*Use the instructions to complete this application and for a definition of all **bold** items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at ***www.irs.gov*** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
The Hope Academy, Inc.

2 c/o Name (if applicable)

3 **Mailing address** (Number and street) (see instructions) Room/Suite
8102 Clearvista Parkway

City or town, state or country, and ZIP + 4
Indianapolis, Indiana 46256

4 Employer Identification Number (EIN)
84-2099551

5 Month the annual accounting period ends (01 – 12)
06

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name:
Scott C. Frissell, Esq.
b Phone: (317) 238-6246
c Fax: (optional) (317) 636-1507

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☑ **Yes** ☐ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☑ **No**

9a Organization's website: https://www.hopeacademyrhs.org/

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 06 / 10 / 2019

12 Were you formed under the laws of a **foreign country**? ☐ **Yes** ☑ **No**
If "Yes," state the country.

POSTMARK 0910 2019

RECEIVED 0911 2019

CINCINNATI SERVICE CENTER

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. See attached Tab B	☑ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☑ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☑ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☑ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☐ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. See attached Tab C	☑ Yes	☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. ☑

Location of Purpose Clause (Page, Article, and Paragraph): **See attached Tab B - Pages 2-3, Article VII, Paragraph 1 & 2**

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☑

b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **See attached Tax B - Page 4, Article IX, Paragraph 1**

c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities See attached Tab D

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Tab E			

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Tab F			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Tab F			

The following "Yes" or "No" questions relate to *past, present,* or *planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. See attached Tab G

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☑ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☑ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☑ Yes ☐ No

See attached Tab C

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

See attached Tab H

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

See attached Tab H

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☑ Yes ☐ No

See attached Tab H

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☑ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☑ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☑ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI **Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. See instructions.

1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☑ Yes ☐ No

See attached Tab I

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☑ No

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☑ Yes ☐ No

See attached Tab I

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☑ No

See attached Tab I

Part VII **Your History**

The following "Yes" or "No" questions relate to your history. See instructions.

1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. ☑ Yes ☐ No

See attached Tab J

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☑ No

Part VIII **Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. See instructions.

1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☑ No

2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☑ No

b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No

3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☑ No

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☑ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. ☑ Yes ☐ No

See attached Tab K

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☑ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☑ Yes ☐ No

See attached Tab K

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

See attached Tab K

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☑ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☑ Yes ☐ No

See attached Tab K

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☑ Yes ☐ No

See attached Tab K

Part VIII Your Specific Activities *(Continued)*

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☑ Yes ☐ No

See attached Tab K

12a Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☑ No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☑ No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following.

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☑ No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
   a. Three years of financial information if you have not completed one tax year, or
   b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From 07/01/19 To 06/30/20	(b) From 07/01/20 To 06/30/21	(c) From 07/01/21 To 06/30/22	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	695,223	732,121		1,427,344
	2 Membership fees received	0	0	0		0
	3 Gross investment income	0	0	0		0
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0	0	0		0
	8 Total of lines 1 through 7	0	695,223	732,121		1,427,344
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	509,328	540,965		1,050,284
	10 Total of lines 8 and 9	0	1,204,551	1,273,077		2,477,628
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 **Unusual grants**	0	0	0		0
	13 Total Revenue Add lines 10 through 12	0	1,204,551	1,273,077		2,477,628
Expenses	14 Fundraising expenses	0	78,000	81,000		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	0	0	0		
	18 Other salaries and wages	0	742,849	765,135		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	0	152,000	156,600		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	0	108,900	112,200		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	329,800	340,000		
	24 Total Expenses Add lines 14 through 23	0	1,411,549	1,454,935		

See attached Tab L

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: 2019

			(Whole dollars)
	Assets		
1	Cash	1	0
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable (attach an itemized list)	4	0
5	Corporate stocks (attach an itemized list)	5	0
6	Loans receivable (attach an itemized list)	6	0
7	Other investments (attach an itemized list)	7	0
8	Depreciable and depletable assets (attach an itemized list)	8	0
9	Land	9	0
10	Other assets (attach an itemized list)	10	0
11	Total Assets (add lines 1 through 10)	11	0
	Liabilities		
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable (attach an itemized list)	14	0
15	Other liabilities (attach an itemized list)	15	0
16	Total Liabilities (add lines 12 through 15)	16	0
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status *(Continued)*

e 509(a)(4) – an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university. ☐

h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status. ☐

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____

(ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.

b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person.** If the answer is "None," state this.

(ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☑ **No**

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at *www.irs.gov* and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: $600

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ Rachelle Gardner (Signature of Officer, Director, Trustee, or other authorized official)

Rachelle Gardner (Type or print name of signer)

Executive Director (Type or print title or authority of signer)

9/9/19 (Date)

[This page left blank intentionally]

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

See attached Tab M

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☑ No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☑ Yes ☐ No

See attached Tab M

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557. ☐ Yes ☐ No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☐ No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? See the instructions for specific requirements. If "No," explain. ☐ Yes ☐ No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☐ **No**

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. See instructions. ☐ **Yes** ☐ **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ Yes ☑ No

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. ☑ Yes ☐ No

b Provide the tax status of the predecessor organization. See attached Tab N

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☑ Yes ☐ No See attached Tab N

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ Yes ☑ No

e Explain why you took over the activities or assets of another organization. See attached Tab N

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: THE RECOVERY HIGH SCHOOL AT FAIRBANKS, INC. **EIN:** 20-3094377

Address: 8102 CLEARVISTA PARKWAY, INDIANAPOLIS, IN, 46256

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)
See attached Tab N		

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☑ Yes ☐ No See attached Tab N

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☑ Yes ☐ No See attached Tab N

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☑ Yes ☐ No

c Provide a copy of the agreement(s) of sale or transfer. See attached Tab V

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ Yes ☑ No

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☑ No

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☑ No

TAB A

Employer Identification Number

IRS.gov

EIN Assistant

Your Progress: 1. Identity 2. Authenticate 3. Addresses 4. Details **5. EIN Confirmation**

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **84-2099551**

Legal Name: **HOPE ACADEMY INC**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN. Continue >>

Help Topics

Can the EIN be used before the confirmation letter is received?

TAB B

Articles of Incorporation

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	201906101327169
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	THE HOPE ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE	Individual
NAME	Rachelle Gardner
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
SERVICE OF PROCESS EMAIL	rgardner@fairbankscd.org

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted and is publicly viewable.

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION	Perpetual
EFFECTIVE DATE	06/10/2019
EFFECTIVE TIME	08:58PM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLE IV - PRINCIPAL(S)

TITLE	President
NAME	Marissa Manlove
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Vice President
NAME	Colleen Kenney
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Chief Operating Officer
NAME	Rachelle Gardner
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Secretary
NAME	Phyllis Usher
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Treasurer
NAME	Janine Shopp
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA

ARTICLE V - INCORPORATOR(S)

NAME	Rachelle Gardner
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLE VI- GENERAL INFORMATION

STATEMENT OF PURPOSE

The purposes for which the Corporation is formed are exclusively charitable and educational. The general purposes and powers are to have and exercise all rights and powers conferred on corporations formed under the Act, provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of the Corporation.

TYPE OF CORPORATION Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS? No

DISTRIBUTION OF ASSETS

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed by the Board of Directors to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable and/or educational purposes, has established its tax exempt status under Code Section 501(c)(3) and has purposes substantially similar to the Corporation's primary purposes, as the Board of Directors shall determine. Any such assets not so distributed shall be disposed of by the Judge of Circuit Court of Marion County, Indiana, exclusively for such purposes which are substantially similar to the Corporation's primary purposes set forth in Article VII, and to an organization or organizations which are, at the time of such distribution, organized and operated exclusively for public, charitable, religious, scientific, testing for public safety, literary or educational purposes, which purposes then qualify such organization or organizations for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code. No director or officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation upon the dissolution or complete liquidation of the Corporation.

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **June 10, 2019**.

SIGNATURE Scott C. Frissell, Esq.

TITLE Legal Representative

Business ID : 201906101327169
Filing No : 8296136

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

CONSENT TO USE OF NAME

Pursuant to Indiana Code § 23-0.5-3-1(b), The Recovery High School at Fairbanks, Inc., an Indiana nonprofit corporation, hereby consents to the use of the name "The Hope Academy, Inc." or variations thereof, by a new separate entity as the name in which it is organized as a nonprofit corporation in the State of Indiana and in any other jurisdiction in which it is authorized or qualified to do business.

IN WITNESS WHEREOF, The Recovery High School at Fairbanks, Inc. has caused this Consent to Use of Name to be executed by its authorized representatives as of this 10th day of June, 2019.

THE RECOVERY HIGH SCHOOL AT FAIRBANKS, INC.

By: FAIRBANKS HOSPITAL, INC., an Indiana nonprofit corporation, its Sole Member

By: Barbara Elliott
Barbara Elliott, CEO

By: John Ryan by BBE
John Ryan, Chairman

KD_10237485_1.docx

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLES OF INCORPORATION
OF
THE HOPE ACADEMY, INC.

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

ARTICLE I
NAME

The name of the Corporation is The Hope Academy, Inc.

ARTICLE II
TYPE OF CORPORATION

This Corporation is a public benefit corporation.

ARTICLE III
PRINCIPAL OFFICE

The principal office address and post office address of the Corporation is 8102 Clearvista Parkway, Indianapolis, Indiana 46256.

ARTICLE IV
REGISTERED OFFICE AND AGENT

The street address of the initial registered office and the name of the initial registered agent at that office for service of process is:

Rachelle Gardner
8102 Clearvista Parkway
Indianapolis, Indiana 46256

The email address of the initial registered agent at which the registered agent will accept electronic service of process is rgardner@fairbankscd.org. The undersigned incorporator represents that the initial registered agent named in these Articles of Incorporation has consented to appointment as registered agent.

ARTICLE V
INCORPORATOR

The name and address of the incorporator of the Corporation is:

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

Rachelle Gardner
8102 Clearvista Parkway
Indianapolis, Indiana 46256

ARTICLE VI
MEMBERS

The Corporation shall not have members.

ARTICLE VII
PURPOSE AND POWERS

Section 7.1 **Purposes**. The purposes for which the Corporation is formed are exclusively charitable and educational. The general purposes and powers are to have and exercise all rights and powers conferred on corporations formed under the Act, provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of the Corporation.

Section 7.2 **Tax-Exempt Purposes**. The Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Corporation's primary purposes include:

1. To operate and manage a high school as a "charter school" in accordance with the provisions of Indiana Code 20-24-1-1, et seq., located in Indianapolis, Indiana and primarily for public school students recovering from alcoholism and/or drug addiction;

2. To provide a safe, sober and challenging school experience for high school students recovering from alcoholism and/or drug addiction;

3. To serve the unique needs of recovering high school students and their families for both recovery support and attainment of a high quality education;

4. To serve the different learning styles and needs of public school students;

5. To offer public school students appropriate and innovative choices;

6. To empower committed volunteers and donors to share compassion and resources for the educational and related benefits to be provided by the Corporation;

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

7. To engage in any and all activities necessary or appropriate to raise funds for the purposes of the Corporation, including, but not limited to, the solicitation of direct and indirect contributions from public and private sources wherever located; and

8. To engage in such pursuits as may be necessary or incidental, or which may aid and assist, in carrying out the Corporation's purposes.

Section 7.3 Prohibited Activities.

A. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, Section 2055(a)(2) and Section 2522 of the Code.

B. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

C. No part of the Corporation's income, corpus or principal assets shall ever inure to the benefit of, or be distributable to, directly or indirectly, any private individual, and no director or officer of the Corporation may or shall receive any pecuniary benefit from the same; provided, however, that the Corporation may (i) pay private individuals such reasonable compensation for goods provided and services actually rendered to the Corporation and (ii) make such permitted payments or other distributions that are in furtherance of the purposes of the Corporation, as may be fixed in the manner provided by the Board of Directors. No individual shall be precluded from taking such employment and reasonable compensation by reason of the fact that he or she is a director or officer of the Corporation. The Corporation is expressly precluded from advancing or loaning its directors, officers or employees any money or property.

D. Notwithstanding any other provisions of these Articles of Incorporation, the Act, or any other law, rule or regulation, in the event that the Corporation is classified as a private foundation under Section 509 of the Code, the Corporation shall:

1. Distribute during each taxable year amounts sufficient to avoid liability for the tax imposed by Section 4942 of the Code.

2. Not engage in any act of self-dealing as defined in Section 4941(d) of the Code.

3. Not retain any excess business holdings as defined in Section 4943(c) of the Code.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

4. Not make any investment in such manner as to subject the Corporation to tax under Section 4944 of the Code.

5. Not make any taxable expenditure as defined in Section 4945(d) of the Code.

ARTICLE VIII
BOARD OF DIRECTORS

Section 8.1 **Authority of Board**. Management of the property, affairs, business and activities of the Corporation shall be supervised and directed by the Board of Directors. The Board of Directors shall possess and may exercise all the powers and authority granted to the Corporation by the Act, by these Articles of Incorporation or by the By-Laws of the Corporation, as now or hereafter in effect.

Section 8.2 **Number, Term and Election of Directors**. The exact number of members of the Board of Directors shall be prescribed from time to time according to the By-Laws of the Corporation; provided, however, that under no circumstances shall the minimum number of members of the Board of Directors be less than three (3) (or such other number required by the Act). The manner in which Directors shall be chosen and removed from their office, their qualifications, powers, duties, compensation (if any), tenure of office, and the manner of calling and holding meetings of the Board of Directors shall be set forth in the By-Laws.

Section 8.3 **Compensation of Directors**. The directors of the Corporation shall serve on a voluntary basis and not be compensated for their services to the Corporation.

ARTICLE IX
DISTRIBUTION OF ASSETS ON DISSOLUTION OF FINAL LIQUIDATION

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed by the Board of Directors to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable and/or educational purposes, has established its tax exempt status under Code Section 501(c)(3) and has purposes substantially similar to the Corporation's primary purposes, as the Board of Directors shall determine. Any such assets not so distributed shall be disposed of by the Judge of Circuit Court of Marion County, Indiana, exclusively for such purposes which are substantially similar to the Corporation's primary purposes set forth in Article VII, and to an organization or organizations which are, at the time of such distribution, organized and operated exclusively for public, charitable, religious, scientific, testing for public safety, literary or educational purposes, which purposes then qualify such organization or organizations for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code. No director or officer of the Corporation, or any private

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

individual, shall be entitled to share in the distribution of any of the assets of the Corporation upon the dissolution or complete liquidation of the Corporation.

ARTICLE X
PROVISION FOR REGULATION AND CONDUCT OF THE AFFAIRS OF CORPORATION

In addition to the By-Laws and consistent with the Act, the following provisions for the regulation and conduct of the affairs of the Corporation, and for the creation, definition, limitation or regulation of the powers of the Corporation and its Board of Directors, shall apply:

Section 10.1 Committees. The Board of Directors may utilize one or more committees, as set forth in the By-Laws, to assist it in the carrying out of any of the purposes of the Corporation, define the responsibilities of such committee or committees and delegate to such committee or committees' powers as the Board of Directors determines to be appropriate.

Section 10.2 Amendment of Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or any amendment hereto, by a majority vote of the members of the Board of Directors; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code.

Section 10.3 Amendment of By-Laws. The power to make, adopt, alter, amend, modify or repeal the By-Laws of the Corporation shall be vested only in the Board of Directors, as specifically provided in the By-Laws.

[Remainder of Page Intentionally Blank]

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

[Signature Page to Articles of Incorporation for The Hope Academy, Inc.]

IN WITNESS WHEREOF, the undersigned incorporator of said Corporation has executed this document, and verified subject to penalties of perjury that the facts contained herein are true and correct.

Rachelle Gardner

Rachelle Gardner, Incorporator

This instrument was prepared by Scott C. Frissell, Krieg DeVault, 12800 North Meridian Street, Suite 300, Carmel, IN 46032-5407.

KD_10214851_1.docx

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order.
- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

POSTMARK 0 9 1 0 2019

RECEIVED 0 9 1 1 2019

CINCINNATI SERVICE CENTER

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___	No ✓	Schedule E	Yes ___	No ✓
Schedule B	Yes ✓	No ___	Schedule F	Yes ___	No ✓
Schedule C	Yes ___	No ✓	Schedule G	Yes ✓	No ___
Schedule D	Yes ___	No ✓	Schedule H	Yes ___	No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Pgs. 2-3; Art. VII; Par. 1-2**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Pg. 4; Art. IX; Par. 1**

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011

Form **2848**
(Rev. January 2018)
Department of the Treasury
Internal Revenue Service

Power of Attorney and Declaration of Representative

▶ Go to *www.irs.gov/Form2848* for instructions and the latest information.

OMB No. 1545-0150

For IRS Use Only
Received by:
Name
Telephone
Function
Date / /

Part I Power of Attorney

Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address	Taxpayer identification number(s)	
The Hope Academy, Inc. **8102 Clearvista Parkway** **Indianapolis, Indiana 46256**	**84-2099551** Daytime telephone number **(317) 572-9382**	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address	
Scott C. Frissell, Esq. **12800 North Meridian Street, Suite 300** **Carmel, Indiana 46032** **Check if to be sent copies of notices and communications** ☑	CAF No. **0313-71064R** PTIN **P01998700** Telephone No. **(317) 238-6246** Fax No. **(317) 636-1507** Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Robert A. Greising, Esq. **One Indiana Square, Suite 2800** **Inidanapolis, Indiana** **Check if to be sent copies of notices and communications** ☑	CAF No. PTIN Telephone No. **(317) 238-6215** Fax No. **(317) 636-1507** Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Kendall A. Schnurpel, Esq. **One Indiana Square, Suite 2800** **Inidanapolis, Indiana** (**Note:** IRS sends notices and communications to only two representatives.)	CAF No. **0200-36659R** PTIN **P01478462** Telephone No. **(317) 283-6305** Fax No. **(317) 636-1507** Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address (**Note:** IRS sends notices and communications to only two representatives.)	CAF No. PTIN Telephone No. Fax No. Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete this line 3). With the exception of the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts that I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 5000A Shared Responsibility Payment, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
Application for Recognition of Exemption	**Form 1023**	**2019**

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for **Line 4. Specific Use Not Recorded on CAF** . . . . . ▶ ☐

5a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information): ☐ Access my IRS records via an Intermediate Service Provider;
☐ Authorize disclosure to third parties; ☐ Substitute or add representative(s); ☐ Sign a return;

☐ Other acts authorized:

b **Specific acts not authorized.** My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.
List any other specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b):

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here ▶ ☐
YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, partnership representative, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the legal authority to execute this form on behalf of the taxpayer.
▶ **IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.**

Rachelle Gardner — Signature | 9/9/19 — Date | Executive Director — Title (if applicable)

Rachelle Gardner — Print Name | The Hope Academy, Inc. — Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice, or ineligible for practice, before the Internal Revenue Service;
- I am subject to regulations contained in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:

a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
b Certified Public Accountant—a holder of an active license to practice as a certified public accountant in the jurisdiction shown below.
c Enrolled Agent—enrolled as an agent by the Internal Revenue Service per the requirements of Circular 230.
d Officer—a bona fide officer of the taxpayer organization.
e Full-Time Employee—a full-time employee of the taxpayer.
f Family Member—a member of the taxpayer's immediate family (spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
h Unenrolled Return Preparer—Authority to practice before the IRS is limited. An unenrolled return preparer may represent, provided the preparer (1) prepared and signed the return or claim for refund (or prepared if there is no signature space on the form); (2) was eligible to sign the return or claim for refund; (3) has a valid PTIN; and (4) possesses the required Annual Filing Season Program Record of Completion(s). ***See Special Rules and Requirements for Unenrolled Return Preparers in the Instructions for additional information.***
k Qualifying Student—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student working in an LITC or STCP. See instructions for Part II for additional information and requirements.
r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ **IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2.**

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column.

Designation—Insert above letter (a–r).	Licensing jurisdiction (State) or other licensing authority (if applicable).	Bar, license, certification, registration, or enrollment number (if applicable).	Signature	Date
a	Indiana	35104-29	[illegible]	8-22-19
a	Indiana	7923-49	[illegible]	8/22/19
a	Indiana	22534-49	[illegible]	8/23/19

Form **1023**
(Rev. December 2017)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

▶ **Do not enter social security numbers on this form as it may be made public.**
▶ **Go to *www.irs.gov/Form1023* for instructions and the latest information.**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

*Use the instructions to complete this application and for a definition of all **bold** items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at ***www.irs.gov*** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
The Hope Academy, Inc.

2 c/o Name (if applicable)

3 **Mailing address** (Number and street) (see instructions) Room/Suite
8102 Clearvista Parkway

4 Employer Identification Number (EIN)
84-2099551

City or town, state or country, and ZIP + 4
Indianapolis, Indiana 46256

5 Month the annual accounting period ends (01 – 12)
06

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name:
Scott C. Frissell, Esq.
b Phone: (317) 238-6246
c Fax: (optional) (317) 636-1507

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☑ **Yes** ☐ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☑ **No**

9a Organization's website: **https://www.hopeacademyrhs.org/**

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 06 / 10 / 2019

12 Were you formed under the laws of a **foreign country**? ☐ **Yes** ☑ **No**
If "Yes," state the country.

POSTMARK 0910 2019

RECEIVED 0911 2019
CINCINNATI SERVICE CENTER

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☑ Yes ☐ No

See attached Tab B

2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☑ No

3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☑ No

4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☑ No

b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☐ No

5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☑ Yes ☐ No

See attached Tab C

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document**. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. ☑

Location of Purpose Clause (Page, Article, and Paragraph): **See attached Tab B - Pages 2-3, Article VII, Paragraph 1 & 2**

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☑

b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **See attached Tax B - Page 4, Article IX, Paragraph 1**

c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

See attached Tab D

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Tab E			

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Tab F			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached Tab F			

The following "Yes" or "No" questions relate to *past, present,* or *planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. See attached Tab G

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☑ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☑ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☑ Yes ☐ No

See attached Tab C

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

See attached Tab H

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

See attached Tab H

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☑ Yes ☐ No

See attached Tab H

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☑ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☑ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☑ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI **Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. See instructions.

1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☑ Yes ☐ No

See attached Tab I

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☑ No

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☑ Yes ☐ No

See attached Tab I

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☑ No

See attached Tab I

Part VII **Your History**

The following "Yes" or "No" questions relate to your history. See instructions.

1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. ☑ Yes ☐ No

See attached Tab J

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☑ No

Part VIII **Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. See instructions.

1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☑ No

2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☑ No

b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No

3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☑ No

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☑ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. ☑ Yes ☐ No

See attached Tab K

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☑ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☑ Yes ☐ No

See attached Tab K

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

See attached Tab K

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☑ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☑ Yes ☐ No

See attached Tab K

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☑ Yes ☐ No

See attached Tab K

Part VIII Your Specific Activities *(Continued)*

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☑ Yes ☐ No

See attached Tab K

12a Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☑ No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☑ No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following.

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☑ No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII **Your Specific Activities** *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
   a. Three years of financial information if you have not completed one tax year, or
   b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From 07/01/19 To 06/30/20	(b) From 07/01/20 To 06/30/21	(c) From 07/01/21 To 06/30/22	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	695,223	732,121		1,427,344
	2 Membership fees received	0	0	0		0
	3 Gross investment income	0	0	0		0
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0	0	0		0
	8 Total of lines 1 through 7	0	695,223	732,121		1,427,344
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	509,328	540,965		1,050,284
	10 Total of lines 8 and 9	0	1,204,551	1,273,077		2,477,628
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 **Unusual grants**	0	0	0		0
	13 Total Revenue Add lines 10 through 12	0	1,204,551	1,273,077		2,477,628
Expenses	14 Fundraising expenses	0	78,000	81,000		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	0	0	0		
	18 Other salaries and wages	0	742,849	765,135		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	0	152,000	156,600		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	0	108,900	112,200		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	329,800	340,000		
	24 Total Expenses Add lines 14 through 23	0	1,411,549	1,454,935		

See attached Tab L

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) Year End: 2019

			(Whole dollars)
	Assets		
1	Cash	1	0
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable (attach an itemized list)	4	0
5	Corporate stocks (attach an itemized list)	5	0
6	Loans receivable (attach an itemized list)	6	0
7	Other investments (attach an itemized list)	7	0
8	Depreciable and depletable assets (attach an itemized list)	8	0
9	Land	9	0
10	Other assets (attach an itemized list)	10	0
11	Total Assets (add lines 1 through 10)	11	0
	Liabilities		
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable (attach an itemized list)	14	0
15	Other liabilities (attach an itemized list)	15	0
16	Total Liabilities (add lines 12 through 15)	16	0
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status *(Continued)*

e 509(a)(4) – an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university. ☐

h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status. ☐

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____

(ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.

b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person.** If the answer is "None," state this.

(ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☑ **No**

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at *www.irs.gov* and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: $600

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ Rachelle Gardner (Signature of Officer, Director, Trustee, or other authorized official)

Rachelle Gardner (Type or print name of signer)

Executive Director (Type or print title or authority of signer)

9/9/19 (Date)

[This page left blank intentionally]

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☑ Yes ☐ No

See attached Tab M

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☑ No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☑ Yes ☐ No

See attached Tab M

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557. ☐ Yes ☐ No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☐ No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? See the instructions for specific requirements. If "No," explain. ☐ Yes ☐ No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☐ **No**

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. See instructions. ☐ **Yes** ☐ **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ Yes ☑ No

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. ☑ Yes ☐ No

b Provide the tax status of the predecessor organization. See attached Tab N

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☑ Yes ☐ No See attached Tab N

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ Yes ☑ No

e Explain why you took over the activities or assets of another organization. See attached Tab N

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: THE RECOVERY HIGH SCHOOL AT FAIRBANKS, INC. **EIN:** 20-3094377

Address: 8102 CLEARVISTA PARKWAY, INDIANAPOLIS, IN, 46256

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)
See attached Tab N		

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☑ Yes ☐ No See attached Tab N

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☑ Yes ☐ No See attached Tab N

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☑ Yes ☐ No

c Provide a copy of the agreement(s) of sale or transfer. See attached Tab V

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ Yes ☑ No

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☑ No

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☑ No

TAB A

Employer Identification Number

IRS.gov

EIN Assistant

Your Progress: 1. Identity 2. Authenticate 3. Addresses 4. Details **5. EIN Confirmation**

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **84-2099551**

Legal Name: **HOPE ACADEMY INC**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN. Continue >>

Help Topics

Can the EIN be used before the confirmation letter is received?

TAB B

Articles of Incorporation

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	201906101327169
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	THE HOPE ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE	Individual
NAME	Rachelle Gardner
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
SERVICE OF PROCESS EMAIL	rgardner@fairbankscd.org

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted and is publicly viewable.

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION	Perpetual
EFFECTIVE DATE	06/10/2019
EFFECTIVE TIME	08:58PM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLE IV - PRINCIPAL(S)

TITLE	President
NAME	Marissa Manlove
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Vice President
NAME	Colleen Kenney
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Chief Operating Officer
NAME	Rachelle Gardner
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Secretary
NAME	Phyllis Usher
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA
TITLE	Treasurer
NAME	Janine Shopp
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA

ARTICLE V - INCORPORATOR(S)

NAME	Rachelle Gardner
ADDRESS	8102 Clearvista Parkway, Indianapolis, IN, 46256, USA

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLE VI: GENERAL INFORMATION

STATEMENT OF PURPOSE

The purposes for which the Corporation is formed are exclusively charitable and educational. The general purposes and powers are to have and exercise all rights and powers conferred on corporations formed under the Act, provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of the Corporation.

TYPE OF CORPORATION Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS? No

DISTRIBUTION OF ASSETS

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed by the Board of Directors to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable and/or educational purposes, has established its tax exempt status under Code Section 501(c)(3) and has purposes substantially similar to the Corporation's primary purposes, as the Board of Directors shall determine. Any such assets not so distributed shall be disposed of by the Judge of Circuit Court of Marion County, Indiana, exclusively for such purposes which are substantially similar to the Corporation's primary purposes set forth in Article VII, and to an organization or organizations which are, at the time of such distribution, organized and operated exclusively for public, charitable, religious, scientific, testing for public safety, literary or educational purposes, which purposes then qualify such organization or organizations for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code. No director or officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation upon the dissolution or complete liquidation of the Corporation.

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **June 10, 2019**.

SIGNATURE	Scott C. Frissell, Esq.
TITLE	Legal Representative

Business ID : 201906101327169
Filing No : 8296136

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

CONSENT TO USE OF NAME

Pursuant to Indiana Code § 23-0.5-3-1(b), The Recovery High School at Fairbanks, Inc., an Indiana nonprofit corporation, hereby consents to the use of the name "The Hope Academy, Inc." or variations thereof, by a new separate entity as the name in which it is organized as a nonprofit corporation in the State of Indiana and in any other jurisdiction in which it is authorized or qualified to do business.

IN WITNESS WHEREOF, The Recovery High School at Fairbanks, Inc. has caused this Consent to Use of Name to be executed by its authorized representatives as of this 10th day of June, 2019.

THE RECOVERY HIGH SCHOOL AT FAIRBANKS, INC.

By: FAIRBANKS HOSPITAL, INC., an Indiana nonprofit corporation, its Sole Member

By: Barbara Elliott
Barbara Elliott, CEO

By: John Ryan by BBE
John Ryan, Chairman

KD_10237485_1.docx

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

ARTICLES OF INCORPORATION
OF
THE HOPE ACADEMY, INC.

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

ARTICLE I
NAME

The name of the Corporation is The Hope Academy, Inc.

ARTICLE II
TYPE OF CORPORATION

This Corporation is a public benefit corporation.

ARTICLE III
PRINCIPAL OFFICE

The principal office address and post office address of the Corporation is 8102 Clearvista Parkway, Indianapolis, Indiana 46256.

ARTICLE IV
REGISTERED OFFICE AND AGENT

The street address of the initial registered office and the name of the initial registered agent at that office for service of process is:

Rachelle Gardner
8102 Clearvista Parkway
Indianapolis, Indiana 46256

The email address of the initial registered agent at which the registered agent will accept electronic service of process is rgardner@fairbankscd.org. The undersigned incorporator represents that the initial registered agent named in these Articles of Incorporation has consented to appointment as registered agent.

ARTICLE V
INCORPORATOR

The name and address of the incorporator of the Corporation is:

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

Rachelle Gardner
8102 Clearvista Parkway
Indianapolis, Indiana 46256

ARTICLE VI
MEMBERS

The Corporation shall not have members.

ARTICLE VII
PURPOSE AND POWERS

Section 7.1 **Purposes**. The purposes for which the Corporation is formed are exclusively charitable and educational. The general purposes and powers are to have and exercise all rights and powers conferred on corporations formed under the Act, provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of the Corporation.

Section 7.2 **Tax-Exempt Purposes**. The Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Corporation's primary purposes include:

1. To operate and manage a high school as a "charter school" in accordance with the provisions of Indiana Code 20-24-1-1, et seq., located in Indianapolis, Indiana and primarily for public school students recovering from alcoholism and/or drug addiction;

2. To provide a safe, sober and challenging school experience for high school students recovering from alcoholism and/or drug addiction;

3. To serve the unique needs of recovering high school students and their families for both recovery support and attainment of a high quality education;

4. To serve the different learning styles and needs of public school students;

5. To offer public school students appropriate and innovative choices;

6. To empower committed volunteers and donors to share compassion and resources for the educational and related benefits to be provided by the Corporation;

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

7. To engage in any and all activities necessary or appropriate to raise funds for the purposes of the Corporation, including, but not limited to, the solicitation of direct and indirect contributions from public and private sources wherever located; and

8. To engage in such pursuits as may be necessary or incidental, or which may aid and assist, in carrying out the Corporation's purposes.

Section 7.3 Prohibited Activities.

A. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, Section 2055(a)(2) and Section 2522 of the Code.

B. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

C. No part of the Corporation's income, corpus or principal assets shall ever inure to the benefit of, or be distributable to, directly or indirectly, any private individual, and no director or officer of the Corporation may or shall receive any pecuniary benefit from the same; provided, however, that the Corporation may (i) pay private individuals such reasonable compensation for goods provided and services actually rendered to the Corporation and (ii) make such permitted payments or other distributions that are in furtherance of the purposes of the Corporation, as may be fixed in the manner provided by the Board of Directors. No individual shall be precluded from taking such employment and reasonable compensation by reason of the fact that he or she is a director or officer of the Corporation. The Corporation is expressly precluded from advancing or loaning its directors, officers or employees any money or property.

D. Notwithstanding any other provisions of these Articles of Incorporation, the Act, or any other law, rule or regulation, in the event that the Corporation is classified as a private foundation under Section 509 of the Code, the Corporation shall:

1. Distribute during each taxable year amounts sufficient to avoid liability for the tax imposed by Section 4942 of the Code.

2. Not engage in any act of self-dealing as defined in Section 4941(d) of the Code.

3. Not retain any excess business holdings as defined in Section 4943(c) of the Code.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

4. Not make any investment in such manner as to subject the Corporation to tax under Section 4944 of the Code.

5. Not make any taxable expenditure as defined in Section 4945(d) of the Code.

ARTICLE VIII
BOARD OF DIRECTORS

Section 8.1 **Authority of Board**. Management of the property, affairs, business and activities of the Corporation shall be supervised and directed by the Board of Directors. The Board of Directors shall possess and may exercise all the powers and authority granted to the Corporation by the Act, by these Articles of Incorporation or by the By-Laws of the Corporation, as now or hereafter in effect.

Section 8.2 **Number, Term and Election of Directors**. The exact number of members of the Board of Directors shall be prescribed from time to time according to the By-Laws of the Corporation; provided, however, that under no circumstances shall the minimum number of members of the Board of Directors be less than three (3) (or such other number required by the Act). The manner in which Directors shall be chosen and removed from their office, their qualifications, powers, duties, compensation (if any), tenure of office, and the manner of calling and holding meetings of the Board of Directors shall be set forth in the By-Laws.

Section 8.3 **Compensation of Directors**. The directors of the Corporation shall serve on a voluntary basis and not be compensated for their services to the Corporation.

ARTICLE IX
DISTRIBUTION OF ASSETS ON DISSOLUTION OF FINAL LIQUIDATION

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed by the Board of Directors to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable and/or educational purposes, has established its tax exempt status under Code Section 501(c)(3) and has purposes substantially similar to the Corporation's primary purposes, as the Board of Directors shall determine. Any such assets not so distributed shall be disposed of by the Judge of Circuit Court of Marion County, Indiana, exclusively for such purposes which are substantially similar to the Corporation's primary purposes set forth in Article VII, and to an organization or organizations which are, at the time of such distribution, organized and operated exclusively for public, charitable, religious, scientific, testing for public safety, literary or educational purposes, which purposes then qualify such organization or organizations for exemption from Federal income tax under the provisions of Section 501(c)(3) of the Code. No director or officer of the Corporation, or any private

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

individual, shall be entitled to share in the distribution of any of the assets of the Corporation upon the dissolution or complete liquidation of the Corporation.

ARTICLE X
PROVISION FOR REGULATION AND CONDUCT OF THE AFFAIRS OF CORPORATION

In addition to the By-Laws and consistent with the Act, the following provisions for the regulation and conduct of the affairs of the Corporation, and for the creation, definition, limitation or regulation of the powers of the Corporation and its Board of Directors, shall apply:

Section 10.1 Committees. The Board of Directors may utilize one or more committees, as set forth in the By-Laws, to assist it in the carrying out of any of the purposes of the Corporation, define the responsibilities of such committee or committees and delegate to such committee or committees' powers as the Board of Directors determines to be appropriate.

Section 10.2 Amendment of Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in these Articles of Incorporation or any amendment hereto, by a majority vote of the members of the Board of Directors; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code.

Section 10.3 Amendment of By-Laws. The power to make, adopt, alter, amend, modify or repeal the By-Laws of the Corporation shall be vested only in the Board of Directors, as specifically provided in the By-Laws.

[Remainder of Page Intentionally Blank]

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/11/2019 08:53 AM

[Signature Page to Articles of Incorporation for The Hope Academy, Inc.]

IN WITNESS WHEREOF, the undersigned incorporator of said Corporation has executed this document, and verified subject to penalties of perjury that the facts contained herein are true and correct.

Rachelle Gardner

Rachelle Gardner, Incorporator

This instrument was prepared by Scott C. Frissell, Krieg DeVault, 12800 North Meridian Street, Suite 300, Carmel, IN 46032-5407.

KD_10214851_1.docx

TAB C

By-laws

Approved and Adopted
by the Board of Directors
to be Effective on
June 10, 2019

BY-LAWS
OF
THE HOPE ACADEMY, INC.

ARTICLE I

Name

The name of the corporation is The Hope Academy, Inc. ("Corporation").

ARTICLE II

Fiscal Year

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

ARTICLE III
Members

The Corporation shall not have members.

ARTICLE IV

Board of Directors

Section 1 Number, Election and Term of Office.

(a) Number. Unless and until this Section is amended, the number of directors shall be established by the Board of Directors and shall be no less than three (3) and no more than fourteen (14).

(b) Qualifications. The Board of Directors may, from time to time, by resolution establish qualifications for directors of the Corporation.

(c) Appointment and Elections. The initial members of the Board of Directors shall be those individuals appointed by the incorporator of the Corporation. Thereafter, directors shall be elected by a majority vote of the Board of Directors as then is constituted at the annual meeting of the Board of Directors, or, if not so elected, at a special meeting of the Board of Directors or by the written consent action of the Board of Directors.

(d) Term of Office. Except as otherwise provided herein, the term of office of each director shall be for a period of two (2) years and until his or her successor is elected and qualified. The directors shall be divided among two (2) classes, and the terms of the directors shall be staggered so that the number of directors to be elected each year shall be as nearly one-half (1/2) of the total number of directors as possible; therefore, directors may be elected for terms of less than two (2) years if necessary to accomplish this purpose. All directors shall serve until their respective successors are duly elected and qualified or until their earlier resignation, removal, incapacity or death.

No director may serve as a director for a consecutive period of more than four (4) two (2) year terms plus any partial term for which a director is appointed to fill a vacancy or a newly created position on the Board of Directors; provided. Once the director's tenure in office has been completed pursuant to the provisions of the previous sentence, such person may be again elected to the Board of Directors after a period of at least one (1) year during which time such person did not serve as a member of the Board of Directors. Nothing contained in this Section 1 shall prevent any person from being appointed as a non-director member of a committee or from serving as an officer of the Corporation unless these By-Laws require such person to be a director in order to so serve.

(e) Participation. Any member of the Board of Directors who is absent from three (3) consecutive regular meetings (including, for this purpose, the annual meeting) of the Board of Directors shall, effective as of the adjournment of such third (3rd) consecutive meeting, be deemed to no longer meet the qualifications to serve as a director of the Corporation; provided, however, that such person may be again elected to the Board of Directors and, in such event, the prior absences of such person shall not count against the qualifications of such person from and after the date of such new election.

No decrease in the number of directors shall have the effect of shortening the term of any incumbent director.

Section 2 **Vacancies**. Any vacancy occurring on the Board of Directors caused by an increase in the number of directors by resolution of the Board of Directors, or by resignation, removal, incapacity, death or otherwise, shall be filled by either the vote or written consent action of the Board of Directors, with the director so elected to serve for the remainder of the term of the director being replaced or, in the case of an additional director, for the remainder of the term of the class of directors, to which the director had been assigned. When the number of directors is changed, any newly created directorships or any decrease in directorships shall be so assigned between the Class I and Class II directors by the Board of Directors so as to make the classes as nearly equal in number as practicable.

Section 3 **Removal of Directors**. Any member of the Board of Directors may be removed at a meeting of the Board of Directors called expressly for that purpose, with or without cause by a vote of two-thirds (2/3) of the entire Board of Directors (which applicable majority shall be determined exclusive of the member whose removal is being considered).

Section 4 **Resignations**. A director may resign at any time by giving written notice to the President, Board of Directors or Chairperson. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective. Any director who is also an employee of the Corporation or any of its affiliates shall be deemed to have resigned as a director of the Corporation upon termination of the employee's employment with the Corporation or such affiliate unless such resignation is rejected by the Board of Directors by a majority vote of the actual number of members of the Board of Directors, exclusive of such resigning director.

Section 5 **Regularly Scheduled Meetings**.

(a) Annual Meeting. The annual meeting of the Board of Directors for the election of directors and officers and for the transaction of such other business as may properly come before the meeting shall be held on such date as shall be determined by the Board of Directors. Failure to hold the annual meeting during such time shall not work any forfeiture or dissolution of the Corporation and shall not affect otherwise valid corporate acts.

(b) Regular Meetings. Subject to changes approved by the Board of Directors, a regular meeting of the Board of Directors shall be held at least in each quarter of the year. The annual meeting of directors shall be held in place of one of such regular meetings.

(c) Schedule. A schedule showing the annual meeting and the regular meetings of the Board of Directors for the fiscal year shall be distributed to each director. A change in the date or time for any of the meetings on such schedule shall be communicated to each director at least six (6) days prior to the changed meeting.

(d) Location. Unless otherwise determined by the Board of Directors, all meetings of the Board of Directors shall be held at the office of the Corporation or at such other location within Marion County, Indiana, or the counties adjacent to Marion County.

Section 6 **Special Meetings**. Special meetings of the Board of Directors may be called by the President, the Chairperson or one-fifth (1/5) of the directors then in office. The location of any special meeting shall be determined by the person(s) calling such meeting, but such location must be at the office of the Corporation, or at some other location within Marion County, Indiana, or the counties adjacent to Marion County.

Section 7 **Notice**. Unless notice is not required by these By-Laws or the Indiana Nonprofit Corporation Act ("Act") requires a longer notice period, notice of the time and place of the annual meeting, regular meetings and any special meeting of the Board of Directors shall be served upon each director at the director's usual place of business or residence, or if given electronically, at the most recent "e-mail" address or "fax" number on the Corporation's records for such director, at least forty-eight (48) hours prior to the meeting, but no more than thirty (30) days prior to the meeting. Notice may be given by telephone, mail, wire or wireless transmission

(including "e-mail" and "fax" transmissions) or personal delivery. Directors, in lieu of such notice, may sign a written waiver of notice either before, during or after the meeting. The waiver must be filed with the minutes or the records of the Corporation. Attendance by a director in person at any such meeting of the Board of Directors shall constitute a waiver of notice unless the director at the beginning of the meeting or promptly upon the director's arrival objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting.

Section 8 **Quorum**. A majority of the actual number of directors elected and qualified, from time to time, shall be necessary to constitute a quorum for the transaction of any business. The act of a majority of the directors present at the meeting, at which a quorum is present, shall be the act of the Board of Directors, unless the act of a greater number is required by the Act, the Articles of Incorporation, or these By-Laws. A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such director's dissent shall be entered in the minutes of the meeting or unless such director shall file a written dissent to such action with the Secretary of the meeting before adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action and did not change his or her vote prior to the time that the result of such vote was announced by the Chairperson of such meeting.

Section 9 **Consent Action by Directors**. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if a written consent to such action is signed by all members of the Board or of such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board of Directors or such committee. Action taken under this Section 9 is effective when the last director or committee signs the consent, unless the consent specifies a different prior or subsequent effective date.

Section 10 **Meeting Participation by Conference Telephone**. Any or all of the Board of Directors or of a committee designated by the Board of Directors may participate in a meeting of the Board of Directors or committee by means of a conference telephone, video conference or similar communications equipment by which all persons participating in the meeting can communicate with each other, and participation in this manner constitute presence in person at the meeting.

Section 11 **Meeting Requiring Supermajority Vote**. The directors shall not take any of the following corporate actions at a meeting of the Board of Directors except upon the affirmative vote of two-thirds (2/3) of the votes cast by the directors entitled to vote at a meeting at which a quorum is present:

(a) Authorize any corporate actions exceeding one hundred thousand dollars ($100,000).

(b) Authorize the winding up, ceasing, or closure of business, dissolution of the Corporation, sale, merger, or transfer of substantially all of the assets of the Corporation.

(c) Authorize any nonmonetary compensation to the Board of Directors as provided for in Article IV, Section 12 of these By-Laws.

Section 12 **Compensation**. The directors shall not receive salaries, fees or compensation for their services as directors or their attendance at any meeting or committee meeting of directors. Directors may receive such other nonmonetary compensation as the Board of Directors may approve by supermajority vote as provided for in Article IV, Section 11 of these By-Laws.

ARTICLE V

Committees

The Board of Directors may create one (1) or more committees to assist it in carrying out any of the purposes of the Corporation, define the responsibilities of such committee or committees, delegate to such committee or committees powers as the Board of Directors determines to be appropriate and appoint at least two (2) directors to serve on each committee created in accordance with this Article V.

ARTICLE VI

Officers

Section 1 **Principal Officers**. The principal officers of the Corporation shall be a Chairperson, a President, a Treasurer and a Secretary. The Corporation may also have such subordinate officers as may be appointed in accordance with the provisions of these By-Laws. Any of the offices may be held by the same person.

Section 2 **Election and Term of Office**. The principal officers of the Corporation, other than the President, shall be chosen annually at the annual meeting of the Board of Directors by a vote of a majority of the directors then in office. Each officer, other than the President, shall hold office for a period ending at the next annual meeting of the Board of Directors and until such officer's successor shall have been duly chosen and qualified, or until such officer's death, or until such officer shall resign, or until such officer shall have been removed in the manner hereinafter provided.

Section 3 **Removal**. Any principal officer may be removed, either with or without cause, at any time, by resolution adopted at a meeting of the Board of Directors by a majority of the directors then entitled to vote.

Section 4 **Subordinate Officers**. In addition to the principal officers enumerated in Article VI, Section 1, the Corporation may have one or more Vice Presidents, Assistant Treasurers, Assistant Secretaries and such other officers, agents and employees as the Board of

Directors may deem necessary and as it shall select, each of whom (a) shall hold office for such period as the Board of Directors shall determine, (b) may be removed with or without cause, and (c) shall have such authority and perform such duties as the Chairperson or Board of Directors may from time to time determine. The Board of Directors may delegate to any principal officer the power to appoint and to remove any such subordinate officers, agents or employees.

Section 5 **Resignations**. Any officer may resign at any time by giving written notice to the Board of Directors, the Chairperson or the Secretary. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective.

Section 6 **Vacancies**. Any vacancy in any office may be filled by the Board at any regular or special meeting of the Board.

Section 7 **Chairperson**. The Chairperson shall be chosen from among the directors and shall preside at all meetings of the Board of Directors. The Chairperson shall have no other executive or administrative responsibilities unless otherwise assigned by the Board of Directors. In general, the Chairperson shall perform all duties and have all powers incident to the office of Chairperson, as herein defined, and all such other duties and powers as, from time to time, may be assigned to the Chairperson by the Board of Directors.

Section 8 **President**. The President shall be the chief executive officer of the Corporation and as such shall have general supervision of the affairs of the Corporation, subject to the control of the Board of Directors. The President shall have the right to attend all meetings of the Board of Directors and to copies of all notices, agendas, minutes, written consents and other records of the proceedings of the Board of Directors, provided that nothing herein shall constitute the President as a member of the Board of Directors or to have the right to vote or consent to any action of the Board of Directors, unless the person holding such office is also elected as a member of the Board of Directors. The President shall be an ex-officio member of all committees that may be created by the Board of Directors. Subject to the control and direction of the Board of Directors, the President may enter into any agreement and may execute and deliver any agreement, instrument or document in the name and on behalf of the Corporation. The President shall preside as the chairperson at all meetings of the Board of Directors at which he or she shall be present. In general, the President shall perform all duties and have all powers incident to the office of President, as herein defined, and shall have all such other duties and powers as, from time to time, may be assigned to the President by the Board of Directors.

Section 9 **Treasurer**. The Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the Corporation and shall deposit all such funds in the name of the Corporation in such banks or other depositories as shall be selected by the Board of Directors. The Treasurer shall upon request exhibit at all reasonable times the books of account and records to any of the directors of the Corporation during business hours at the office of the Corporation where such books and records shall be kept; shall render upon request by the Board of Directors a statement of the condition of the Corporation at any meeting of the Board of Directors; shall receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever; and, in general, shall perform all duties as from time to time may be

assigned by the Chairperson or the Board of Directors. The Treasurer shall give such bond, if any, for the faithful discharge of his or her duties as the Board of Directors may require.

Section 10 **Secretary**. The Secretary shall keep or cause to be kept in the books provided for that purpose the minutes of the meetings of the Board of Directors; shall duly give and serve all notices required to be given in accordance with the provisions of these By-Laws and by the Act; shall be custodian of the records of the Corporation and attest to all documents, the execution of which on behalf of the Corporation under the Secretary's attestation is duly authorized in accordance with the provisions of these By-Laws; and, in general, shall perform all duties incident to the office of Secretary and such other duties as may, from time to time, be assigned by the Chairperson or the Board of Directors.

Section 11 **Corporation's Voting Memberships and Securities**. Unless otherwise ordered by the Board of Directors, and subject to the direction of the Board of Directors, the President and the Secretary, and each of them, are appointed attorneys and agents of the Corporation, and shall have full power and authority in the name and on behalf of the Corporation, to attend and to act at, and to vote all memberships and all stock or other securities entitled to be voted at, any meetings of members or security holders of such foundations (whether for-profit or non-profit) or associations in which the Corporation may hold memberships or securities, in person or by proxy, as a member, stockholder or otherwise, and at such meetings shall possess and may exercise any and all rights and powers incident to the holding of such memberships or the ownership of such securities, and which as the holder or owner thereof, the Corporation might have possessed and exercised, if present, or to consent in writing to any action by any such other foundation or association. The Board of Directors by resolution from time to time may confer like powers upon any other person or persons.

Section 12 **Duties of Officers May Be Delegated**. If any officer of the Corporation is absent or unable to act, or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate for a period of time some or all of the functions, duties, powers and responsibilities of any officer to any other officer, or to any other agent or employee of the Corporation or any other responsible person, provided a majority of the entire Board of Directors concurs therein. Any person serving in an interim or acting position for any office shall be deemed an "officer" for purposes of these By-Laws.

Section 13 **Bond**. Any officer or employee, if required by the directors, shall give bond in such sum and with such security as the directors may require for the faithful performance of his or her duties.

Section 14 **Signing Checks and Other Instruments**. The directors are authorized to determine or provide the method of determining how checks, notes, bills of exchange and similar instruments shall be signed, countersigned, or endorsed.

ARTICLE VII

Conflict of Interest Policy

Section 1 **Purpose**. The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible Excess Benefit Transaction (as that term is defined below). This policy is intended to supplement, but not replace, any applicable state and Federal laws governing conflict of interest applicable to non-profit and charitable organizations.

Section 2 **Definitions**. For purpose of this Article VII, the following terms shall have the following meanings:

(a) "Compensation" shall mean direct or indirect remuneration as well as gifts or favors that are not insubstantial.

(b) "Excess Benefit Transaction" shall mean any transaction or arrangement in which an economic benefit is provided by the Corporation, directly or indirectly, to or for the use of any Interested Person (including members of his or her family and any entity which is thirty-five percent (35%) owned or controlled by such Interested Person) if the value of the economic benefit provided exceeds the value of the consideration (including the performance of services) received for providing such benefit.

(c) "Financial Interest" shall mean any person who has, directly or indirectly, through business, investment, or family relationship, any of the following:

(i) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or

(ii) A Compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(iii) A potential ownership or investment interest in, or Compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a conflict of interest. Under Article VII, Section 4, a person who has a Financial Interest may have a conflict of interest only if the appropriate Board of Directors or committee decides that a conflict of interest exists.

(d) "Interested Person" shall mean any director, officer, or member of a committee (with powers delegated from the Board of Directors) who has a direct or indirect Financial Interest. If a person is an Interested Person with respect to any entity in

the corporate organization of which the Corporation is a part, he or she is an Interested Person with respect to all entities in that system.

Section 3 **Duty to Disclose**. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence and nature of his or her Financial Interest to the directors and members of committees with powers delegated from the Board of Directors considering the proposed transaction or arrangement.

Section 4 **Determining Whether a Conflict of Interest Exists**. After disclosure of the Financial Interest and all material facts related thereto, and after any discussion with the Interested Person, the Interested Person shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists, in which event the remaining applicable provisions of this Article VII shall apply.

Section 5 **Procedures for Addressing the Conflict of Interest**.

(a) An Interested Person may make a presentation at the Board of Directors or committee meeting, but after the presentation, the Interested Person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

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

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

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

Section 6 **Violations of the Conflict of Interest Policy**.

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

(b) If, after hearing the member's response and after making such further investigation as may be warranted by the circumstances, the Board of Directors or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Notwithstanding such violation and any disciplinary or corrective action, the Board of Directors may ratify the transaction or arrangement as being in the Corporation's best interest and fair and reasonable to the Corporation.

Section 7 **Records of Proceedings**. The minutes of the Board of Directors or committees with powers delegated from the Board of Directors shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Board of Director's or committee's decision as to whether a conflict of interest in fact existed; and

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

Section 8 **Compensation**.

(a) A voting member of the Board of Directors who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation.

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

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

Section 9 **Annual Statements**. Each director, officer and member of a committee with powers delegated from the Board of Directors shall annually sign a statement which affirms that such person:

(a) Has received a copy of the conflicts of interest policy;

(b) Has read and understands the policy;

(c) Has agreed to comply with the policy; and

(d) Understands that the Corporation is a charitable organization and that in order to maintain its Federal tax exemption it must engage primarily in activities that accomplish one (1) or more of its tax-exempt purposes.

Section 10 **Periodic Reviews**. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether Compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further the Corporation's charitable purposes and do not result in inurement, impermissible private benefit or in an Excess Benefit Transaction.

Section 11 **Use of Outside Experts**. When conducting the periodic reviews provided for in this Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

ARTICLE VIII

Indemnification of Directors and Officers

Section 1. **Definitions**. For purposes of this Article, the following terms shall have the following meanings:

(a) "Liabilities" and "Expenses" shall mean monetary obligations incurred by or on behalf of a Covered Person in connection with the investigation, defense or appeal of a Proceeding or in satisfying a claim thereunder and shall include, but shall not be limited to, attorneys' fees, paralegal fees, court costs, filing fees, fees and costs incurred in arbitration, mediation or other forms of alternative dispute resolution, costs of investigations, experts (including, without limitation, accounting, criminal and forensic experts) and disbursements, amounts of judgments, fines or penalties, excise taxes assessed with respect to an employee benefit plan, and amounts paid in settlement by or on behalf of a Covered Person.

(b) "Covered Person" shall mean any director of the Corporation, any principal officer of the Corporation and any officer of the Corporation (other than a principal officer) to the extent the Board of Directors has authorized to grant rights to indemnification and advancement of Expenses under this Article to such officer (other than a principal officer).

(c) "Other Enterprise" shall mean any corporation, partnership, limited liability company, limited liability partnership, joint venture, trust, employee benefit plan or other enterprise, whether for profit or not, for which a Covered Person is or was serving, at the request of the Corporation, as a director, officer, member, manager, partner, trustee, employee or agent. The phrase "at the request of the Corporation" shall include a request made by resolution of the Board of Directors or by action of any corporate officer to any director or other officer of the Corporation.

(d) "Proceeding" shall mean any claim, action, suit or proceeding (whether brought against, by or in the right of the Corporation or Other Enterprise or otherwise), civil, criminal, administrative or investigative, whether formal or informal, including arbitration, mediation or other forms of alternative dispute resolution and whether actual or threatened or in connection with an appeal relating thereto, in which a Covered Person may become involved, as a party or otherwise, (i) by reason of being or having been a Covered Person of the Corporation (and, if applicable, an employee or agent of the Corporation) or a director, officer, member, manager, partner, trustee, employee, or agent of an Other Enterprise or arising out of his or her status as such, or (ii) by reason of any past or future action taken or not taken by a Covered Person in any such capacity, whether or not he or she continues to be such at the time he or she incurs Liabilities and Expenses under the Proceeding.

(e) "Standard of Conduct" shall mean that a Covered Person, based on facts then known to the Covered Person, discharged the duties as a Covered Person, including duties as a member of a committee, in good faith in what he or she reasonably believed to be in or not opposed to the best interests of the Corporation or Other Enterprise, as the case may be, and, in addition, in any criminal Proceeding had reasonable cause to believe his or her conduct was lawful or had no reasonable cause to believe that his or her conduct was unlawful. The termination of any Proceeding, by judgment, order, settlement (whether with or without court approval) or conviction or upon a plea of guilty, shall not create a presumption that the Covered Person did not meet the Standard of Conduct. The termination of any Proceeding by a consent decree or upon a plea of nolo contendere, or its equivalent, shall create the presumption that the Covered Person met the Standard of Conduct.

Section 2. **Indemnification**. If a Covered Person is made a party to or threatened to be made a party to, or is involved as a witness or otherwise in any Proceeding, the Corporation shall indemnify the Covered Person against Liabilities and Expenses incurred by him or her in connection with such Proceeding in the following circumstances:

(a) If a Covered Person has been wholly successful on the merits or otherwise with respect to any such Proceeding, he or she shall be entitled to indemnification for Liabilities and Expenses as a matter of right. If a Proceeding is terminated against the Covered Person by consent decree or upon a plea of nolo contendere, or its equivalent, the Covered Person shall not be deemed to have been "wholly successful" with respect to such Proceeding; or

(b) In all other situations, a Covered Person shall be entitled to indemnification for Liabilities and Expenses as a matter of right unless (i) the Covered Person has breached or failed to perform his or her duties with respect to the Corporation or Other Enterprise as a Covered Person in compliance with the Standard of Conduct and (ii) with respect to any action or failure to act by the Covered Person which is at issue in such Proceeding, such action or failure to act constituted willful misconduct or recklessness. To be entitled to indemnification pursuant to this Section 8.2, the Covered Person must notify the Corporation of the commencement of the Proceeding in accordance with Section 8.5 and request indemnification. A review of the request for indemnification and the facts and circumstances underlying the Proceeding shall be made in accordance with one of the procedures described below; and the Covered Person shall be entitled to indemnification as a matter of right unless, in accordance with such procedure, it is determined beyond a reasonable doubt that (i) the Covered Person breached or failed to perform the duties of the office in compliance with the Standard of Conduct, and (ii) the breach or failure to perform constituted willful misconduct or recklessness. Any one of the following procedures may be used to make the review and determination of a Covered Person's request for indemnification under this Section 8.2(b):

(i) by the Board of Directors by a majority vote of a quorum consisting of directors who are not parties to, or who have been wholly successful with respect to, such Proceeding;

(ii) if a quorum cannot be obtained under (i) above, by a majority vote of a committee duly designated by the Board of Directors (in the designation of which, directors who are parties to such Proceeding may participate), consisting solely of two or more directors who are not parties to, or who have been wholly successful with respect to, such Proceeding;

(iii) by independent legal counsel selected by a majority vote of the full Board of Directors (in which selection, directors who are parties to such Proceeding may participate) and which may be outside counsel regularly employed by the Corporation; or

(iv) by a committee consisting of three (3) or more disinterested persons selected by a majority vote of the full Board of Directors (in which selection, directors who are parties to such Proceeding may participate).

Any determination made in accordance with the above procedures shall be binding on the Corporation and the Covered Person.

(c) If several claims, issues or matters of action are involved, a Covered Person may be entitled to indemnification as to some matters even though he or she is not entitled to indemnification as to other matters.

(d) The indemnification herein provided shall be applicable to Proceedings made or commenced after the adoption of this Article, whether arising from acts or omissions to act which occurred before or after the adoption of this Article.

Section 3. **Prepaid Liabilities and Expenses**. The Liabilities and Expenses which are incurred or are payable by a Covered Person in connection with any Proceeding shall be paid by the Corporation in advance promptly after submission of proper evidence thereof to the Corporation, with the understanding and agreement between such Covered Person and the Corporation, that, in the event it shall ultimately be determined as provided herein that the Covered Person was not entitled to be indemnified, or was not entitled to be fully indemnified, the Covered Person shall repay to the Corporation such amount, or the appropriate portion thereof, so paid or advanced.

Section 4. **Exceptions to Indemnification**. Notwithstanding any other provisions of this Article to the contrary, the Corporation shall not indemnify a Covered Person:

(a) for any Liabilities or Expenses for which payment is actually made to or on behalf of a Covered Person under a valid and collectible insurance policy, except in respect of any excess beyond the amount of payment under such insurance; or

(b) for any Liabilities or Expenses incurred in a suit or claim against the Covered Person arising out of or based upon actions attributable to the Covered Person in which the Covered Person gained any personal profit or advantage to which he or she was not legally entitled.

(c) for any Liabilities or Expenses incurred in a suit or claim by a Covered Person against the Corporation or any Liabilities or Expenses incurred in a suit or claim by the Corporation against the Covered Person.

Section 5. **Notification and Defense of Proceeding**. Promptly after receipt by a Covered Person of notice of the commencement of any Proceeding, the Covered Person will, if a request for indemnification in respect thereof is to be made against the Corporation under this Article, notify the Corporation of the commencement thereof; but the failure to so notify the Corporation will not relieve it from any obligation which it may have to the Covered Person under this Article or otherwise. With respect to any such Proceeding as to which the Covered Person notifies the Corporation of the commencement thereof:

(a) the Corporation will be entitled to participate therein at its own expense; and

(b) except as otherwise provided below, to the extent that it may so desire, the Corporation, jointly with any other indemnifying party similarly notified, will be entitled to assume the defense thereof, with counsel reasonably satisfactory to the Covered Person. After notice from the Corporation to the Covered Person of its election to assume the defense of the Covered Person in the Proceeding, the Corporation will not be liable to the Covered Person under this Article for any legal or other Expenses subsequently incurred by the Covered Person in connection with the defense thereof other

than reasonable costs of investigation or as otherwise provided below. The Covered Person shall have the right to employ counsel in such Proceeding, but the Expenses of such counsel incurred after notice from the Corporation of its assumption of the defense thereof shall be at the expense of the Covered Person unless:

(i) the employment of counsel by the Covered Person has been authorized by the Corporation; or

(ii) the Covered Person shall have reasonably concluded that there may be a conflict of interest between the Corporation and the Covered Person in the conduct of the defense of such Proceeding; or

(iii) the Corporation shall not in fact have employed counsel to assume the defense of such Proceeding;

in each of which cases the Expenses of counsel employed by the Covered Person shall be paid by the Corporation. The Corporation shall not be entitled to assume the defense of any Proceeding brought by or in the right of the Corporation or as to which the Covered Person shall have made the conclusion provided for in (ii) above.

(c) The Corporation shall not be liable to indemnify a Covered Person under this Article for any amounts paid in settlement of any Proceeding without the Corporation's prior written consent. The Corporation shall not settle any action or claim in any manner which would impose any penalty or limitation on a Covered Person without the Covered Person's prior written consent. Neither the Corporation nor a Covered Person will unreasonably withhold consent to any proposed settlement.

Section 6 **Enforcement**. Any indemnification under this Article VIII shall be made promptly upon the Covered Person being wholly successful on the merits or otherwise with respect to any Proceeding or upon the determination in accordance with Section 2(b) of this Article VIII that the Covered Person is entitled to indemnification. Any advancement of Expenses under this Article VIII shall be made promptly after receipt by the Corporation of a written request from the person seeking advancement of Expenses including such person's undertaking to repay all amounts so advanced (as required by Section 3 of this Article VIII). Any right of a Covered Person to indemnification or advancement of Expenses as granted by this Article may be enforceable by such Covered Person in any court of competent jurisdiction if the Corporation denies such request, in whole or in part, or if no disposition thereof is made within thirty (30) days after receipt by the Corporation of request therefor.

Section 7. **Other Rights and Remedies**. The rights of indemnification provided under this Article are not exhaustive and shall be in addition to any rights to which a Covered Person may otherwise be entitled by contract or as a matter of law. Irrespective of the provisions of this Article, the Corporation may, at any time and from time to time, indemnify directors, officers, employees and other persons to the full extent permitted by the provisions of the Act, or any successor law, as then in effect, whether with regard to past or future matters.

Section 8. **Continuation of Indemnity**. All obligations of the Corporation under this Article shall survive the termination of a Covered Person's service in any capacity covered by this Article.

Section 9. **Insurance**. The Corporation may purchase and maintain insurance on behalf of any person who is or was or has agreed to become a Covered Person or any person who is or was serving or has agreed to serve at the request of the Corporation as a director, officer, member, manager, partner, trustee, employee or agent of an Other Enterprise against any liability asserted against such person and incurred by such person in any capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of applicable law, this Article or otherwise.

Section 10. **Contractual Rights and Applicability**. It is the intent of this Article VIII to empower the Corporation to provide indemnification and advancement of Expenses to the fullest extent allowed by law. Except as otherwise expressly provided herein, indemnification shall be provided without regard to the legal or equitable theory of the Proceeding, including but not limited to criminal claims, conspiracy claims, joint, several, comparative or sole negligence, breach of contract or warranty, strict liability, breach of fiduciary duty, mismanagement, corporate waste, or violation of federal or state securities law or any other law, regulation or policy. The right to be indemnified or be reimbursed or advanced Expenses pursuant hereto (a) is a contract right based upon good and valuable consideration, pursuant to which the person entitled thereto may bring suit as if the provisions thereof were set forth in a separate written contract between the person and the Corporation, (b) is intended to be retroactive and shall be available with respect to events occurring prior to the adoption hereof, (c) shall continue to exist after the rescission or restrictive modification hereof with respect to events occurring prior thereto, and (d) shall inure to the benefit of the heirs and personal representatives of any present or former Covered Person.

If any portion of this Article VIII shall be invalidated on any ground by any court of competent jurisdiction, or in any arbitration proceeding, then the Corporation shall nevertheless indemnify each person entitled to indemnification or advancement of Expenses under this Article VIII as to all Liabilities and Expenses actually and reasonably incurred or suffered by such person and for which indemnification is available to such person pursuant to this Article VIII to the full extent permitted by any applicable portion of this Article VIII that shall not have been invalidated and to the fullest extent permitted by applicable law.

Section 11. **Indemnification of Employees and Agents of the Corporation.** The Corporation may, to the extent authorized by the Board of Directors from time to time, grant rights to indemnification and advancement of Expenses to officers (other than a Covered Person), employees and agents of the Corporation to the full extent of the provision of this Article with respect to the indemnification of, and advancement of Expenses to, Covered Persons.

ARTICLE IX

Cessation of Operations and Dissolution

Upon cessation of the Corporation's business as a charter school, the assets of the Corporation shall be used and distributed as provided by Indiana Code § 20-24-3-3, as amended, restated, or recodified from time to time. Upon the dissolution of the Corporation in accordance with the Act and its Article of Incorporation, the Board of Directors shall consider such obligations as among the Corporation's debts and liabilities for purposes of determining the assets of the Corporation available for distribution in accordance therewith.

ARTICLE X

Amendments

The Corporation reserves the right to make, amend, alter, change or repeal any provisions contained in the By-Laws of the Corporation or in any amendment thereto, by the affirmative vote of a majority of the actual number of members of the Board of Directors; provided, however, that no corporate action purporting to amend these By-Laws shall be effective if such power shall authorize any amendment, alteration, change or repeal which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deduction under Section 170(c)(2), Section 2055(a)(2) or Section 2522 of the Code. Directors must be given at least three (3) days notice of any special, regular or annual meeting of the Board of Directors at which an alteration, amendment or repeal of the By-Laws will be considered. Such notice shall be accompanied by a draft of the proposed change to the By-Laws; provided, however, that the Board of Directors shall have full power and authority to adopt different language from that contained in such draft in altering, amending or repealing these By-Laws.

KD_10214859_3.docx

Appendix 9

Insurance

DocuSign Envelope ID: 55FE49AD-E8E1-4300-BC01-5C367ADBD8B9

PHILADELPHIA INSURANCE COMPANIES
A Member of the Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

Philadelphia Indemnity Insurance Company

COMMON POLICY DECLARATIONS

Policy Number: PHPK1949451

Named Insured and Mailing Address:
Fairbanks Hospital, Inc.
DBA: Fairbanks, The Recovery High School
at Fairbanks, Inc. DBA: Hope Academy
8102 Clearvista Pkwy
Attn: Accounts Payable
Indianapolis, IN 46256-1661

Producer: 16594
Aon Risk Services Central, Inc.
450 E 96th St Ste 275
Indianapolis, IN 46240

(317)237-2403

Policy Period From: 03/01/2019 **To:** 03/01/2020
at 12:01 A.M. Standard Time at your mailing address shown above.

Business Description: Substance Abuse - Rehabilitation Facilities

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

	PREMIUM
Commercial Property Coverage Part	29,779.00
Commercial General Liability Coverage Part	26,189.00
Commercial Crime Coverage Part	
Commercial Inland Marine Coverage Part	5,261.00
Commercial Auto Coverage Part	11,824.00
Businessowners	
Workers Compensation	
Employee Benefits	300.00
Professional Liability	118,544.00
Sexual/Physical Abuse	4,342.00
Total	**$ 196,239.00**
Total Includes Federal Terrorism Risk Insurance Act Coverage	**1,285.00**
Total Includes Professional Liability Assessments (See Schedule Attached)	**8,764.00**

FORM (S) AND ENDORSEMENT (S) MADE A PART OF THIS POLICY AT THE TIME OF ISSUE
Refer To Forms Schedule

*Omits applicable Forms and Endorsements if shown in specific Coverage Part/Coverage Form Declarations

CPD- PIIC (06/14)

Secretary

President and CEO

DocuSign Envelope ID: 55FE49AD-E8E1-4300-BC01-5C367ADBD8B9

POLICY CHANGE DOCUMENT

POLICY NO.: PHPK1949451

CHANGE EFFECTIVE 03/01/2019 CHANGE # 1 REVISION # 1

DESCRIPTION (Continued)

Amended:
Blanket Computer exposure to $2,515,664 in lieu of $2,452,664

Per attached schedule

03/26/2019
Issue Date

DocuSign Envelope ID: 55FE49AD-E8E1-4300-BC01-5C367ADBD8B9

Philadelphia Indemnity Insurance Company

COMMERCIAL INLAND MARINE COVERAGE PART SUPPLEMENTAL SCHEDULE

Policy Number: PHPK1949451

Agent #: 16594

For PERILS COVERED see applicable form attached.

ST/LOC	ITEM NO.	LIMIT OF INSURANCE	DEDUCTIBLE	DESCRIPTION
IN N/A	001	$ 2,555,664	500	COMPUTER COVERAGE
IN N/A	002	$ 63,000	500	FINE ARTS-DEALERS Fine Arts Coverage

DocuSign Envelope ID: 55FE49AD-E8E1-4300-BC01-5C367ADBD8B9

Philadelphia Indemnity Insurance Company

COMMERCIAL PROPERTY COVERAGE PART SUPPLEMENTAL SCHEDULE

Policy Number: PHPK1949451
Named Insured: Fairbanks Hospital, Inc.

Agent # 16594

COMMERCIAL PROPERTY COVERAGE PART – BLANKET STATEMENT OF VALUES

Blanket No.	Blanket Description	Limit of Insurance	Co-Insurance
001	Blanket Buildings	$ 33,986,719	100%
002	Blanket BPP	$ 3,256,611	100%

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB®

U.S. Treasury Department's Office Of Foreign Assets Control ("OFAC") Advisory Notice to Policyholders

This Policyholder Notice shall not be construed as part of your policy and no coverage is provided by this Policyholder Notice nor can it be construed to replace any provisions of your policy. You should read your policy and review your Declarations page for complete information on the coverages you are provided.

This Notice provides information concerning possible impact on your insurance coverage due to directives issued by OFAC. **Please read this Notice carefully.**

The Office of Foreign Assets Control (OFAC) administers and enforces sanctions policy, based on Presidential declarations of "national emergency". OFAC has identified and listed numerous:

- Foreign agents;
- Front organizations;
- Terrorists;
- Terrorist organizations; and
- Narcotics traffickers;

as "Specially Designated Nationals and Blocked Persons". This list can be located on the United States Treasury's web site – http//www.treas.gov/ofac.

In accordance with OFAC regulations, if it is determined that you or any other insured, or any person or entity claiming the benefits of this insurance has violated U.S. sanctions law or is a Specially Designated National and Blocked Person, as identified by OFAC, this insurance will be considered a blocked or frozen contract and all provisions of this insurance are immediately subject to OFAC. When an insurance policy is considered to be such a blocked or frozen contract, no payments nor premium refunds may be made without authorization from OFAC. Other limitations on the premiums and payments also apply.

Reprinted, in part, with permission of ISO Properties, Inc.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB®

Chubb Producer Compensation Practices & Policies

Chubb believes that policyholders should have access to information about Chubb's practices and policies related to the payment of compensation to brokers and independent agents. You can obtain that information by accessing our website at chubbproducercompensation.com or by calling the following toll-free telephone number:

1-866-512-2862.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

Unless otherwise indicated or approved, payment for services provided by these companies is the responsibility of the **Insured**.

2. The web portal is currently powered by eRisk Hub®, a 3rd party web-based loss prevention portal managed by NetDiligence®. Do not share portal access instructions with anyone outside your organization. You are responsible for maintaining the confidentiality of the Chubb Access Code provided to you. An unlimited number of individuals from your organization may register and use the portal.

 © 2016

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB®

Policyholder Notice
Cyber Services for Loss Mitigation

This Policyholder Notice shall be construed as part of your **Policy** but no coverage is provided by this Policyholder Notice nor can it be construed to replace any provisions of your **Policy**. While no coverage is provided by this Policyholder Notice, bolded terms in this Policyholder Notice shall have the meaning set forth in your **Policy**. You should read your **Policy** and review your Declarations page for complete information on the coverage you are provided.

As a Chubb policyholder, you have cyber services available to you, as described in this Notice.

Loss Mitigation Services

Chubb provides "pre-event" cyber security services as a benefit to help our policyholders analyze key cyber exposures and help limit the exposures to a potential loss. These services, which complement our post incident cyber services, have been created based on our claim and industry experience. These services have been carefully selected by Chubb and are reviewed on a periodic basis. These services include, but are not limited to, the following:

1. Online Web Portal
2. Incident Response Readiness
3. Security Awareness
4. Information Governance
5. Security Risk Ratings
6. Cyber Security Standards
7. Encryption
8. User Access Controls
9. Regulatory and Standards Compliance
10. Password Management

Services shall be provided by a panel of Chubb pre-approved vendors at preferred rates and must be rendered during the **Policy Period**.

Policyholder Reimbursements

In order to assist the **Insured** in reducing exposure to covered Costs, Damages and **Expenses** under the **Policy**, Chubb can authorize contributions to the cost of qualified services from a pre-approved vendor or a vendor that is reviewed and approved in writing by Chubb. Such contribution shall take the form of a matched reimbursement of the cost of a qualified service up to a maximum of $3000 per **Policy Period**. Reimbursements must be authorized by Chubb and will be made for only those services rendered 90 days prior to the **Policy** expiration or renewal date.

Please note the following:

1. Chubb does not endorse vendors or their respective services. Before you engage any of these vendors, we urge you to conduct your own due diligence to ensure the companies and their services meet your needs.

© 2016

3. Chubb has no obligation to provide any of the legal, computer forensics, public relations, notification and identity services, call center services, cyber extortion and ransom, legal and regulatory communications, and business interruption advice and services provided by the **Cyber Incident Response Team**.

4. The policyholder is under no obligation to contract for services with **Cyber Incident Response Team** service providers, except as may be amended by the **Policy**.

5. Solely with respect to the services provided by the **Cyber Incident Response Team**:

    a. Failure to comply with any one or more of the requirements of the **Cyber Incident Response Team** will preclude coverage under the applicable limit(s).

    b. Chubb may, at its sole discretion and only as evidenced by Chubb 's prior written approval, on or before the effective date of the **Policy**, permit the policyholder to retain alternative service providers to provide services comparable to the services and rates offered by the **Cyber Incident Response Team**.

    c. If, during the **Policy Period**, either (i) any of the **Cyber Incident Response Team** service providers is unable to or does not provide the services covered and as defined in the definition of **Cyber Incident Response Expenses** or (ii) there is a change of law or regulation that prevents service providers selected exclusively from the **Cyber Incident Response Team** from providing the legal, computer forensic, notification, call center, public relations, crisis communications, fraud consultation, credit monitoring, and identity restoration advice and services sought by the policyholder, Chubb may, at its sole discretion and only as evidenced by Chubb's prior written approval, permit the policyholder to retain alternative service providers to provide services comparable to the services offered by the **Cyber Incident Response Team**.

    d. The maximum rate Chubb will pay for **Cyber Incident Response Expenses** shall be no more than the rates outlined in the 'Chubb **Cyber Incident Response Team** Panel Guidelines' for such services.

 © 2016

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB®

Policyholder Notice
Cyber Services for Incident Response

This Policyholder Notice shall be construed as part of your **Policy** but no coverage is provided by this Policyholder Notice nor can it be construed to replace any provisions of your **Policy**. While no coverage is provided by this Policyholder Notice, bolded terms in this Policyholder Notice shall have the meaning set forth in your **Policy**. You should read your **Policy** and review your Declarations page for complete information on the coverages you are provided.

This Notice provides information concerning access to cyber services for incident response.

Cyber Incident Response Team

The **Cyber Incident Response Team** is a list of approved service providers available to provide the services set forth in the definition of **Cyber Incident Response Expenses** in your **Policy**. The list of approved service providers is available on the Chubb website. These providers have been carefully selected by Chubb and are reviewed on a periodic basis. The service providers have capabilities in various disciplines for a **Cyber Incident** response that include, but are not limited to, the following:

1. Computer Forensics
2. Public Relations
3. Notification and Identity Services
4. Call Center Services
5. Cyber Extortion and Ransom Services
6. Legal and Regulatory Communications
7. Business Interruption Services

In the event of a **Cyber Incident**, a copy of the **Cyber Incident Response Team** list can also be obtained from any **Cyber Incident Response Coach**. In the event of a **Cyber Incident**, contact the **Cyber Incident Response Coach** as indicated on the Declarations Page and referenced throughout the **Policy**.

Please note the following:

1. Should you experience a cyber related incident, you may choose to call the **Cyber Incident Response Team** Hotline listed in your **Policy** for immediate triage assistance. Please be aware that the hotline service is provided by a third-party law firm. If you engage this service, it is billable to you at the standard rate per hour outlined in the Chubb **Cyber Incident Response Team** Panel Guidelines. Calling the hotline does NOT satisfy the claim notification requirements of your **Policy**.

2. Chubb shall not be a party to any agreement entered into between any **Cyber Incident Response Team** service provider and the policyholder. It is understood that **Cyber Incident Response Team** service providers are independent contractors, and are not agents of Chubb. The policyholder agrees that Chubb assumes no liability arising out of any services rendered by a **Cyber Incident Response Team** service provider. Chubb shall not be entitled to any rights or subject to any obligations or liabilities set forth in any agreement entered into between any **Cyber Incident Response Team** service provider and the policyholder. Any rights and obligations with respect to such agreement, including but limited to billings, fees and services rendered, are solely for the benefit of, and borne solely by such **Cyber Incident Response Team** service provider and the policyholder, and not Chubb.

© 2016

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB®

Indiana
Notice to Policyholders

We are here to serve you.....

As our policyholder, your satisfaction is very important to us. If you have a question about your policy, if you need assistance with a problem, or if you have a claim, you should first contact your insurance agent.

If you are unable to reach your agent, or if you wish to contact us directly, please call our Customer Services Department at 1-800-352-4462. Should you have a valid claim, we fully expect to provide a fair settlement in a timely fashion.

Should you feel you are not being treated fairly with respect to a claim, you may also contact the Indiana Department of Insurance with your complaint.

To contact the Department, write or call:

Consumer Services Division
Indiana Department of Insurance
311 West Washington Street, Suite 300
Indianapolis, IN 46204-2787
317-232-2395 or 1-800-622-4461

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

Disclosure Of Premium

In accordance with the federal Terrorism Risk Insurance Act, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for terrorist acts certified under the Terrorism Risk Insurance Act. The portion of your premium attributable to such coverage is shown in this endorsement or in the policy Declarations.

Disclosure Of Federal Participation In Payment Of Terrorism Losses

The United States Government, Department of the Treasury, will pay a share of terrorism losses insured under the federal program. The federal share equals 85% for year 2015, 84% beginning on January 2016; 83% beginning on January 1 2017, 82% beginning on January 1, 2018; 81% beginning on January 1, 2019 and 80% beginning on January 1, 2020 of that portion of the amount of such insured losses that exceeds the applicable insurer retention. However, if aggregate insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed $100 billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds $100 billion.

Cap On Insurer Participation In Payment Of Terrorism Losses

If aggregate insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed $100 billion in a calendar year and we have met our insurer deductible under the Terrorism Risk Insurance Act, we shall not be liable for the payment of any portion of the amount of such losses that exceeds $100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

COVERAGE OF "ACTS OF TERRORISM" AS DEFINED BY THE REAUTHORIZATION ACT WILL BE PROVIDED FOR THE PERIOD FROM THE EFFECTIVE DATE OF YOUR NEW OR RENEWAL POLICY THROUGH THE EARLIER OF THE POLICY EXPIRATION DATE OR DECEMBER 31, 2020. EFFECTIVE DECEMBER 31, 2020 THE TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT EXPIRES.

Terrorism Risk Insurance Act premium: $0

 Includes copyrighted material of Insurance Services office, Inc., with its permission.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

Non-Malicious Computer Act – System Failure – Business Interruption and Contingent Business Interruption

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

This endorsement modifies insurance provided under the following:

Chubb Cyber Enterprise Risk Management Policy
Chubb DigiTech® Enterprise Risk Management Policy

It is agreed that the Policy is amended as follows:

1. Section II, Definitions, **Interruption in Service**, is amended by deleting it in its entirety and replacing it with the following:

Interruption in Service means a detectable interruption or degradation in service of:

1. with respect to Insuring Agreement B1, an **Insured's Computer System**;
2. with respect to Insuring Agreement B2, a **Shared Computer System**;

caused by a **Malicious Computer Act** or **Non-Malicious Computer Related Act**

2. Section II, Definitions is amended by adding:

- **Non-Malicious Computer Related Act** means:
  1. **Human Error;**
  2. **Programming Error;** or
  3. Power failure, surge or diminution of an electrical system controlled by an **Insured**, and not arising from **Property Damage**

- **Human Error** means an operating error or omission, including the choice of the program used, an error in setting parameters, or any inappropriate single intervention by an employee or a third party providing services to the **Insured.**

- **Programming Error** means error that occurs during the development or encoding of a program, application or operating system that would, once in operation, result in the malfunction of the computer system, an interruption of operations or an incorrect result. **Programming Error** does not include integration, installation, upgrade, or patching of any software, hardware or firmware of the **Insured's Computer System** unless the **Insured** can evidence that the **Programming Error** arises from a program that has been fully developed, successfully tested and proved successful in its operational environment for thirty (30) days.

All other terms and conditions of this **Policy** remain unchanged.

© 2016

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

3. Section VII, RETENTION, is amended by deleting subsection B and replacing it with the following:

   B. With respect to Insuring Agreement B, the **Insurer** will pay:

      1. the actual **Business Interruption Loss** and **Contingent Business Interruption Loss** incurred by an **Insured**:

         a. once the applicable **Waiting Period** shown in Item 4B of the Declarations has expired; and

         b. which is in excess of the applicable Retention amount shown in Item 4B of the Declarations;

         and

      2. **Extra Expenses** incurred by an **Insured**:

         a. as of the start of the **Interruption In Service**; and

         b. which are in excess of the applicable Retention amount showed in Item 4B of the Declarations.

   The **Waiting Period** and Retention amounts shall be computed as of the start of the **Interruption in Service**.

   Any **Business Interruption Loss**, **Contingent Business Interruption Loss**, or **Extra Expenses** incurred by an **Insured** during the **Waiting Period** shall reduce and may exhaust any applicable Retention.

4. Section VIII, NOTICE, is amended at subsection B by adding the following at the end thereof:

   If the **Insured** is unable to provide notification required under this **Policy** due a prohibition by any law enforcement or governmental authority, the **Insured** will use its best efforts to provide the **Insurer** with information to make the **Insurer** aware of a potential or actual **Incident** or **Claim** until written notice can actually be provided. Notwithstanding the foregoing, there shall be no coverage for any such **Incident** or **Claim** if the information withheld relating to such **Incident** or **Claim** was:

   a. both (i) known to the **Insured** prior to the **Policy** Inception Date set forth in Item 2 of the Declarations, and (ii) not disclosed in the **Application**; or

   b. not disclosed in writing to the **Insurer** within a reasonable time period after the prohibition on disclosing the information was revoked or no longer necessary.

5. Section XV, TERMINATION OF THIS POLICY, is amended by deleting Paragraph A.2.

6. Section XXIII, INTERPRETATION, is deleted.

All other terms and conditions of this **Policy** remain unchanged.

b. any other **Incident**, whenever occurring, which, together with an **Incident** which has been the subject of such notice pursuant to paragraph a. immediately above, would constitute **Interrelated Incidents**.

D. Exclusion 11. Contract is deleted and replaced with the following:

11. Contract

for breach of any express, implied, actual or constructive contract, warranty, guarantee, or promise, including any actual or alleged liability assumed by an **Insured**, unless such liability would have attached to the **Insured** even in the absence of such contract, warranty, guarantee, or promise. However, this exclusion shall not apply to:

a. an **Insured's** contractual obligation to maintain the confidentiality or security of **Protected Information**;

b. an unintentional violation by an **Insured** to comply with an **Organization's** Privacy Policy;

c. solely with respect to Insuring Agreement E, **Payment Card Loss**; or

d. solely with respect to Insuring Agreement F, misappropriation of idea under implied contract.

E. Exclusion 13. Intellectual Property is deleted and replaced with the following:

13. Intellectual Property

alleging, based upon, arising out of or attributable to any infringement of, violation of, misappropriation of, or assertion of any right to or interest in a patent or **Trade Secret** by any **Insured**. However, this exclusion shall not apply to:

a. solely with respect to Insuring Agreements A-D, the actual or alleged theft of a third party's **Trade Secret** resulting from a **Cyber Incident**; provided, however, this exclusion shall still nevertheless apply to any **Costs**, **Damages** or **Claims Expenses** on account of any **Cyber Incident** or **Claim** for the economic or market value of **Trade Secrets**; or

b. solely with respect to Insuring Agreement E, any **Claim** arising out of the actual or alleged disclosure or theft of **Protected Information** resulting from a **Network Security Failure**.

F. Exclusion 16. ERISA or Securities Law Violation is deleted and replaced with the following:

16. Securities Law Violation

alleging, based upon, arising out of or attributable to an **Insured's** violation of the Securities Act of 1933, the Securities Exchange Act of 1934, the Investment Company Act of 1940, the Investment Advisors Act, or any other federal, state or local securities law, and any amendments thereto or any rules or regulations promulgated thereunder, amendments thereof, or any similar federal, state or common law.

G. The last sentence of Exclusion 18. Unsolicited Communications is deleted and replaced with the following:

However, solely with respect to Insuring Agreement E, this exclusion shall not apply to a **Claim** resulting from a **Cyber Incident** as defined under subparagraphs 1(a) or 1(c) of such definition.

H. Exclusion 19. Unlawful Use or Collection of Protected Information is deleted and replaced with the following:

19. Unlawful Use or Collection of Protected Information

alleging, based upon, arising out of or attributable to:

a. the unlawful collection or unlawful intentional use of **Protected Information**; or

b. the failure to provide adequate notice that **Protected Information** is being collected or used,

by an **Insured**, with knowledge of any **Control Group Member** at the time of the **Incident**.

I. Exclusion 20. Intentional Failure to Disclose is deleted.

I. The definition of **Payment Card Loss** is deleted and replaced with the following:

Payment Card Loss means monetary assessments, fines, penalties, chargebacks, reimbursements, and fraud recoveries, including card reissuance costs, which an **Insured** becomes legally obligated to pay as a result of an **Insured's** actual or alleged failure:

1. of **Network Security**; or
2. to properly protect, handle, manage, store, destroy, or otherwise control **Payment Card** data, including **Protected Information**;

where such amount is determined pursuant to a payment card processing agreement between an **Organization** and a **Payment Card Brand**, or a merchant agreement between an **Organization** and a payment services provider, including for mobile payment services, or demanded in writing from an issuing or acquiring bank that processes **Payment Card** transactions, due to an **Insured's** actual or alleged non-compliance with applicable **Payment Card Industry Data Security Standards**, EMV specifications, or mobile payment security requirements. **Payment Card Loss** shall not include:

1. subsequent fines or assessments for non-compliance with the **Payment Card Industry Data Security Standards**, EMV Specifications, or a mobile payment services merchant agreement unrelated to a specific **Claim**; or
2. costs or expenses incurred to update or improve privacy or network security controls, policies or procedures to a level beyond that which existed prior to the applicable **Cyber Incident** or to be compliant with applicable **Payment Card Industry Data Security Standards,** EMV Specifications, or a mobile payment services merchant agreement.

J. The definition of **Pre-Approved Response Provider** is amended by replacing both instances of the word "service" with "response".

K. The definition of **Property Damage** is deleted and replaced with the following:

Property Damage means physical injury to, or destruction of, tangible property, including the resulting loss of use thereof.

L. The definition of **Protected Information** is amended by deleting the word "unpublished".

M. The definition of **Protected Information** is further amended by deleting Paragraph 2.a. and replacing it with the following:

a. that is not available to or known by the general public; or

N. The definition of **Regulatory Proceeding** is amended by inserting ", notice," after "complaint".

O. The definition of **Retroactive Date** is amended by adding the following:

If Item 5 of the Declarations is left blank or contains the phrases "Full Prior Acts", "N/A", "Not Applicable", or "None", then **Retroactive Date** means the beginning of time.

2. Section III, EXCLUSIONS, subsection A, EXCLUSIONS APPLICABLE TO ALL INSURING AGREEMENTS, is amended as follows:

A. Exclusion 1. Conduct is amended by deleting the word "dishonest".

B. Exclusion 3. Pending or Prior Proceedings, paragraph a., is amended by inserting the word "written" before "demand".

C. Exclusion 4. Prior Notice is deleted and replaced with the following:

4. Prior Notice

alleging, based upon, arising out of, or attributable to:

a. any **Incident**, fact, circumstance or situation which has been the subject of any written notice given and accepted under any other policy of which this **Policy** is a direct or indirect renewal or replacement; or

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

General Enhancement Endorsement – Cyber

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

Chubb Cyber Enterprise Risk Management Policy

It is agreed that the **Policy** is amended as follows:

1. Section II, DEFINITIONS, is amended as follows:

   A. Paragraph 3 of the definition of **Claim** is deleted and replaced with the following;

      3. arbitration, mediation, or other alternative dispute resolution proceeding against any **Insured** seeking monetary damages or non-monetary or injunctive relief, commenced by the receipt of a written demand, or service of a complaint or similar pleading;

   B. The definition of **Computer System** is deleted and replaced with the following:

      Computer System means computer hardware, software, **Telephone System**, firmware, and the data stored thereon, as well as associated input and output devices, data storage devices, mobile devices, networking equipment and storage area network or other electronic data backup facilities. The terms referenced herein include Industrial Control Systems.

   C. Paragraph 2 of the definition of **Cyber Incident Response Expenses** is deleted and replaced with the following:

      2. retaining the services of third party forensic firms, including a Payment Card Industry (PCI) Forensic Investigator, to determine the cause and scope of a **Cyber Incident**;

   D. Paragraph 5.c. of the definition of **Cyber Incident Response Expenses** is deleted and replaced with the following:

      c. call center services, mailing services or costs, and other related services for notification as required by law; or

   E. The definition of **Cyber Incident Response Team** is amended by replacing the term "**Pre-Approved Service Providers**" with "**Pre-Approved Response Providers**".

   F. The definition of **Damages** is amended by inserting the phrase "**Regulatory Fines,**" after "**Payment Card Loss,**".

   G. Paragraph 2 of the definition of **Damages** is amended by inserting the word "directly" before "imposed".

   H. The definition of **Network Extortion Threat** is deleted and replaced with the following:

      Network Extortion Threat means any credible threat or series of related threats directed at an **Insured** to:

      1. release, divulge, disseminate, destroy or use **Protected Information**, or confidential corporate information of an **Insured**, as a result of the unauthorized access to or unauthorized use of an **Insured's Computer System** or **Shared Computer System**;
      2. cause a **Network Security Failure**;
      3. alter, corrupt, damage, manipulate, misappropriate, encrypt, delete or destroy **Digital Data**; or
      4. restrict or inhibit access to an **Insured's Computer System** or **Shared Computer System**;

      where a demand is made for the **Insured** to make a payment or a series of payments, or otherwise meet a demand, in exchange for the mitigation or removal of such threat of series of related threats.

      Furthermore, **Network Extortion Threat** includes a threat or series of related threats connected to any of the acts above that have already commenced.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

Notice of termination from the **Insurer** will state the effective date of termination, and will be mailed by certified mail to the **Named Insured**, and by first-class mail to the agent or broker of record, at the last mailing addresses known to the **Insurer**. Proof of mailing will be sufficient proof of notice.

- NONRENEWAL

  If the **Insurer** elects not to renew this **Policy**, the **Insurer** will mail written notice of nonrenewal by certified mail to the **Named Insured**, and by first-class mail to the agent or broker of record, at the last mailing addresses known to the **Insurer**. Notice of nonrenewal will be mailed at least 45 days before the end of the **Policy Period**. Proof of mailing will be sufficient proof of notice.

  The **Insurer** is not required to send notice of nonrenewal if:

  1. the **Named Insured** is transferred from the **Insurer** to an affiliate of the **Insurer** for future coverage as a result of a merger, and acquisition, or a company restructuring;
  2. the transfer results in the same or broader coverage; and
  3. the **Named Insured** approves of the transfer.

4. The first sentence of Paragraph D. of section XXII. ALTERNATIVE DISPUTE RESOLUTION is deleted and replaced with the following:

   Either ADR process may be commenced in the state shown in Item 1 of the Declarations as the principal address of the **Named Insured.**

All other terms and conditions of this **Policy** remain unchanged.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

Amendatory Endorsement – Indiana

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

This endorsement modifies insurance provided under the following:

Chubb Cyber Enterprise Risk Management Policy
Chubb DigiTech® Enterprise Risk Management Policy

IF THERE IS ANY CONFLICT BETWEEN THE **POLICY**, OTHER ENDORSEMENTS TO THE **POLICY** AND THIS ENDORSEMENT, THE TERMS PROVIDING THE BROADEST COVERAGE INSURABLE UNDER APPLICABLE LAW SHALL PREVAIL.

It is agreed that:

1. Section VIII. NOTICE, is amended to include the following:

   Notice of a **Claim** given by or on behalf of the **Named Insured** to its agent or broker of record shall be deemed to be notice to the **Insurer**, provided that such notice is given in accordance with the terms and conditions of this **Policy** for such notice to the **Insurer**.

2. Section XV. TERMINATION OF THIS POLICY, is amended as follows:
   - Subsection A.1. is deleted and replaced with the following:

   1. a. if this **Policy** has been in effect for 90 days or less and is not a renewal of a **Policy** the **Insurer** issued, 60 days after receipt by the **Named Insured** of a written notice of termination from the **Insurer**;

      b. if this **Policy** has been in effect for more than 90 days or is a renewal of a **Policy** the **Insurer** issued:

         1. 30 days after receipt by the **Named Insured** of a written notice of termination from the **Insurer** if the **Named Insured** has perpetrated a fraud or material misrepresentation upon the **Insurer**; or

         2. 45 days after receipt by the **Named Insured** of a written notice of termination from the **Insurer** for any other reason;

3. The following is added to Section XV. TERMINATION OF THIS POLICY:

   - If this **Policy** has been in effect for more than 90 days, or is a renewal of a **Policy** the **Insurer** issued, the **Insurer** may terminate this **Policy** only for one or more of the following reasons:
     1. failure to pay a premium when due;
     2. there is a substantial change in the scale of risk covered by the **Policy**;
     3. the **Named Insured** has perpetrated a fraud or material misrepresentation upon the **Insurer**;
     4. the **Named Insured** has failed to comply with reasonable safety recommendations; or
     5. reinsurance of the risk associated with the **Policy** has been cancelled.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

TRADE OR ECONOMIC SANCTIONS ENDORSEMENT

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This insurance does not apply to the extent that trade or economic sanctions or similar laws or regulations prohibit us from providing insurance, including, but not limited to, the payment of claims. All other terms and conditions of policy remain unchanged.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

Cap On Losses From Certified Acts Of Terrorism

A. If aggregate insured losses attributable to terrorist acts certified under the federal Terrorism Risk Insurance Act exceed $100 billion in a calendar year and we have met our insurer deductible under the Terrorism Risk Insurance Act, we shall not be liable for the payment of any portion of the amount of such losses that exceeds $100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of the federal Terrorism Risk Insurance Act, to be an act of terrorism pursuant to such Act. The criteria contained in the Terrorism Risk Insurance Act for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of $5 million in the aggregate, attributable to all types of insurance subject to the Terrorism Risk Insurance Act; and

2. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

B. The terms and limitations of any terrorism exclusion, or the inapplicability or omission of a terrorism exclusion, do not serve to create coverage for any "loss" that is otherwise excluded under this Policy.

All other terms and conditions of this Policy remain unchanged.

Includes copyrighted material of Insurance Services Office, Inc., with its permission.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB®

SIGNATURES

THE ONLY COMPANY APPLICABLE TO THIS POLICY IS THE COMPANY NAMED ON THE FIRST PAGE OF THE DECLARATIONS.

By signing and delivering the policy to you, we state that it is a valid contract.

INDEMNITY INSURANCE COMPANY OF NORTH AMERICA (A stock company)
BANKERS STANDARD INSURANCE COMPANY (A stock company)
ACE AMERICAN INSURANCE COMPANY (A stock company)
ACE PROPERTY AND CASUALTY INSURANCE COMPANY (A stock company)
INSURANCE COMPANY OF NORTH AMERICA (A stock company)
PACIFIC EMPLOYERS INSURANCE COMPANY (A stock company)
ACE FIRE UNDERWRITERS INSURANCE COMPANY (A stock company)
WESTCHESTER FIRE INSURANCE COMPANY (A stock company)

436 Walnut Street, P.O. Box 1000, Philadelphia, Pennsylvania 19106-3703

Rebecca L Collins

REBECCA L. COLLINS, Secretary

JOHN J. LUPICA, President

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

Forms Schedule

Form Title	Form Number Form Edition
Forms Schedule	PF-48152 (09/16)
Signature Endorsement	CC-1K11i (02/18)
Cap on Losses From Certified Acts of Terrorism	PF-45354 (01/15)
Trade or Economic Sanctions Endorsement	PF-46422 (07/15)
IN Amendatory	PF-48297 (11/16)
General Enhancement Endorsement – Cyber	PF-49468 (08/17)
Non-Malicious Computer Act - System Failure - Bus Interrup and Contingent Bus Interruption	PF-48275 (10/16)
Policyholder Disclosure Notice of Terrorism Insurance Coverage	TRIA11d (03/16)
IN Notice to Policyholders	ALL-2Y81
Cyber Services for Incident Response – Notice to Policyholders	PF-48259 (10/16)
Cyber Services for Loss Mitigation	PF-48260 (10/16)
Chubb Producer Compensation Practices & Policies	ALL-20887A (03/6)
U.S. Treasury Department's Office of Foreign Assets Control ("OFAC")	PF-17914a (04/16)

© 2016

XXI. ALTERATION, ASSIGNMENT, AND HEADINGS

A. Notice to any agent or knowledge possessed by any agent or by any other person shall not affect a waiver or a change in any part of this **Policy** nor prevent the **Insurer** from asserting any right under the terms of this **Policy**.

B. No change in, modification of, or assignment of interest under this **Policy** shall be effective except when made by a written endorsement to this **Policy** which is signed by an authorized representative of the **Insurer**.

C. The titles and headings to the various parts, sections, subsections and endorsements of the **Policy** are included solely for ease of reference and do not in any way limit, expand, serve to interpret or otherwise affect the provisions of such parts, sections, subsections or endorsements.

D. Any reference to the singular shall include the plural and vice versa.

XXII. ALTERNATIVE DISPUTE RESOLUTION

A. The **Insureds** and the **Insurer** shall submit any dispute or controversy arising out of or relating to this **Policy** or the breach, termination or invalidity thereof to the alternative dispute resolution ("ADR") process set forth in this Section.

B. Either an **Insured** or the **Insurer** may elect the type of ADR process discussed below. However, such **Insured** shall have the right to reject the choice by the **Insurer** of the type of ADR process at any time prior to its commencement, in which case the choice by such **Insured** of ADR process shall control.

C. There shall be two choices of ADR process:

1. non-binding mediation administered by any mediation facility to which the **Insurer** and an **Insured** mutually agree, in which such **Insured** and the **Insurer** shall try in good faith to settle the dispute by mediation in accordance with the then-prevailing commercial mediation rules of the mediation facility; or

2. arbitration submitted to any arbitration facility to which an **Insured** and the **Insurer** mutually agree, in which the arbitration panel shall consist of three disinterested individuals.

In either mediation or arbitration, the mediator or arbitrators shall have knowledge of the legal, corporate management, or insurance issues relevant to the matters in dispute. In the event of arbitration, the decision of the arbitrators shall be final and binding and provided to both parties, and the award of the arbitrators shall not include attorneys' fees or other costs. In the event of mediation, either party shall have the right to commence a judicial proceeding. However, no such judicial proceeding shall be commenced until at least sixty (60) days after the date the mediation shall be deemed concluded or terminated. In all events, each party shall share equally the expenses of the ADR process.

D. Either ADR process may be commenced in New York or in the state shown in Item 1 of the Declarations as the principal address of the **Named Insured**. The **Named Insured** shall act on behalf of each and every **Insured** in connection with any ADR process under this Section.

XXIII. INTERPRETATION

The terms and conditions of this **Policy** shall be interpreted and construed in an even-handed fashion as between the parties. If the language of this **Policy** is deemed to be ambiguous or otherwise unclear, the issue shall be resolved in the manner most consistent with the relevant terms and conditions, without regard to authorship of the language, without any presumption or arbitrary interpretation or construction in favor of either the **Insureds** or the **Insurer**, and without reference to the reasonable expectations of either the **Insureds** or the **Insurer**.

XXIV. COMPLIANCE WITH TRADE SANCTIONS

This insurance does not apply to the extent that trade or economic sanctions or other similar laws or regulations prohibit the providing of such insurance.

XVII. CYBER INCIDENT RESPONSE FUND PROVISIONS

A. With respect to the **Cyber Incident Response Team** or a **Non-Panel Response Provider**:

1. The **Insureds** are under no obligation to contract for services with the **Cyber Incident Response Team**. However, if an **Insured** elects to use any **Non-Panel Response Providers** for any **Cyber Incident Response Expenses**, the applicable Limits of Insurance shown in Item 4A2 of the Declarations will apply.

2. The **Insurer** shall not be a party to any agreement entered into between any **Cyber Incident Response Team** service provider and an **Insured**.

3. **Cyber Incident Response Team** service providers are independent contractors, and are not agents of the **Insurer**. The **Insureds** agree that the **Insurer** assumes no liability arising out of any services rendered by a **Cyber Incident Response Team** service provider. The **Insurer** shall not be entitled to any rights or subject to any obligations or liabilities set forth in any agreement entered into between any **Cyber Incident Response Team** service provider and an **Insured**. Any rights and obligations with respect to such agreement, including billings, fees and services rendered, are solely for the benefit of, and borne solely by such **Cyber Incident Response Team** service provider and such **Insured**, and not the **Insurer**.

4. The **Insurer** has no obligation to provide any of the services provided by the **Cyber Incident Response Team**.

B. With respect to any other third party vendor, the **Insurer** may provide the **Named Insured** with a list of third-party privacy and network security loss mitigation vendors whom the **Named Insured**, at its own election and at the **Named Insured's** own expense, may retain for cyber risk management to inspect, assess, and audit the **Named Insured's** property, operations, systems, books, and records, including the **Named Insured's** network security, employee cyber security awareness, incident response plans, services provider contracts, and regulatory compliance. Any loss mitigation inspection, assessment, or audit purchased by the **Named Insured**, and any report or recommendation resulting therefrom, shall not constitute an undertaking at the request of or for the benefit of the **Insurer**.

XVIII. SUBROGATION

A. The **Insurer** shall have no rights of subrogation against any **Insured** under this **Policy** unless Exclusion III.A.1 or Section XIV, Subsection C, applies.

B. In the event of payment under this **Policy**, the **Insureds** must transfer to the **Insurer** any applicable rights to recover from another person or entity all or part of any such payment. The **Insureds** shall execute all papers required and shall do everything necessary to secure and preserve such rights, including the execution of such documents necessary to enable the **Insurer** to effectively bring suit or otherwise pursue subrogation rights in the name of the **Insureds**.

C. If prior to the **Incident** or **Claim** connected with such payment an **Insured** has agreed in writing to waive such **Insured's** right of recovery or subrogation against any person or entity, such agreement shall not be considered a violation of such **Insured's** duties under this **Policy**.

XIX. ACTION AGAINST THE INSURER AND BANKRUPTCY

Except as provided in Section XXII, Alternative Dispute Resolution, no action shall lie against the **Insurer**. No person or entity shall have any right under this **Policy** to join the **Insurer** as a party to any action against any **Insured** to determine the liability of such **Insured** nor shall the **Insurer** be impleaded by any **Insured** or its legal representatives. Bankruptcy or insolvency of any **Insured** or of the estate of any **Insured** shall not relieve the **Insurer** of its obligations nor deprive the **Insurer** of its rights or defenses under this **Policy**.

XX. AUTHORIZATION CLAUSE

By acceptance of this **Policy**, the **Named Insured** agrees to act on behalf of all **Insureds** with respect to the giving of notice of **Incident** or **Claim**, the giving or receiving of notice of termination or non-renewal, the payment of premiums, the receiving of any premiums that may become due under this **Policy**, the agreement to and acceptance of endorsements, consenting to any settlement, exercising the right to the **Extended Reporting Period**, and the giving or receiving of any other notice provided for in this **Policy**, and all **Insureds** agree that the **Named Insured** shall so act on their behalf.

XIV. REPRESENTATIONS

A. In granting coverage to any **Insured**, the **Insurer** has relied upon the declarations and statements in the **Application** for this **Policy**. Such declarations and statements are the basis of the coverage under this **Policy** and shall be considered as incorporated in and constituting part of this **Policy**.

B. The **Application** for coverage shall be construed as a separate **Application** for coverage by each **Insured**. With respect to the declarations and statements in such **Application**, no knowledge possessed by a natural person **Insured** shall be imputed to any other natural person **Insured**.

C. However, in the event that such **Application** contains any misrepresentations made with the actual intent to deceive or contains misrepresentations which materially affect either the acceptance of the risk or the hazard assumed by the **Insurer** under this **Policy**, then no coverage shall be afforded for any **Incident** or **Claim** based upon, arising from or in consequence of any such misrepresentations with respect to:

1. any natural person **Insured** who knew of such misrepresentations (whether or not such natural person knew such **Application** contained such misrepresentations); or
2. an **Organization**, if any past or present **Control Group Member** knew of such misrepresentations (whether or not such **Control Group Member** knew such **Application** contained such misrepresentations).

D. The **Insurer** shall not be entitled under any circumstances to void or rescind this **Policy** with respect to any **Insured**.

XV. TERMINATION OF THIS POLICY

A. This **Policy** shall terminate at the earliest of the following times:

1. the effective date of termination specified in a prior written notice by the **Named Insured** to the **Insurer**;
2. sixty (60) days after receipt by the **Named Insured** of a written notice of termination from the **Insurer** for any reason allowed by applicable insurance laws or regulations, other than failure to pay premium when due;
3. twenty (20) days after receipt by the **Named Insured** of a written notice of termination from the **Insurer** for failure to pay a premium when due, unless the premium is paid within such twenty (20) day period;
4. upon expiration of the **Policy Period** as shown in Item 2 of the Declarations; or
5. at such other time as may be agreed upon by the **Insurer** and the **Named Insured**.

B. If the **Policy** is terminated by the **Named Insured** or the **Insurer**, the **Insurer** shall refund the unearned premium computed *pro rata*. Payment or tender of any unearned premium by the **Insurer** shall not be a condition precedent to the effectiveness of such termination, but such payment shall be made as soon as practicable.

XVI. TERRITORY AND VALUATION

A. Coverage provided under this **Policy** shall extend to **Incidents** and **Claims** taking place, brought or maintained anywhere in the universe. Any provision in this **Policy** pertaining to coverage for **Incidents** or **Claims** made or **Damages** or **Claims Expenses** sustained anywhere outside the United States of America shall only apply where legally permissible.

B. All premiums, limits, retentions, **Costs**, **Damages**, **Claims Expenses** and other amounts under this **Policy** are expressed and payable in the currency of the United States of America. If judgment is rendered, settlement is denominated or another element of loss under this **Policy** is stated in a currency other than United States of America dollars, or if **Extortion Expenses** are stated in a currency, including Bitcoin or other crypto-currency(ies), other than United States of America dollars, payment under this **Policy** shall be made in United States dollars at the applicable rate of exchange as published in *The Wall Street Journal* as of the date the final judgment is reached, the amount of the settlement is agreed upon or the other element of loss is due, respectively, or, if not published on such date, the next date of publication of *The Wall Street Journal*. If there is no applicable rate of exchange published in the Wall Street Journal, then payment under this **Policy** shall be made in the equivalent of United States of America dollars at the actual rate of exchange for such currency.

XI. ALLOCATION

If a **Claim** includes both covered and uncovered matters, then coverage shall apply as follows:

A. **Claims Expenses**: One hundred percent (100%) of **Claims Expenses** incurred by any **Insured** on account of such **Claim** shall be considered covered provided that the foregoing shall not apply with respect to: (i) a **Regulatory Proceeding**; or, (ii) any **Insured** for whom coverage is excluded pursuant to Exclusion III.A.1 or Section XIV, Subsection C. With respect to a **Regulatory Proceeding**, amounts for covered **Claims Expenses** and for uncovered fees, costs and expenses shall be allocated based upon the relative legal and financial exposures of, and the relative benefits obtained by, the parties to such matters.

B. Loss other than **Claims Expenses**: all remaining loss incurred by such **Insured** from such **Claim** shall be allocated between covered **Damages** and uncovered damages based upon the relative legal and financial exposures of, and the relative benefits obtained by, the parties to such matters.

XII. OTHER INSURANCE

If any **Costs, Damages** or **Claims Expenses** covered under this **Policy** are covered under any other valid and collectible insurance, then this **Policy** shall cover such **Costs, Damages** or **Claims Expenses,** subject to the **Policy** terms and conditions, only to the extent that the amount of such **Costs, Damages** or **Claims Expenses** are in excess of the amount of such other insurance whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise, unless such other insurance is written only as specific excess insurance over the Limits of Insurance provided by this **Policy**.

XIII. MATERIAL CHANGES IN EXPOSURE

A. ACQUISITION OR CREATION OF ANOTHER ENTITY

If, during the **Policy Period**, the **Named Insured**:

1. acquires voting securities in another entity or creates another entity, which as a result of such acquisition or creation becomes a **Subsidiary**; or
2. acquires any entity by merger into or consolidation with the **Named Insured**;

then, subject to the terms and conditions of this **Policy**, such entity and its natural person **Insureds** shall be covered under this **Policy** but only with respect to **Claims** for **Incidents,** or **Incidents**, as applicable, taking place after such acquisition or creation, unless the **Insurer** agrees to provide coverage by endorsement for **Claims** for **Incidents,** or **Incidents**, as applicable, taking place prior to such acquisition or creation.

B. ACQUISITION OF THE NAMED INSURED

If, during the **Policy Period**, any of the following events occurs:

1. the acquisition of the **Named Insured**, or of all or substantially all of its assets, by another entity, or the merger or consolidation of the **Named Insured** into or with another entity such that the **Named Insured** is not the surviving entity; or
2. the obtaining by any person, entity or affiliated group of persons or entities of the right to elect, appoint or designate at least fifty percent (50%) of the directors, trustees, managers, members of the Board of Managers, management or executive committee members or equivalent positions of the **Named Insured**;

then coverage under this **Policy** will continue in full force and effect until termination of this **Policy**, but only with respect to **Claims** for **Incidents,** or **Incidents**, as applicable, taking place before such event. Coverage under this **Policy** will cease as of the effective date of such event with respect to **Claims** for **Incidents,** or **Incidents**, as applicable, taking place after such event. This **Policy** may not be cancelled after the effective time of the event, and the entire premium for this **Policy** shall be deemed earned as of such time.

C. TERMINATION OF A SUBSIDIARY

If, before or during the **Policy Period,** an entity ceases to be a **Subsidiary**, coverage with respect to such **Subsidiary** and any **Insured** (as defined in paragraphs 3, 4 and 5 of such definition) of the **Subsidiary** shall continue until termination of this **Policy**. Such coverage continuation shall apply only with respect to **Claims** for **Incidents,** or **Incidents**, as applicable, taking place prior to the date such entity ceased to be a **Subsidiary**.

C. No **Insured** shall settle any **Claim**, incur any **Claims Expenses**, or otherwise assume any contractual obligation or admit any liability with respect to any **Claim** without the **Insurer's** written consent, which shall not be unreasonably withheld.

D. The **Insurer** shall not settle any **Claim** without the written consent of the **Named Insured**. If the **Named Insured** refuses to consent to a settlement recommended by the **Insurer** and acceptable to the claimant, then the **Insurer's** applicable Limit of Insurance under this **Policy** with respect to such **Claim** shall be reduced to:

1. the amount of **Damages** for which the **Claim** could have been settled plus all **Claims Expenses** incurred up to the time the **Insurer** made its recommendation to the **Named Insured**; plus

2. eighty percent (80%) of all subsequent covered **Damages** and **Claims Expenses** in excess of such amount referenced in paragraph (1) immediately above, which amount shall not exceed that portion of any applicable Limit of Insurance that remains unexhausted by payment of **Costs**, **Damages**, and **Claims Expenses**. The remaining twenty percent (20%) of all subsequent covered **Damages** and **Claims Expenses** shall be borne by the **Insureds** uninsured and at their own risk. However, this provision does not apply to any potential settlement that is within the Retention.

E. The **Insurer** shall not be obligated to investigate, defend, pay or settle, or continue to investigate, defend, pay or settle any **Claim** after any applicable Limit of Insurance has been exhausted by payment of **Costs**, **Damages**, or **Claims Expenses**, or by any combination thereof, or after the **Insurer** has deposited the remainder of any unexhausted applicable Limit of Insurance into a court of competent jurisdiction. In either such case, the **Insurer** shall have the right to withdraw from the further investigation, defense, payment or settlement of such **Claim** by tendering control of such **Claim** to the **Insured**.

F. The **Insureds** shall cooperate with the **Insurer** and provide to the **Insurer** all information and assistance which the **Insurer** reasonably requests including attending hearings, depositions and trials and assistance in effecting settlements, securing and giving evidence, obtaining the attendance of witnesses and conducting the defense of any **Claim** covered by this **Policy**. The **Insured** shall do nothing that may prejudice the **Insurer's** position. The **Insureds** shall immediately forward to the **Insurer**, at the address shown in Item 9A of the Declarations, every demand, notice, summons, or other process or pleading received by an **Insured** or its representatives.

G. With the exception of paragraph 6 of the **Cyber Incident Response Expenses** definition, an **Insured** has the right to incur **Cyber Incident Response Expenses** without the **Insurer's** prior consent. However, the **Insurer** shall, at its sole discretion and in good faith, pay only for such expenses that the **Insurer** deems to be reasonable and necessary.

X. PROOF OF LOSS FOR FIRST PARTY INSURING AGREEMENTS

A. Requests for payment or reimbursement of **Costs** incurred by an **Insured** shall be accompanied by a proof of loss with full particulars as to the computation of such **Costs**. Such proof of loss will include in detail how the **Costs** were calculated, and what assumptions have been made, and shall include documentary evidence, including any applicable reports, books of accounts, bills, invoices and other vouchers or proofs of payment made by an **Insured** in relation to such **Costs**. Furthermore, the **Insureds** shall cooperate with, and provide any additional information reasonably requested by, the **Insurer** in its review of **Costs**, including the right to investigate and audit the proof of loss and inspect the records of an **Insured**.

B. With respect to Insuring Agreement B, the **Business Interruption Loss** or **Contingent Business Interruption Loss** will be determined taking full account and due consideration of an **Insured's** proof of loss and in addition, the trends or circumstances which affect the profitability of the business and would have affected the profitability of the business had the **Business Interruption Loss** or **Contingent Business Interruption Loss** not occurred, including all material changes in market conditions or adjustment expenses which would affect the net profit generated. However, the **Insurer's** adjustment will not include the **Insured's** increase in income that would likely have been earned as a result of an increase in the volume of business due to favorable business conditions caused by the impact of a **Malicious Computer Act** on others.

VIII. NOTICE

A. Urgent crisis management assistance by the **Cyber Incident Response Coach** is available at the hotline number shown in the Declarations. Use of the services of the **Cyber Incident Response Coach** for a consultation DOES NOT constitute notice under this **Policy** of a **Cyber Incident** or **Claim**. In order to provide notice under this **Policy**, such notice must be given in accordance with and is subject to Subsections B-D of this Section VIII.

B. An **Insured** shall, as a condition precedent to such **Insured's** rights under this **Policy**, give to the **Insurer** written notice of any **Incident** or **Claim** as soon as practicable after any **Control Group Member** discovers such **Incident** or becomes aware of such **Claim**, but in no event later than:

1. if this **Policy** expires (or is otherwise terminated) without being renewed with the **Insurer**, ninety (90) days after the effective date of such expiration or termination; or
2. the expiration of the **Extended Reporting Period**, if applicable,

provided that if the **Insurer** sends written notice to the **Named Insured**, stating that this **Policy** is being terminated for nonpayment of premium, an **Insured** shall give to the **Insurer** written notice of such **Claim** prior to the effective date of such termination.

C. If, during the **Policy Period**, any **Control Group Member** first becomes aware of any specific **Incident** which may reasonably give rise to a future **Claim** under this **Policy**, and written notice is given to the **Insurer** during the **Policy Period**, of the:

1. nature of the **Incident**;
2. identity of the **Insureds** allegedly involved;
3. circumstances by which the **Insureds** first became aware of the **Incident**;
4. identity of the actual or potential claimants;
5. foreseeable consequences of the **Incident**; and
6. nature of the potential **Damages**;

then any **Claim** which arises out of such **Incident** shall be deemed to have been first made at the time such written notice was received by the **Insurer**. The **Insurer** will not pay for **Damages** or **Claims Expenses** incurred prior to the time such **Incident** results in a **Claim**.

D. All notices under any provision of this **Policy** shall be given as follows:

1. Notice to the **Insureds** may be given to the **Named Insured** at the address shown in Item 1 of the Declarations.
2. Notice to the **Insurer** of any **Incident** or **Claim** shall be given to the **Insurer** at the physical address or email address shown in Item 9A of the Declarations.
3. All other notices to the **Insurer** under this **Policy** shall be given to the **Insurer** at the physical address shown in Item 9B of the Declarations.

Notice given as set out above shall be deemed to be received and effective upon actual receipt thereof by the addressee, or one day following the date such notice is sent, whichever is earlier. When any such notices are sent to a physical address, such notices shall be sent by prepaid express courier or certified mail properly addressed to the appropriate party.

IX. DEFENSE AND SETTLEMENT

A. Except as provided in Subsection B of this Section IX, the **Insurer** shall have the right and duty to defend any **Claim** brought against an **Insured** even if such **Claim** is groundless, false or fraudulent.

The **Insurer** shall consult and endeavor to reach an agreement with the **Insured** regarding the appointment of counsel, but shall retain the right to appoint counsel and to make such investigation and defense of a **Claim** as it deems necessary.

B. The **Insurer** shall have the right, but not the duty, to defend any **Regulatory Proceeding**. For such **Claims**, the **Insured** shall select defense counsel from the **Insurer's** list of approved law firms, and the **Insurer** reserves the right to associate in the defense of such **Claims**.

C. MAXIMUM LIMIT OF INSURANCE FOR EACH INCIDENT OR CLAIM UNDER ANY ONE INSURING AGREEMENT

The **Insurer's** maximum limit of insurance for each **Incident** or **Claim** under any one Insuring Agreement shall be the applicable Each **Incident** or **Claim** Limit shown in Item 4 of the Declarations, which shall be part of, and not in addition to, the applicable Aggregate Limit for all **Incidents** or **Claims** shown in Item 4 of the Declarations, and the Maximum Policy Aggregate Limit of Insurance shown in Item 3B of the Declarations.

D. MAXIMUM LIMIT OF INSURANCE FOR ALL INTERRELATED INCIDENTS AND CLAIMS

All **Claims** arising out of the same **Incident** and all **Interrelated Incidents** shall be deemed to be one **Claim**, and such **Claim** shall be deemed to be first made on the date the earliest of such **Claims** is first made, regardless of whether such date is before or during the **Policy Period**.

All **Interrelated Incidents** shall be deemed to be one **Incident**, and such **Incident** shall be deemed to be first discovered, on the date the earliest of such **Incidents** is first discovered, regardless of whether such date is before or during the **Policy Period**.

The maximum limit of insurance for all **Interrelated Incidents** and **Claims** arising out of such **Interrelated Incidents** shall be the Maximum Single **Incident** or **Claim** Limit of Insurance shown in Item 3A of the Declarations, regardless of whether **Costs**, **Damages** or **Claims Expenses** from a single **Incident** or **Claim** are covered under more than one Insuring Agreement. Notwithstanding anything in this paragraph to the contrary, in no event shall the **Insurer** pay more than the applicable:

1. Maximum Policy Aggregate Limit of Insurance shown in Item 3B of the Declarations,
2. Aggregate Limit for all **Incidents** or **Claims** under any one Insuring Agreement shown in Item 4 of the Declarations, and
3. Each **Incident** or **Claim** Limit under any one Insuring Agreement shown in Item 4 of the Declarations.

E. **Costs**, **Damages** and **Claims Expenses** shall be part of and not in addition to the applicable Limit of Insurance shown in the Declarations, and shall reduce such applicable Limit of Insurance. If the applicable Limit of Insurance is exhausted by payment of **Costs**, **Damages** and **Claims Expenses**, the obligations of the **Insurer** under this **Policy** shall be completely fulfilled and extinguished.

F. Any sub-limits shown in the Declarations or added by endorsement to this **Policy** shall be part of and not in addition to the applicable Limit of Insurance shown in the Declarations, and shall reduce such applicable Limit of Insurance.

VII. RETENTION

A. The liability of the **Insurer** shall apply only to that part of **Costs**, **Damages**, and **Claims Expenses** which is in excess of the applicable Retention amount shown in Item 4 of the Declarations. Such Retention shall be borne uninsured by the **Named Insured** and at the risk of all **Insureds**.

B. With respect to Insuring Agreement B, the **Insurer** will pay the actual **Business Interruption Loss**, **Contingent Business Interruption Loss** and **Extra Expenses** incurred by an **Insured**:

1. once the applicable **Waiting Period** shown in Item 4B of the Declarations has expired; and
2. which is in excess of the applicable Retention amount shown in Item 4B of the Declarations.

The **Waiting Period** and Retention amounts shall be computed as of the start of the **Interruption in Service**.

Any **Business Interruption Loss** or **Contingent Business Interruption Loss** incurred by an **Insured** during the **Waiting Period**, and resulting from an **Interrelated Incident** with **Extra Expenses**, shall reduce and may exhaust any applicable Retention.

C. A single Retention amount shall apply to **Costs**, **Damages**, and **Claims Expenses**, arising from all **Incidents** or **Claims** alleging an **Interrelated Incident**.

D. If a single **Incident** or **Claim**, or **Interrelated Incidents** are subject to different Retentions, the applicable Retention shall be applied separately to each part of the **Costs**, **Damages**, and **Claim Expenses**, but the sum of such Retentions shall not exceed the largest applicable Retention.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

IV. SPOUSES, COMMON LAW PARTNERS, ESTATES AND LEGAL REPRESENTATIVES

Coverage under this **Policy** shall extend to any **Claim** for any **Incident** made against:

A. the lawful spouse or domestic partner of a natural person **Insured** solely by reason of such spouse's or domestic partner's status as a spouse or domestic partner, or such spouse's or domestic partner's ownership interest in property which the claimant seeks as recovery in such **Claim**; or

B. the estate, heirs, legal representatives or assigns of a natural person **Insured** if such natural person **Insured** is deceased, or the legal representatives or assigns of a natural person **Insured** if such natural person **Insured** is legally incompetent, insolvent or bankrupt,

provided that:

1. no coverage is provided for any act, error, or omission of an estate, heir, legal representative, assign, spouse or domestic partner; and

2. all of the terms and conditions of this **Policy** including, without limitation, all applicable Retentions shown in Item 4 of the Declarations apply to such **Claim**.

V. EXTENDED REPORTING PERIOD

A. Solely with respect to Insuring Agreements A, E, and F, if the **Insurer** terminates or does not renew this **Policy** (other than for failure to pay a premium when due), or if the **Named Insured** terminates or does not renew this **Policy** and does not obtain replacement coverage as of the effective date of such termination or nonrenewal, the **Named Insured** shall have the right, upon payment of the additional premium shown in Item 7A of the Declarations and subject to the terms specified in Subsections B-E directly below, to a continuation of the coverage granted by this **Policy** for an **Extended Reporting Period** shown in Item 7B of the Declarations following the effective date of such termination or non-renewal.

B. Coverage for the **Extended Reporting Period** shall be only for **Claims** first made or **Incidents** first discovered during such **Extended Reporting Period** and arising from **Incidents** taking place prior to the effective date of such termination or non-renewal. This right to continue coverage shall lapse unless written notice of such election is given by the **Named Insured** to the **Insurer**, and the **Insurer** receives payment of the additional premium shown in Item 7A of the Declarations, within thirty (30) days following the effective date of termination or non-renewal.

C. The **Extended Reporting Period** is non-cancelable and the entire premium for the **Extended Reporting Period** shall be deemed fully earned and non-refundable upon payment.

D. The **Extended Reporting Period** shall not increase or reinstate any Limits of Insurance. The Limits of Insurance as shown in Item 3 and Item 4 of the Declarations shall apply to both the **Policy Period** and the **Extended Reporting Period**, combined.

E. A change in **Policy** terms, conditions, exclusions or premiums shall not be considered a non-renewal for purposes of triggering the rights to the **Extended Reporting Period**.

VI. LIMITS OF INSURANCE

Regardless of the number of Insuring Agreements purchased under this **Policy**, or the number of **Incidents**, **Insureds** against whom **Claims** are brought, **Claims** made or persons or entities making **Claims**:

A. MAXIMUM POLICY AGGREGATE LIMIT OF INSURANCE

The **Insurer's** maximum limit of insurance under all Insuring Agreements resulting from all **Claims** first made and **Incidents** first discovered during the **Policy Period** is shown in Item 3B of the Declarations, Maximum Policy Aggregate Limit of Insurance.

B. AGGREGATE LIMIT FOR ALL INCIDENTS OR CLAIMS UNDER ANY ONE INSURING AGREEMENT

The **Insurer's** maximum limit of insurance for all **Incidents** or **Claims** under any one Insuring Agreement shall be the applicable Aggregate Limit for all **Incidents** or **Claims** shown in Item 4 of the Declarations, which shall be part of, and not in addition to, the Maximum Policy Aggregate Limit of Insurance shown in Item 3B of the Declarations.

20. Intentional Failure to Disclose

alleging, based upon, arising out of or attributable to an **Insured's** intentional failure to disclose the loss of **Protected Information** in violation of any law or regulation. However, this exclusion will not apply when an **Insured's** failure to disclose occurs pursuant to an order from a law enforcement or government authority in the course of a criminal investigation. Solely with respect to Insuring Agreement E, only facts pertaining to and knowledge possessed by any **Control Group Member** shall be imputed to other **Insureds**.

B. EXCLUSIONS APPLICABLE TO SPECIFIC INSURING AGREEMENTS

In addition to the Exclusions in Section IIIA above, the **Insurer** shall not be liable for **Costs**, **Damages**, or **Claims Expenses** on account of any **Incident** or any **Claim**:

1. Force Majeure

solely with respect to Insuring Agreements B and C, alleging, based upon, arising out of or attributable to fire, smoke, explosion, lightning, wind, flood, earthquake, volcanic eruption, tidal wave, landslide, hail, act of God (which does not include acts by actors purporting to be God), nature or any other physical event, however caused and whether contributed to, made worse by, or in any way results from any such events. This exclusion applies regardless of any other contributing or aggravating cause or event that contributes concurrently with or in any sequence to the **Costs**, **Damages**, or **Claims Expenses** on account of any **Incident** or any **Claim**.

2. Governmental Authority

solely with respect to Insuring Agreements C and D, alleging, based upon, arising out of, or attributable to any action of a public or governmental authority, including the seizure, confiscation or destruction of an **Insured's Computer System**, a **Shared Computer System** or an **Insured's Digital Data**.

3. Insured v. Insured

solely with respect to Insuring Agreements E and F, brought or maintained by, on behalf of, or in the right of any **Insured**. Provided, however, solely with respect to Insuring Agreement E, this exclusion shall not apply to that part of any **Claim** alleging employee-related invasion of privacy or employee–related wrongful infliction of emotional distress in the event such **Claim** arises out of the loss of **Protected Information** resulting from a **Cyber Incident**.

4. Licensing Entities

solely with respect to Insuring Agreement F, alleging, based upon, arising out of or attributable to any action brought by or on behalf of the Federal Trade Commission, the Federal Communications Commission, or any other federal, state, or local government agency or ASCAP, SESAC, BMI or other licensing or rights entities in such entity's regulatory, quasi-regulatory, or official capacity, function or duty.

5. False Advertising or Misrepresentation

solely with respect to Insuring Agreement F, alleging, based upon, arising out of or attributable to any inaccurate, inadequate, or incomplete description of the price of goods, products or services, disclosure of fees, representations with respect to authenticity of any product, or the failure of any goods, product or services to conform with advertised quality or performance.

6. Contest or Game of Chance

solely with respect to Insuring Agreement F, alleging, based upon, arising out of or attributable to any gambling, contest, game of chance or skill, lottery, or promotional game, including tickets or coupons or over-redemption related thereto.

14. Antitrust or Unfair Trade Practices

alleging, based upon, arising out of or attributable to any price fixing, restraint of trade, monopolization, interference with economic relations (including interference with contractual relations or with prospective advantage), unfair competition, unfair business or unfair trade practices, or any violation of the Federal Trade Commission Act, the Sherman Anti-Trust Act, the Clayton Act, or any other federal statutory provision involving anti-trust, monopoly, price fixing, price discrimination, predatory pricing, restraint of trade, unfair competition, unfair business or unfair trade practices, and any amendments thereto or any rules or regulations promulgated thereunder, amendments thereof, or any similar federal, state, or common law. However, this exclusion shall not apply to:

a. solely with respect to Insuring Agreement E, a **Claim** resulting directly from a violation of **Privacy or Cyber Laws**; or

b. solely with respect to Insuring Agreement F, a **Claim** for a **Media Incident** as defined in paragraph g of such definition.

15. Consumer Protection Laws

alleging, based upon, arising out of or attributable to any violation by an **Insured** of the Truth in Lending Act, Fair Debt Collection Practices Act, or the Fair Credit Reporting Act or any amendments thereto or any rules or regulations promulgated thereunder, including the Fair and Accurate Credit Transactions Act, and any amendments thereto or any rules or regulations promulgated thereunder, amendments thereof, or any similar federal, state or common law. However, solely with respect to Insuring Agreement E, this exclusion shall not apply to a **Claim** arising out of the actual or alleged disclosure or theft of **Protected Information** resulting from a **Cyber Incident**.

16. ERISA or Securities Law Violation

alleging, based upon, arising out of or attributable to an **Insured's** violation of:

a. the Employee Retirement Income Security Act of 1974, as amended;

b. the Securities Act of 1933, the Securities Exchange Act of 1934, the Investment Company Act of 1940, the Investment Advisors Act, or any other federal, state or local securities law,

and any amendments thereto or any rules or regulations promulgated thereunder, amendments thereof, or any similar federal, state or common law. However, solely with respect to Insuring Agreements A or E, paragraph a, immediately above, shall not apply.

17. Discrimination or Employment Practices

alleging, based upon, arising out of or attributable to any illegal discrimination of any kind, or any employment relationship, or the nature, terms or conditions of employment, including claims for workplace torts, wrongful termination, dismissal or discharge, or any discrimination, harassment, breach of employment contract or defamation. However, solely with respect to Insuring Agreement E, this exclusion shall not apply to that part of any **Claim** alleging employee-related invasion of privacy or employee–related wrongful infliction of emotional distress in the event such **Claim** arises out of the actual or alleged disclosure or theft of **Protected Information** resulting from a **Cyber Incident**.

18. Unsolicited Communications

alleging, based upon, arising out of or attributable to any unsolicited electronic dissemination of faxes, e-mails or other communications by or on behalf of an **Insured**, including actions brought under the Telephone Consumer Protection Act, any federal or state anti-spam statutes, or any other federal or state statute, law, rule, regulation or common law relating to a person's or entity's right of seclusion. However, solely with respect to Insuring Agreement E, this exclusion shall not apply to a **Claim** resulting from a **Cyber Incident** as defined under subparagraph 1(c) of such definition.

19. Unlawful Use or Collection of Protected Information

alleging, based upon, arising out of or attributable to the unlawful use or collection of **Protected Information**, or the failure to provide adequate notice that such information is being collected or used, by an **Insured**, with knowledge of any **Control Group Member**.

8. Infrastructure Outage

alleging, based upon, arising out of or attributable to any electrical or mechanical failure or interruption, electrical disturbance, surge, spike, brownout, blackout, or outages to electricity, gas, water, Internet access service provided by the Internet service provider that hosts an **Insured's** website, telecommunications or other infrastructure. However, this exclusion shall not apply to failures, interruptions, disturbances or outages of telephone, cable or telecommunications systems, networks or infrastructure:

a. under an **Insured's** operational control which are a result of a **Network Security Failure**;

b. solely with respect to Insuring Agreement B, which are the result of a **Cyber Incident** impacting a **Shared Computer System**; or

c. solely with respect to Insuring Agreement E, which are the result of a **Cyber Incident**.

9. War

alleging, based upon, arising out of or attributable to war, invasion, acts of foreign enemies, terrorism, hijacking, hostilities or warlike operations (whether war is declared or not), military or usurped power, civil commotion assuming the proportions of or amounting to an uprising, strike, lock-out, riot, civil war, rebellion, revolution, or insurrection. However, this exclusion shall not apply to an **Act of Cyber-Terrorism** that results in a **Cyber Incident**.

10. Nuclear

alleging, based upon, arising out of or attributable to the planning, construction, maintenance, operation or use of any nuclear reactor, nuclear waste, storage or disposal site, or any other nuclear facility, the transportation of nuclear material, or any nuclear reaction or radiation, or radioactive contamination, regardless of its cause.

11. Contract

for breach of any express, implied, actual or constructive contract, warranty, guarantee, or promise, including any actual or alleged liability assumed by an **Insured**, unless such liability would have attached to the **Insured** even in the absence of such contract, warranty, guarantee, or promise. However, this exclusion shall not apply to:

a. solely with respect to Insuring Agreement E, **Payment Card Loss**;

b. solely with respect to Insuring Agreements A or E, an **Insured's** contractual obligation to maintain the confidentiality or security of third party personal or corporate information; or

c. solely with respect to Insuring Agreement F, misappropriation of idea under implied contract.

12. Fees or Chargebacks

alleging, based upon, arising out of or attributable to:

a. any fees, expenses, or costs paid to or charged by an **Insured**; or

b. chargebacks, chargeback fees, interchange fees or rates, transfer fees, transaction fees, discount fees, merchant service fees, or prospective service fees.

However, solely with respect to Insuring Agreement E, this exclusion shall not apply to **Payment Card Loss**.

13. Intellectual Property

alleging, based upon, arising out of or attributable to any infringement of, violation of, misappropriation of, or assertion of any right to or interest in a patent or **Trade Secret** by any **Insured**. However, solely with respect to Insuring Agreement E, this exclusion shall not apply to a **Claim** arising out of the actual or alleged disclosure or theft of **Protected Information** resulting from a **Network Security Failure**.

However, this exclusion shall not apply to **Claims Expenses** or the **Insurer's** duty to defend any such **Claim**, until there is a final, non-appealable adjudication against, binding arbitration against, adverse admission by, finding of fact against, or plea of *nolo contendere* or no contest by, the **Insured** as to such conduct or violation, at which time the **Insured** shall reimburse the **Insurer** for any **Claims Expenses** paid by the **Insurer**. Provided that:

i. no conduct pertaining to any natural person **Insured** shall be imputed to any other natural person **Insured**; and

ii. any conduct pertaining to any past, present, or future **Control Group Member**, other than a Rogue Actor, shall be imputed to an **Organization**. For purposes of this exclusion, "Rogue Actor" means a **Control Group Member** acting outside his or her capacity as such.

2. Prior Knowledge

alleging, based upon, arising out of or attributable to any **Incident** that first occurred, arose or took place prior to the earlier of the effective date of this **Policy**, or the effective date of any **Policy** issued by the **Insurer** of which this **Policy** is a continuous renewal or a replacement, and any **Control Group Member** knew of such **Incident**; and, with respect to Insuring Agreements E and F, any **Control Group Member** reasonably could have foreseen that such **Incident** did or could lead to a **Claim**.

3. Pending or Prior Proceedings

alleging, based upon, arising out of, or attributable to:

a. any pending or prior litigation, **Claim**, demand, arbitration, administrative or regulatory proceeding or administrative or regulatory investigation filed or commenced on or before the Pending or Prior Proceedings Date shown in Item 6 of the Declarations, or alleging or derived from the same or substantially the same fact, circumstance or situation underlying or alleged therein; or

b. any other **Incident** whenever occurring which, together with an **Incident** underlying or alleged in any pending or prior litigation, **Claim**, demand, arbitration, administrative or regulatory proceeding or administrative or regulatory investigation as set forth pursuant to paragraph a. immediately above, would constitute **Interrelated Incidents**.

4. Prior Notice

alleging, based upon, arising out of, or attributable to:

a. any **Incident**, fact, circumstance or situation which has been the subject of any written notice given and accepted under any other policy before the effective date of this **Policy**; or

b. any other **Incident** whenever occurring which, together with an **Incident** which has been the subject of such notice, would constitute **Interrelated Incidents**.

5. Bodily Injury

for any **Bodily Injury**. However, solely with respect to Insuring Agreement E and Insuring Agreement F, this exclusion shall not apply to mental injury, mental anguish, mental tension, emotional distress, pain and suffering, or shock resulting from an **Incident**.

6. Property Damage

alleging, based upon, arising out of, or attributable to **Property Damage**.

7. Pollution

alleging, based upon, arising out of or attributable to the actual, alleged or threatened discharge, release, escape, seepage, migration, or disposal of **Pollutants**, or any direction or request that any **Insured** test for, monitor, clean up, remove, contain, treat, detoxify or neutralize **Pollutants**, or any voluntary decision to do so.

Regulatory Proceeding means a suit, civil investigation or civil proceeding by or on behalf of a government agency, government licensing entity, or regulatory authority, commenced by the service of a complaint or similar pleading based on an alleged or potential violation of **Privacy or Cyber Laws** as a result of a **Cyber Incident**, and which may reasonably be expected to give rise to a **Claim** under Insuring Agreement E.

Retroactive Date means the date shown in Item 5 of the Declarations.

Shared Computer System means a **Computer System**, other than an **Insured's Computer System**, operated for the benefit of an **Insured** by a third party under written contract with an **Insured**, including data hosting, cloud services or computing, co-location, data back-up, data storage, data processing, platforms, software, and infrastructure-as-a-service.

Subsidiary means:

1. any entity while more than fifty percent (50%) of the outstanding securities representing the present right to vote for election of or to appoint directors, trustees, managers, members of the Board of Managers or equivalent positions of such entity are owned, or controlled, by the **Named Insured,** directly or through one or more **Subsidiaries**;
2. any entity formed as a partnership while more than fifty percent (50%) of the ownership interests representing the present right to vote for election of or to appoint the management or executive committee members or equivalent positions of such entity are owned, or controlled, by the **Named Insured,** directly or through one or more **Subsidiaries**; or
3. any entity while:
   a. exactly fifty percent (50%) of the voting rights representing the present right to vote for election of or to appoint directors, trustees, managers, members of the Board of Managers or equivalent positions of such entity are owned, or controlled, by the **Named Insured,** directly or through one of more **Subsidiaries**; and
   b. the **Named Insured,** pursuant to a written contract with the owners of the remaining and outstanding voting stock of such entity, solely controls the management and operation of such entity.

Telephone Fraud Financial Loss means toll and line charges which an **Insured** incurs, solely as a result of the fraudulent infiltration and manipulation of the **Insured's Telephone System** from a remote location to gain access to outbound long distance telephone service.

Telephone System means PBX, CBX, Merlin, VoIP, remote access (including DISA), and all related peripheral equipment or similar systems owned or leased by an **Insured** for purposes of voice-based telecommunications.

Trade Secret means information, including a formula, pattern, compilation, program, device, method, technique or process, that derives actual or potential economic value from not being generally known to or readily ascertainable by other persons who can obtain value from its disclosure or use, so long as reasonable efforts have been made to maintain its secrecy.

Waiting Period means the number of hours shown in Item 4 of the Declarations.

III. EXCLUSIONS

A. EXCLUSIONS APPLICABLE TO ALL INSURING AGREEMENTS

The **Insurer** shall not be liable for **Costs**, **Damages**, or **Claims Expenses** on account of any **Incident** or any **Claim**:

1. Conduct

   alleging, based upon, arising out of or attributable to:

   a. any dishonest, fraudulent, criminal, malicious or intentional act, error or omission, or any intentional or knowing violation of the law by an **Insured**; or
   b. the gaining in fact of any profit, remuneration or financial advantage to which any **Insured** was not legally entitled.

where such amount is determined pursuant to a payment card processing agreement between an **Organization** and a **Payment Card Brand**, or a merchant agreement between an **Organization** and a payment services provider, including for mobile payment services, or demanded in writing from an issuing or acquiring bank that processes **Payment Card** transactions, due to an **Insured's** actual or alleged non-compliance with applicable **Payment Card Industry Data Security Standards**, EMV specifications, or mobile payment security requirements. **Payment Card Loss** shall not include:

1. subsequent fines or assessments for continued non-compliance with the **Payment Card Industry Data Security Standards,** EMV Specifications, or a mobile payment services merchant agreement; or
2. costs or expenses incurred to update or improve privacy or network security controls, policies or procedures to a level beyond that which existed prior to the applicable **Cyber Incident** or to be compliant with applicable **Payment Card Industry Data Security Standards,** EMV Specifications, or a mobile payment services merchant agreement.

Period of Restoration means the continuous period of time that:

1. begins with the earliest date of an **Interruption in Service**; and
2. ends on the date when an **Insured's Computer System** or **Shared Computer System** is or could have been repaired or restored with reasonable speed to the same functionality and level of service that existed prior to the **Interruption in Service**. In no event shall the **Period of Restoration** exceed sixty (60) days.

Policy means, collectively, the Declarations, **Application,** this policy form and any endorsements attached hereto.

Policy Period means the period of time shown in Item 2 of the Declarations, unless changed pursuant to Section XV, Termination of this Policy.

Pollutants means any solid, liquid, gaseous or thermal irritant or contaminant, including smoke, vapor, soot, fumes, acids, alkalis, chemicals, asbestos, asbestos products or waste. Waste includes materials to be recycled, reconditioned or reclaimed.

Pre-Approved Response Provider means any firm listed on the **Insurer's** pre-approved service provider list available on request from the **Insurer** or on the pre-approved service provider list specified on the website shown in Item 9A of the Declarations.

Privacy or Cyber Laws means any local, state, federal, and foreign identity theft and privacy protection laws, legislation, statutes, or regulations that require commercial entities that collect **Protected Information** to post privacy policies, adopt specific privacy or security controls, or notify individuals in the event that **Protected Information** has potentially been compromised.

Property Damage means physical injury to, or loss or destruction of, tangible property, including the loss of use thereof whether or not it is damaged or destroyed.

Protected Information means the following, in any format:

1. a natural person's name, e-mail address, social security number, medical or healthcare data, other protected health information, driver's license number, state identification number, credit card number, debit card number, address, unpublished telephone number, account number, account histories, personally identifiable photos, personally identifiable videos, Internet browsing history, biometric records, passwords or other non-public personal information as defined in any **Privacy or Cyber Laws**; or
2. any other third party confidential or proprietary information:
   a. provided to an **Insured** and protected under a nondisclosure agreement or similar contract; or
   b. which an **Organization** is legally responsible to maintain in confidence.

Regulatory Fines means any civil monetary fine or penalty imposed by a federal, state, local or foreign governmental entity in such entity's regulatory or official capacity as a result of a **Regulatory Proceeding**. **Regulatory Fines** shall not include any civil monetary fines or penalties that are not insurable by law, criminal fines, disgorgement, or the multiple portion of any multiplied damage award.

which results in the following:

a. copyright infringement, passing-off, plagiarism, piracy, or misappropriation of property rights;

b. infringement or dilution of title, logo, slogan, domain name, metatag, trademark, trade name, service mark, or service name;

c. defamation, libel, slander, or any other form of defamation or harm to the character, reputation or feelings of any person or entity, including product disparagement, trade libel, outrage, infliction of emotional distress, or *prima facie* tort;

d. invasion or infringement of the right of privacy or publicity, including the torts of intrusion upon seclusion, publication of private facts, false light, or misappropriation of name or likeness;

e. false arrest, detention or imprisonment, harassment, trespass, wrongful entry or eviction, eavesdropping, or other invasion of the right of private occupancy;

f. improper deep linking or framing; or

g. unfair competition or unfair trade practices, including misrepresentations in advertising, solely when alleged in conjunction with the alleged conduct referenced in items a–f immediately above.

Named Insured means the entity shown in Item 1 of the Declarations.

Network Extortion Threat means any credible threat or series of related threats directed at an **Insured** to:

1. release, divulge, disseminate, destroy or use **Protected Information** or confidential corporate information of an **Insured** taken from an **Insured** as a result of the unauthorized access to or unauthorized use of an **Insured's Computer System** or **Shared Computer System**;

2. cause a **Network Security Failure**;

3. alter, corrupt, damage, manipulate, misappropriate, delete or destroy **Digital Data**; or

4. restrict or inhibit access to an **Insured's Computer System** or **Shared Computer System**;

where the **Insured** makes a payment or a series of payments, or otherwise meets a demand, in exchange for the mitigation or removal of such threat or series of related threats.

Network Security means those activities performed by an **Insured**, or by others on behalf of an **Insured**, to protect an **Insured's Computer System** or **Shared Computer System**.

Network Security Failure means a failure in **Network Security**, including the failure to prevent a **Malicious Computer Act**.

Non-Panel Response Provider means any firm providing the services shown in the definition of **Cyber Incident Response Expenses** to an **Insured** that is not a **Pre-Approved Response Provider**.

Organization means the **Named Insured** and any **Subsidiary**.

Payment Card means an authorized account, or evidence of an account, for a credit card, debit card, charge card, fleet card or stored value card between the **Payment Card Brand** and its customer.

Payment Card Brand means any payment provider whose payment method is accepted for processing, including Visa Inc. International, MasterCard Worldwide, Discover Financial Services, American Express Company, and JCB International.

Payment Card Industry Data Security Standards means the rules, regulations, standards or guidelines adopted or required by the **Payment Card Brand** or the Payment Card Industry Data Security Standards Council relating to data security and the safeguarding, disclosure and handling of **Protected Information**.

Payment Card Loss means monetary assessments, fines, penalties, chargebacks, reimbursements, and fraud recoveries which an **Insured** becomes legally obligated to pay as a result of an **Insured's** actual or alleged failure:

1. of **Network Security**; or

2. to properly protect, handle, manage, store, destroy, or otherwise control **Payment Card** data, including **Protected Information**,

b. costs or expenses incurred to update, restore, replace, upgrade, maintain, or improve any **Computer System**; or

c. penalties of any nature, however denominated, arising by contract.

Incident means **Cyber Incident** or **Media Incident**.

Insured means:

1. the **Named Insured**;
2. any **Subsidiary** of the **Named Insured**, but only with respect to **Incidents** which occur while it is a **Subsidiary**;
3. any past, present, or future natural person principal, partner, officer, director, trustee, employee, leased employee or temporary employee of an **Organization**, but only with respect to an **Incident** committed within the scope of such natural person's duties performed on behalf of such **Organization**;
4. any past, present or future independent contractor of an **Organization** who is a natural person, agent, or single person entity, but only with respect to the commission of an **Incident** within the scope of such natural person's, agent's, or single person entity's duties, performed on behalf of such **Organization**; or
5. any past, present or future natural person intern or volunteer worker of an **Organization** and who is registered or recorded as an intern or volunteer worker with such **Organization**, but only with respect to an **Incident** within the scope of such natural person's duties performed on behalf of such **Organization**.

Insured's Computer System means a **Computer System** leased, owned or operated by an **Insured** or operated solely for the benefit of an **Insured** by a third party under written contract with an **Insured**.

Insurer means the insurance company providing this insurance.

Interrelated Incidents means all **Incidents** that have as a common nexus any act, fact, circumstance, situation, event, transaction, cause or series of related acts, facts, circumstances, situations, events, transactions or causes.

Interruption in Service means a detectable interruption or degradation in service of:

1. with respect to Insuring Agreement B1, an **Insured's Computer System**; or
2. with respect to Insuring Agreement B2, a **Shared Computer System**;

caused by a **Malicious Computer Act**.

Malicious Computer Act means malicious or fraudulent:

1. unauthorized access to or use of a **Computer System**;
2. alteration, corruption, damage, manipulation, misappropriation, theft, deletion, or destruction of **Digital Data**;
3. creation, transmission, or introduction of a computer virus or harmful code into a **Computer System**; or
4. restriction or inhibition of access, including denial of service attacks, upon or directed against a **Computer System**.

Media Content means any data, text, sounds, images, graphics, music, photographs, or advertisements, and shall include video, streaming content, webcasts, podcasts, blogs, online forums, and chat rooms. **Media Content** shall not include computer software, software technology, or the actual goods, products or services described, illustrated or displayed in such **Media Content**.

Media Incident means any error, misstatement, misleading statement, act, omission, neglect or breach of duty actually or allegedly committed or attempted by any **Insured**, or by any person or entity for whom an **Insured** is legally responsible, in the public display of:

1. **Media Content** on an **Insured's** website or printed material; or
2. **Media Content** posted by or on behalf of an **Insured** on any social media site or anywhere on the Internet,

6. consideration owed or paid by or to an **Insured**, including any royalties, restitution, reduction, disgorgement or return of any payment, charges, or fees; or costs to correct or re-perform services, or for the reprint, recall, or removal of **Media Content**;
7. liquidated damages pursuant to a contract, to the extent such amount exceeds the amount which the **Insured** would have been liable in the absence of such contract; or
8. penalties against an **Insured** of any nature, however denominated, arising by contract, except for **Payment Card Loss** otherwise covered under Insuring Agreement E.

Digital Data means software or other information in electronic form which is stored on an **Insured's Computer System** or **Shared Computer System**. **Digital Data** shall include the capacity of an **Insured's Computer System** or **Shared Computer System** to store information, process information, and transmit information over the Internet. **Digital Data** shall not include or be considered tangible property.

Digital Data Recovery Costs means:

1. the reasonable and necessary costs incurred by an **Insured** to replace, restore, recreate, re-collect or recover **Digital Data** from written records or from partially or fully matching electronic records due to their corruption, theft, or destruction, caused by a **Network Security Failure**, including disaster recovery or computer forensic investigation efforts. However, in the event that it is determined that the **Digital Data** cannot be replaced, restored, recreated, re-collected, or recovered, **Digital Data Recovery Costs** shall be limited to the reasonable and necessary costs incurred to reach such determination; or
2. **Telephone Fraud Financial Loss**,

including reasonable and necessary expenses incurred to mitigate or reduce any costs or loss in paragraphs 1 and 2 immediately above. **Digital Data Recovery Costs** shall not include:

a. costs or expenses incurred to update, replace, restore, recreate or improve **Digital Data** to a level beyond that which existed prior to the applicable **Cyber Incident**;

b. costs or expenses incurred to identify or remediate software program errors or vulnerabilities, or costs to update, replace, restore, upgrade, maintain, or improve a **Computer System**;

c. costs incurred to research and develop **Digital Data**, including **Trade Secrets**;

d. the economic or market value of **Digital Data**, including **Trade Secrets**; or

e. any other consequential loss or damages.

Extended Reporting Period means the period of time shown in Item 7B of the Declarations, subject to Section V, Extended Reporting Period.

Extortion Expenses means reasonable and necessary expenses incurred by an **Insured** resulting directly from a **Network Extortion Threat**, including money, cryptocurrencies (including Bitcoin), or other consideration surrendered as payment by an **Insured** to a natural person or group believed to be responsible for a **Network Extortion Threat**. **Extortion Expenses** shall also include reasonable and necessary expenses incurred to mitigate or reduce any of the forgoing expenses.

Extra Expenses means the reasonable and necessary:

1. expenses incurred by an **Insured** to the extent such expenses mitigate, reduce, or avoid an **Interruption in Service**, provided they are in excess of expenses that an **Insured** would have incurred had there been no **Interruption in Service**;
2. expenses incurred by an **Insured** to the extent such expenses reduce the **Period of Restoration**;
3. with the **Insurer's** prior consent, costs incurred by an **Insured** to retain the services of a third party forensic accounting firm to determine the amount of **Business Interruption Loss** or **Contingent Business Interruption Loss**.

   Extra Expenses shall not include:

   a. costs or expenses incurred to prevent a loss or correct any deficiencies or problems with an **Insured's Computer System** or **Shared Computer System** that might cause or contribute to a **Claim**;

c. retaining call center and other related services for notification as required by law; or

d. providing credit monitoring, credit freezing or credit thawing.

For purposes of this paragraph 5, compliance with **Privacy or Cyber Laws** shall follow the law of the applicable jurisdiction that most favors coverage for such expenses;

6. expenses not required to comply with **Privacy or Cyber Laws**, and with the **Insurer's** prior consent, for:

   a. notifying a natural person whose **Protected Information** has been wrongfully disclosed or otherwise compromised, including retaining a notification service or the services of a call center;

   b. providing credit monitoring, credit freezing, credit thawing, healthcare record monitoring (where available), social media monitoring, password management service, or fraud alert services for those natural persons who accept an offer made by or on behalf of the **Insured** for, and receive, such services;

   c. retaining the services of a licensed investigator or credit specialist to provide fraud consultation to the natural persons whose **Protected Information** has been wrongfully disclosed or otherwise compromised;

   d. retaining the services of third party identity restoration service to natural persons identified by a licensed investigator as victims of identity theft directly resulting from a **Cyber Incident** otherwise covered under Insuring Agreements A or E;

   e. paying any reasonable amount to an informant for information not otherwise available which leads to the arrest and conviction of a natural person or an entity responsible for a **Cyber Incident**; or

   f. other services that are deemed reasonable and necessary by the **Insurer**.

Cyber Incident Response Expenses shall not include:

i. costs or expenses incurred to update or improve privacy or network security controls, policies or procedures, or compliance with **Privacy or Cyber Laws**, to a level beyond that which existed prior to the applicable **Cyber Incident**;

ii. taxes, fines, penalties, amounts for injunctive relief, or sanctions;

iii. the **Insured's** money or any money in the **Insured's** care, custody, or control; or

iv. wages, salaries, and other compensation of directors, officers, similar executives, or employees of an **Organization**, or internal operating costs, expenses, or fees of any **Organization**.

Cyber Incident Response Team means **Pre-Approved Service Providers** who provide services as defined in **Cyber Incident Response Expenses**.

Damages means compensatory damages, any award of prejudgment or post-judgment interest, **Payment Card Loss**, **Consumer Redress Fund**, settlements, and amounts which an **Insured** becomes legally obligated to pay on account of any **Claim**. **Damages** shall not include:

1. any amount for which an **Insured** is not financially liable or legally obligated to pay;

2. taxes, fines, penalties or sanctions imposed against an **Insured**, except for **Payment Card Loss** or **Regulatory Fines** otherwise covered under Insuring Agreement E;

3. matters uninsurable under the laws pursuant to which this **Policy** is construed;

4. punitive or exemplary damages, or the multiple portion of any multiplied damage award, except to the extent that such punitive or exemplary damages, or multiplied portion of any multiplied damage award, are insurable under the applicable laws of any jurisdiction which most favors coverage for such damages and which has a substantial relationship to the **Insured**, **Insurer**, this **Policy**, or the **Claim** giving rise to such damages;

5. the cost to an **Insured** to comply with any injunctive, remedial, preventative, or other non-monetary or declaratory relief, including specific performance, or any agreement to provide such relief;

Costs means:

1. **Cyber Incident Response Expenses**;
2. **Business Interruption Loss**;
3. **Contingent Business Interruption Loss**;
4. **Extra Expenses**;
5. **Digital Data Recovery Costs**; or
6. **Extortion Expenses**.

Cyber Incident means:

1. with respect to Insuring Agreement A, Cyber Incident Response Fund,
   a. any actual or reasonably suspected **Network Security Failure**;
   b. any actual or reasonably suspected failure by an **Insured**, or any independent contractor for whom or for which an **Insured** is legally responsible, to properly handle, manage, store, destroy, protect, use or otherwise control **Protected Information**;
   c. any unintentional violation by an **Insured** of any **Privacy or Cyber Law**, including the unintentional wrongful collection of **Protected Information** by an **Insured**;
   d. any reasonably suspected **Interruption in Service**, provided a Limit of Insurance is shown in the Declarations applicable to Insuring Agreement B, Business Interruption And Extra Expenses; or
   e. any reasonably suspected **Network Extortion Threat**, provided a Limit of Insurance is shown in the Declarations applicable to Insuring Agreement D, Network Extortion;
2. with respect to Insuring Agreement B, Business Interruption And Extra Expenses, an actual **Interruption in Service**;
3. with respect to Insuring Agreement C, Digital Data Recovery, an actual **Network Security Failure** resulting in **Digital Data Recovery Costs**;
4. with respect to Insuring Agreement D, Network Extortion, an actual **Network Extortion Threat**; or
5. with respect to Insuring Agreement E, Cyber, Privacy And Network Security Liability, any error, misstatement, misleading statement, act, omission, neglect, breach of duty or other offense actually or allegedly committed or attempted by any **Insured** in their capacity as such, resulting in or based upon a **Cyber Incident** as referenced in paragraphs 1 – 4 immediately above.

Cyber Incident Response Coach means the law firm within the **Cyber Incident Response Team**, designated for consultative and pre-litigation legal services provided to an **Insured**.

Cyber Incident Response Expenses means those reasonable and necessary expenses paid or incurred by an **Insured** as a result of a **Cyber Incident**. Such expenses are as follows:

1. retaining the services of the **Cyber Incident Response Coach**;
2. retaining the services of a third party computer forensics firm to determine the cause and scope of a **Cyber Incident**;
3. retaining the services of a public relations or crisis communications firm for the purpose of protecting or restoring the reputation of, or mitigating financial harm to, an **Insured**;
4. retaining the services of a law firm to determine the **Insured's** rights under the indemnification provisions of a written agreement between the **Insured** and any other person or entity with respect to a **Cyber Incident** otherwise covered under Insuring Agreements A - E of this **Policy**;
5. expenses required to comply with **Privacy or Cyber Laws**, including:
   a. retaining the services of a law firm to determine the applicability of and actions necessary to comply with **Privacy or Cyber Laws**;
   b. drafting notification letters, and to report and communicate as required with any regulatory, administrative or supervisory authority;

Application means all applications, including any attachments thereto, and all other information and materials submitted by or on behalf of the **Insureds** to the **Insurer** in connection with the **Insurer** underwriting this **Policy** or any policy of which this **Policy** is a direct renewal or replacement. All such applications, assessments, attachments, information and materials are deemed attached to and incorporated into this **Policy**.

Bodily Injury means injury to the body, sickness, disease, or death. **Bodily Injury** also means mental injury, mental anguish, mental tension, emotional distress, pain and suffering, or shock, whether or not resulting from injury to the body, sickness, disease or death of any person.

Business Interruption Loss means:

1. the **Insured's** continuing normal operating and payroll expenses; and
2. the **Insured's** net profit before income taxes that would have been earned had no **Interruption in Service** of the **Insured's Computer System** occurred.

Claim means any:

1. written demand against any **Insured** for monetary damages or non-monetary or injunctive relief;
2. civil proceeding against any **Insured** seeking monetary damages or non-monetary or injunctive relief, commenced by the service of a complaint or similar pleading;
3. arbitration or mediation proceeding against any **Insured** seeking monetary damages or non-monetary or injunctive relief, commenced by the receipt of a written demand, or service of a complaint or similar pleading;
4. criminal proceeding against an **Insured** commenced by: (a) an arrest, or (b) a return of an indictment, information or similar document;
5. written request directed at an **Insured** to toll or waive a statute of limitations applicable to a **Claim** referenced in paragraphs 1-4 immediately above; or
6. **Regulatory Proceeding**,

including, where applicable, any appeal therefrom.

Claims Expenses means the reasonable and necessary:

1. attorneys' fees, mediation costs, arbitration expenses, expert witness fees and other fees and costs incurred by the **Insurer**, or by an **Insured** with the **Insurer's** prior written consent, in the investigation and defense of a **Claim**; and
2. premiums for any appeal bond, attachment bond or similar bond, although the **Insurer** shall have no obligation to apply for or furnish such bond.

Claims Expenses shall not include wages, salaries or other compensation of directors, officers, similar executives, or employees of the **Insurer** or any **Insured**.

Computer System means computer hardware, software, **Telephone System**, firmware, and the data stored thereon, as well as associated input and output devices, data storage devices, networking equipment and storage area network or other electronic data backup facilities.

Consumer Redress Fund means a sum of money which an **Insured** is legally obligated to deposit in a fund as equitable relief for the payment of consumer claims due to an adverse judgment or settlement of a **Regulatory Proceeding**. **Consumer Redress Fund** shall not include any amounts paid which constitute taxes, fines, penalties, injunctive relief or sanctions.

Contingent Business Interruption Loss means:

1. the **Insured's** continuing normal operating and payroll expenses; and
2. the **Insured's** net profit before income taxes that would have been earned had no **Interruption in Service** of a **Shared Computer System** occurred.

Control Group Member means, as applicable, an **Organization's** Chief Executive Officer, Chief Financial Officer, Chief Information Officer, Chief Information Security Officer, Chief Privacy Officer, Chief Technology Officer, General Counsel, Risk Manager, or the organizational or functional equivalent of such positions.

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB

Chubb Cyber Enterprise Risk Management Policy

In consideration of the payment of the premium, in reliance upon the **Application**, and subject to the Declarations and the terms and conditions of this **Policy**, the **Insureds** and the **Insurer** agree as follows:

I. INSURING AGREEMENTS

Coverage is afforded pursuant to those Insuring Agreements purchased, as shown in Item 4 of the Declarations.

FIRST PARTY INSURING AGREEMENTS

A. *CYBER INCIDENT RESPONSE FUND*

The **Insurer** will pay **Cyber Incident Response Expenses** incurred by an **Insured** in response to a **Cyber Incident** first discovered by any **Control Group Member** during the **Policy Period**.

B. *BUSINESS INTERRUPTION AND EXTRA EXPENSES*

The **Insurer** will pay:

1. the **Business Interruption Loss** and **Extra Expenses** incurred by an **Insured** during the **Period of Restoration** resulting directly from a **Cyber Incident** which first occurs during the **Policy Period**; and
2. the **Contingent Business Interruption Loss** and **Extra Expenses** incurred by an **Insured** during the **Period of Restoration** resulting directly from a **Cyber Incident** which first occurs during the **Policy Period**.

C. *DIGITAL DATA RECOVERY*

The **Insurer** will pay the **Digital Data Recovery Costs** incurred by an **Insured** resulting directly from a **Cyber Incident** first discovered by any **Control Group Member** during the **Policy Period**.

D. *NETWORK EXTORTION*

The **Insurer** will reimburse **Extortion Expenses** incurred by an **Insured** in response to a **Cyber Incident** first discovered by any **Control Group Member** during the **Policy Period**.

THIRD PARTY LIABILITY INSURING AGREEMENTS

E. *CYBER, PRIVACY AND NETWORK SECURITY LIABILITY*

The **Insurer** will pay **Damages** and **Claim Expenses** by reason of a **Claim** first made against an **Insured** during the **Policy Period** for a **Cyber Incident** which first occurs on or after the **Retroactive Date** and prior to the end of the **Policy Period**.

F. *ELECTRONIC, SOCIAL AND PRINTED MEDIA LIABILITY*

The **Insurer** will pay **Damages** and **Claim Expenses** by reason of a **Claim** first made against an **Insured** during the **Policy Period** for a **Media Incident** which first occurs on or after the **Retroactive Date** and prior to the end of the **Policy Period**.

II. DEFINITIONS

When used in this **Policy**:

Act of Cyber-Terrorism means: (i) any act, including force or violence, or the threat thereof, expressly directed against a **Computer System** operated by an **Insured**, by an individual or any group of individuals, whether acting alone, on behalf of or in connection with any entity or government to damage, destroy or access a **Computer System** without authorization; or, (ii) a targeted denial of service attack or transmittal of corrupting or harmful software code at or into the **Insured's Computer System** for social, ideological, religious, economic or political reasons, including intimidating or coercing a government, a civilian population or disrupting any segment of an economy.

Third Party Liability Insuring Agreements		
Item 7. **Extended Reporting Period**	A. Additional Premium:	100% of Annual Premium
	B. Additional Period:	12 Months

Item 8. Policy Premium Plus applicable taxes and fees (if any)	$42,573

Item 9. Notice to Insurer	
A. Notice of **Incident, Claim,** or potential **Claim** as set forth in section VIII, subsection C	By Mail: Director of Claims Chubb P.O. BOX 5105 Scranton, PA 18505-0518 Fax Number: 877-201-8787
	By Email: ChubbClaimsFirstNotice@Chubb.com
	By Mobile App or Online: Visit the Policyholder Services Website at www.chubbcyber.com and 'submit claim'OR Press your 'Report Cyber Incident' button on the Chubb Cyber Alert Mobile application.
B. All Other Notices to the **Insurer**	Chief Underwriting Officer Chubb – Financial Lines Attn: Chief Underwriting Officer 1133 Avenue of the Americas, 32nd Floor New York, NY 10036

Chubb. Insured.℠

First Party Insuring Agreements			
NOTE: The **Insured** is under no obligation to use or contract for services with the **Cyber Incident Response Team**. However, if the **Insured** elects not to use or contract with the **Cyber Incident Response Team** but elects to use or contract with a **Non-Panel Response Provider**, then the Each **Cyber Incident** Limits and Aggregate Limit for all **Cyber Incidents** specified in Item 4A2 below apply.			
2. **Non-Panel Response Provider**	$250,000	$250,000	$25,000
Insuring Agreement	Each **Cyber Incident** Limit	Aggregate Limit for all **Cyber Incidents**	Each **Cyber Incident** Retention
B. Business Interruption and Extra Expenses			
1. **Business Interruption Loss** And **Extra Expenses**	$1,000,000	$1,000,000	$25,000 **Waiting Period**: 10 Hours
2. **Contingent Business Interruption Loss** And **Extra Expenses**	$250,000	$250,000	$25,000 **Waiting Period**: 10 Hours
a. Scheduled Providers Limit (if scheduled by endorsement)	$1,000,000	$1,000,000	$25,000 **Waiting Period** 10 Hours:
C. Digital Data Recovery	$1,000,000	$1,000,000	$25,000
D. Network Extortion	$1,000,000	$1,000,000	$25,000

Third Party Liability Insuring Agreements			
Insuring Agreement	Each **Claim** Limit	Aggregate Limit for all **Claims**	Each **Claim** Retention
E. Cyber, Privacy And Network Security Liability	$1,000,000	$1,000,000	$25,000
1. **Payment Card Loss**	$1,000,000	$1,000,000	$25,000
2. **Regulatory Proceeding**	$1,000,000	$1,000,000	$25,000
F. Electronic, Social And Printed Media Liability	$1,000,000	$1,000,000	$25,000

Item 5. **Retroactive Date** (only applicable to Third Party Liability Insuring Agreements)	02/09/2012
Item 6. Pending or Prior Proceedings Date (only applicable to Third Party Liability Insuring Agreements)	02/09/2012

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

CHUBB

ACE American Insurance Company

Chubb Cyber Enterprise Risk Management Policy Declarations

***NOTICE*: THE THIRD PARTY LIABILITY INSURING AGREEMENTS OF THIS POLICY PROVIDE CLAIMS-MADE COVERAGE, WHICH APPLIES ONLY TO CLAIMS FIRST MADE DURING THE POLICY PERIOD OR AN APPLICABLE EXTENDED REPORTING PERIOD FOR ANY INCIDENT TAKING PLACE AFTER THE RETROACTIVE DATE BUT BEFORE THE END OF THE POLICY PERIOD.**

AMOUNTS INCURRED AS CLAIMS EXPENSES UNDER THIS POLICY SHALL REDUCE AND MAY EXHAUST THE APPLICABLE LIMIT OF INSURANCE AND WILL BE APPLIED AGAINST ANY APPLICABLE RETENTION. IN NO EVENT WILL THE COMPANY BE LIABLE FOR CLAIMS EXPENSES OR THE AMOUNT OF ANY JUDGMENT OR SETTLEMENT IN EXCESS OF THE APPLICABLE LIMIT OF INSURANCE. TERMS THAT ARE UNDERLINED IN THIS NOTICE PROVISION HAVE SPECIAL MEANING AND ARE DEFINED IN SECTION II, DEFINITIONS. READ THE ENTIRE POLICY CAREFULLY.

IF YOU NEED URGENT CRISIS MANAGEMENT OR LEGAL ADVICE, PLEASE CONTACT:	**Cyber Incident Response Coach** Hotline at: 1-(800) 817-2665 or **cyberalert@chubb.com**

Policy No: EON G25589555 008		Renewal of: EON G25589555 007
Item 1. **Named Insured**	Fairbanks Hospital, Inc.	
Principal Address	8102 Clearvista Parkway Indianapolis, IN 46256	
Item 2. **Policy Period**	From: 03/01/2019 To: 03/01/2020 (12:01 AM local time at the address shown in Item 1.)	

Item 3. Maximum Policy Limits of Insurance.	
A. Maximum Single Limit of Insurance	$1,000,000
B. Maximum Policy Aggregate Limit of Insurance	$1,000,000

Item 4. Limits of Insurance, Retentions and Insuring Agreement(s) Purchased. If any Limit of Insurance field for an Insuring Agreement is left blank or NOT COVERED is shown, there is no coverage for such Insuring Agreement.

First Party Insuring Agreements				
A. Cyber Incident Response Fund	Each **Cyber Incident** Limit	Aggregate Limit for all **Cyber Incidents**	Each **Cyber Incident** Retention	
1. **Cyber Incident Response Team**	$1,000,000	$1,000,000	$25,000	
			Except **Cyber Incident Response Coach**:	$0

DocuSign Envelope ID: 8DD90A51-7865-49CE-9D49-292E89EE1D26

02 Jul 2019

Janine Shopp
Fairbanks Hospital Inc.
8102 Clearvista Parkway
Indianapolis IN 46256
USA

Re: Policy Delivery
Line of Business: E&O - Technology
Policy #: G25589555008
Policy Term: 01 Mar 2019 to 01 Mar 2020

Dear Janine,

We are pleased to confirm that the above captioned policy is available for your receipt. We have reviewed this policy and believe that it is consistent with the coverage bound. It is very important that you also carefully review this policy right away and let me know if you have any questions or concerns or in any way believe the coverage does not meet your specifications.

Best regards,

Shirley Murray
shirley.murray@aon.com
Aon Risk Solutions

CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY) 03/01/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Aon Risk Services Central, Inc.
Indianapolis IN Office
450 East 96th Street
Suite 275
Indianapolis IN 46240 USA

CONTACT NAME:
PHONE (A/C. No. Ext): (866) 283-7122
FAX (A/C. No.): 800-363-0105
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A:	Philadelphia Indemnity Insurance Company	18058
INSURER B:		
INSURER C:		
INSURER D:		
INSURER E:		
INSURER F:		

INSURED
The Recovery High School at Fairbanks,
8102 Clearvista Pkwy
Indianapolis IN 46256 USA

COVERAGES **CERTIFICATE NUMBER:** 570075248089 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. **Limits shown are as requested**

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY			PHPK1949451	03/01/2019	03/01/2020	EACH OCCURRENCE	$1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$100,000
							MED EXP (Any one person)	$5,000
							PERSONAL & ADV INJURY	$1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$3,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$3,000,000
	OTHER:							
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	
	ANY AUTO						BODILY INJURY (Per person)	
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	
	DED / RETENTION							
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE / OTH-ER	
	ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE-EA EMPLOYEE	
							E.L. DISEASE-POLICY LIMIT	
A	Misc Med Prof			PHPK1949451 Claims Made	03/01/2019	03/01/2020	Aggregate	$3,000,000
							Each Prof. Incident	$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

Indianapolis Charter School Director
200 E. Washington St.
Suite 2501
Indianapolis, IN 46204 USA

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Aon Risk Services Central, Inc.

Holder Identifier :

Certificate No : 570075248089

©1988-2015 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD

Appendix 10

Ivy Tech Documentation

From: Gagyi, Linda [mailto:LGagyi@fairbankscd.org]
Sent: Monday, February 23, 2015 3:40 PM
To: Catherine Leigh Grams
Subject: RE: transcripts

Cathy,
Did they say for what course?

Linda Gagyi
Hope Academy | Principal
lgagyi@fairbankscd.org |p. 317.572.9356 | f. 317.806.3104

From: Catherine Leigh Grams [mailto:cgrams2@ivytech.edu]
Sent: Monday, February 23, 2015 3:32 PM
To: Gagyi, Linda
Subject: RE: transcripts

Linda, I just received a "yes' response to his resume, so the next step is to submit academic materials for review and approval. See page 3 of the attached document.

Cathy Grams, MS Curriculum and Instruction
MS School Guidance Counseling
Assistant Director of Innovative Programs
K-12 Inititatives

Ivy Tech Community College – Central Indiana
50 W. Fall Creek Parkway, North Drive / NMC 537
Indianapolis, IN 46208-5752

Phone: 317-921-4331
Fax: 317-921-4550
cgrams2@ivytech.edu

Strengths Quest: *Achiever – Harmony – Restorative – Discipline – Individualization*
Connect with me on LinkedIn: *www.linkedin.com/in/catherinegrams/*

Changing Lives. Making Indiana Great.

Gagyi, Linda

Subject: FW: transcripts

From: Catherine Leigh Grams [mailto:cgrams2@ivytech.edu]
Sent: Monday, February 23, 2015 3:48 PM
To: Gagyi, Linda <LGagyi@fairbankscd.org>
Subject: RE: transcripts

Ivy Tech		**DOE**	
HIST 101	Survey of American History 1	1542or 1562	US History (Must be at an advanced or honors level) or US History, AP
HIST 102	Survey of American History 11	1542 or 1562	US History (Must be at an advanced or honors level) or US History, AP

Cathy Grams, **MS** Curriculum and Instruction
MS School Guidance Counseling
Assistant Director of Innovative Programs
K-12 Inititatives

Ivy Tech Community College – Central Indiana
50 W. Fall Creek Parkway, North Drive / NMC 537
Indianapolis, IN 46208-5752

Phone: 317-921-4331
Fax: 317-921-4550
cgrams2@ivytech.edu

Strengths Quest: *Achiever – Harmony – Restorative – Discipline – Individualization*
Connect with me on LinkedIn: *www.linkedin.com/in/catherinegrams/*

Changing Lives. Making Indiana Great.

Gagyi, Linda

Subject: FW: Dual Credit approval

From: Catherine Leigh Grams [mailto:cgrams2@ivytech.edu]
Sent: Tuesday, July 21, 2015 10:07 AM
To: Drascic, Jane <jdrascic@fairbankscd.org>; Gagyi, Linda <LGagyi@fairbankscd.org>
Subject: Dual Credit approval

Jane has been approved by Ivy Tech's Fine Arts program chair to teach the following courses for dual credit:

ARTS 100 DOE 4048 or 4060

ARTS 103 DOE 4052

When does your school year begin? I need to set up a time to come in and discuss how to get started.

Cathy Grams, **MS** Curriculum and Instruction
MS School Guidance Counseling
Assistant Director of Innovative Programs
K-12 Inititatives

Ivy Tech Community College – Central Indiana
50 W. Fall Creek Parkway, North Drive / NMC 537
Indianapolis, IN 46208-5752

Phone: 317-921-4331
Fax: 317-921-4550
cgrams2@ivytech.edu

Strengths Quest: *Achiever – Harmony – Restorative – Discipline – Individualization*
Connect with me on LinkedIn: *www.linkedin.com/in/catherinegrams/*

Changing Lives. Making Indiana Great.

DocuSign Envelope ID: 55FE49AD-E8E1-4300-BC01-5C367ADBD8B9

09 Jun 2019

Janine Shopp
Fairbanks Hospital Inc.
8102 Clearvista Parkway
Indianapolis IN 46256
USA

Re: Policy Delivery
Line of Business: Commercial Package Policy
Policy #: PHPK1949451
Policy Term: 01 Mar 2019 to 01 Mar 2020

Dear Janine,

We are pleased to confirm that the above captioned policy is available for your receipt. We have reviewed this policy and believe that it is consistent with the coverage bound. It is very important that you also carefully review this policy right away and let me know if you have any questions or concerns or in any way believe the coverage does not meet your specifications.

Best regards,

Shirley Murray
shirley.murray@aon.com
Aon Risk Solutions

POLICY CHANGE DOCUMENT

POLICY NO.: PHPK1949451

Philadelphia Indemnity Insurance Company	16594	Aon Risk Services Central, Inc.

NAMED INSURED: Fairbanks Hospital, Inc.
DBA: Fairbanks, The Recovery High School
at Fairbanks, Inc. DBA: Hope Academy

MAILING ADDRESS: 8102 Clearvista Pkwy
Attn: Accounts Payable
Indianapolis, IN 46256-1661

POLICY PERIOD: FROM 03/01/2019 TO 03/01/2020 at
12:01 A.M. Standard Time at your mailing address shown above.

CHANGE EFFECTIVE 03/01/2019 CHANGE # 1 REVISION # 1

DESCRIPTION

In consideration of the premium reflected, the policy is amended as indicated below:

Amended:
Coverage limits for Loc 1 Bldg 1, 8102 Clearvista Pkwy, Indianapolis, IN 46256
Building limit to $23,230,606 in lieu of $22,887,297

Coverage limits for Loc 1 Bldg 2, 8102 Clearvista Pkwy, Indianapolis, IN 46256
Building limit to $9,385,313 in lieu of $9,246,614
Business Personal Property limit to $449,513 in lieu of $512,513

Coverage limits for Loc 2 Bldg 1, 1550 E 156th St, Carmel, IN 46032
Building limit to $542,570 in lieu of $355,250

Coverage limits for Loc 5 Bldg 1, 785 N Knightstown Rd, Shelbyville, IN 46176
Building limit to $828,230 in lieu of $507,500

Per attached amended Property Blanket Schedule

Path ID 12561892

Total Annual Additional/Return Premium $	721.00 ADDITIONAL	Total Prorate Additional/Return Premium $	721.00 ADDITIONAL

COUNTERSIGNED (Date) BY (Authorized Representative)

03/26/2019
Issue Date

Appendix 11

Board Conflict of Interest Memorandum

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Board of Directors of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Colleen M. Kenney

Signature

June 21, 2019

Date

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

Please explain any real or potential conflicts of interest

My husband, Philip G. Kenney, is President of F.A. Wilhelm Construction Company, and holds a material financial interest of 10% or more of capital stock or other form of ownership in Wilhelm Construction, Inc., the parent company. While there is not currently any involvement between Wilhelm Construction and Fairbanks, there is a potential for future involvement.

Colleen M. Kenney
Signature

June 21, 2019
Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Signature

Ma, 30, 2019
Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Signature

6/18/19
Date

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

Please explain any real or potential conflicts of interest

Signature

6/18/19
Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

John Fike
Signature

5/23/19
Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Signature

5/22/2019
Date

JOHN KEVIN TURNER

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Amy McLeranden
Signature

6/20/19
Date

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

Please explain any real or potential conflicts of interest

I have a government affairs retainer representing Fairbanks Hospital before the State of Indiana. Additionally, my lawfirm, for whom I am an employee, represents Fairbanks Hospital and Hope Academy on legal matters. I am an employee of Krieg DeVault and have no ownership interest in the firm, but am a salaried employee.

Amy M. Lerander
Signature

6/20/19
Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the ~~Marketing Committee~~ Board of Directors of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Marian Manlan

Signature

Date 6/18/19

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

Please explain any real or potential conflicts of interest

Board Member, The 24 Group -

Board Member, Fairbanks

Marion Blanton 6/18/19

Leah S. Mannweiler was an equity partner at Krieg DeVault LLP (the "Firm"). She is retired from the Firm but continues to receive retirement benefits from the Firm. She has served as counsel to Fairbanks Hospital for many years, and also serves as counsel to Hope Academy. The Firm provides legal representation from time to time to numerous lending institutions which do not involve Hope Academy or Fairbanks Hospital. Other third parties which or whom are represented by the Firm may provide services to Hope Academy from time to time, and the Firm may provide legal services to those other third parties, but Mrs. Mannweiler is not and was not involved in providing legal services to any such third parties. Further, should any conflict of interest for the Firm arise with respect to Hope Academy, that conflict, after full disclosure, would be resolved in accordance with the Rules of Professional Responsibility, for which resolution could result in withdrawal of the Firm from the matter and recommendation of the use of other outside counsel.

Dated: June 24, 2019

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Signature

5/24/2019

Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Elena Eckart

Signature

June 21, 2019

Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

P Todd Usher

Signature

5-28-2019

Date

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

Please explain any real or potential conflicts of interest

NA

P Land Usher
Signature

5-28-2019
Date

REPORT OF DIRECTOR WITH RESPECT TO DISCLOSURE OF TRANSACTIONS/CONFLICTS OF INTEREST

I, the undersigned member of the Marketing Committee of The Recovery School at Fairbanks, Inc. (the "School"), hereby certify that, to the best of my knowledge and except as set forth on the attached schedule, neither I nor any member of my immediate family, directly or indirectly through any business, professional, or vocational entity or through any agent, nominee, or trustee:

1. Engage in competition with the School, either in the rendition of services or in any business transactions in which the School is interested or involved;

2. Hold a material financial interest, 2% or more of capital stock or other form of ownership, in any outside firm which does or seeks to do business with the School;

3. Render directive, managerial, or consultative services to any outside firm that competes with or does business with the School;

4. Use my position as a Director or any information gained thereby for personal profit or gain: or

5. Is a party to any contractual or business arrangements with the School which has not been approved by the Board of Directors.

I agree that, should any circumstances develop which could give rise to a conflict between my personal or business interest and the best interest of the School, I shall promptly notify the Board of Directors of the School of that fact.

Skamaka M. Oruche

Signature

June 4, 2019

Date

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

Please explain any real or potential conflicts of interest

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

Signature Date

Appendix 12

Accreditation Standards

Association of Recovery Schools

Accreditation Report

Hope Academy

Indianapolis, IN

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?

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?

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?

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

Association of Recovery Schools
Accreditation Framework Review
Hope Academy

Final Report

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?	
Evidence: Budget, 5-year plan, School Improvement Plan, Org chart	
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

Hope Academy was founded by Fairbanks Hospital. Both organizations run as 501c3 non-profit 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 non-profits, 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 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-focused 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-identified 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-risk should one of them leave.

The one indicator lacking in Standard 1.1 is "the school possesses a comprehensive 5-year 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 generated an actual plan for a sustainable future.

1.2 ***Board of Directors:*** **Does the school have a functional and involved Board of Directors?**	
Evidence: Organizational chart, employee handbook, interviews, focus groups; school documentation, focus groups, interviews	
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

The Board of Directors represents and area of strength for Hope Academy. Fairbanks Hospital and Hope Academy each have 501c3 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.

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?**	
Evidence: Organizational chart, employee handbook, interviews, focus groups; school documentation, focus groups, interviews	
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.	Meets Standard

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 setting, 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 to have appropriate education and clinical licensure. The main concerning 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.

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?**	
Evidence: List of Collaborations, community resources, school and treatment partners, MOU's with collaborators, org chart for system of support, interviews and focus groups	
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.	Meets Standard

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 referrals 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.** Agapé 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 apart 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 -- 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-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?	
Evidence: Parent materials, privacy statements, public relations documents, FIRPA and HIPAA policy statements	
The school presents concerns in one 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?	
Evidence: School documentation, focus groups, interviews	
The school presents concerns in one 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 5 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?**	
Evidence: Admission materials, student handbook, admission policies	
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 pro-active 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?**	
Evidence: School documents, focus groups, interviews	
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 ***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??**	
Evidence: School documents, focus groups, interviews	
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 very specific incidents, 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 onto 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 light 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 awhile 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 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 at 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 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 the 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 ***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?**	
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?	
Evidence: School documents, focus groups and interviews	
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 preventions measures that meet the needs of their students; b) the students believe that the current recovery supports and relapse preventions 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

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 regular 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 owl 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

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 & 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 *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?	
Evidence: School documents, focus groups, interviews	
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 SoberSystems, 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 SoberSystems application is utilized (see indicator 3.3). Students complete audit sheets that allows 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 interns 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 in-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 features 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.

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

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 transitions 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 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 alums", 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 *Diploma:* Does the school offer credits leading to a state-recognized high school diploma and does the school offer all courses needed to graduate?	
Evidence: School documents, focus groups, interviews	
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 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?**	
Evidence: School documents, focus groups, interviews, curriculum review	
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 area 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?**	
Evidence: Classroom observations, document review, lesson plans and curriculum maps	
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 11) 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 promote 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-top 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 occured 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 IEPs

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?	
Evidence: School documents, focus groups, interviews	
The school presents concerns in one 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 is 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 off 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.

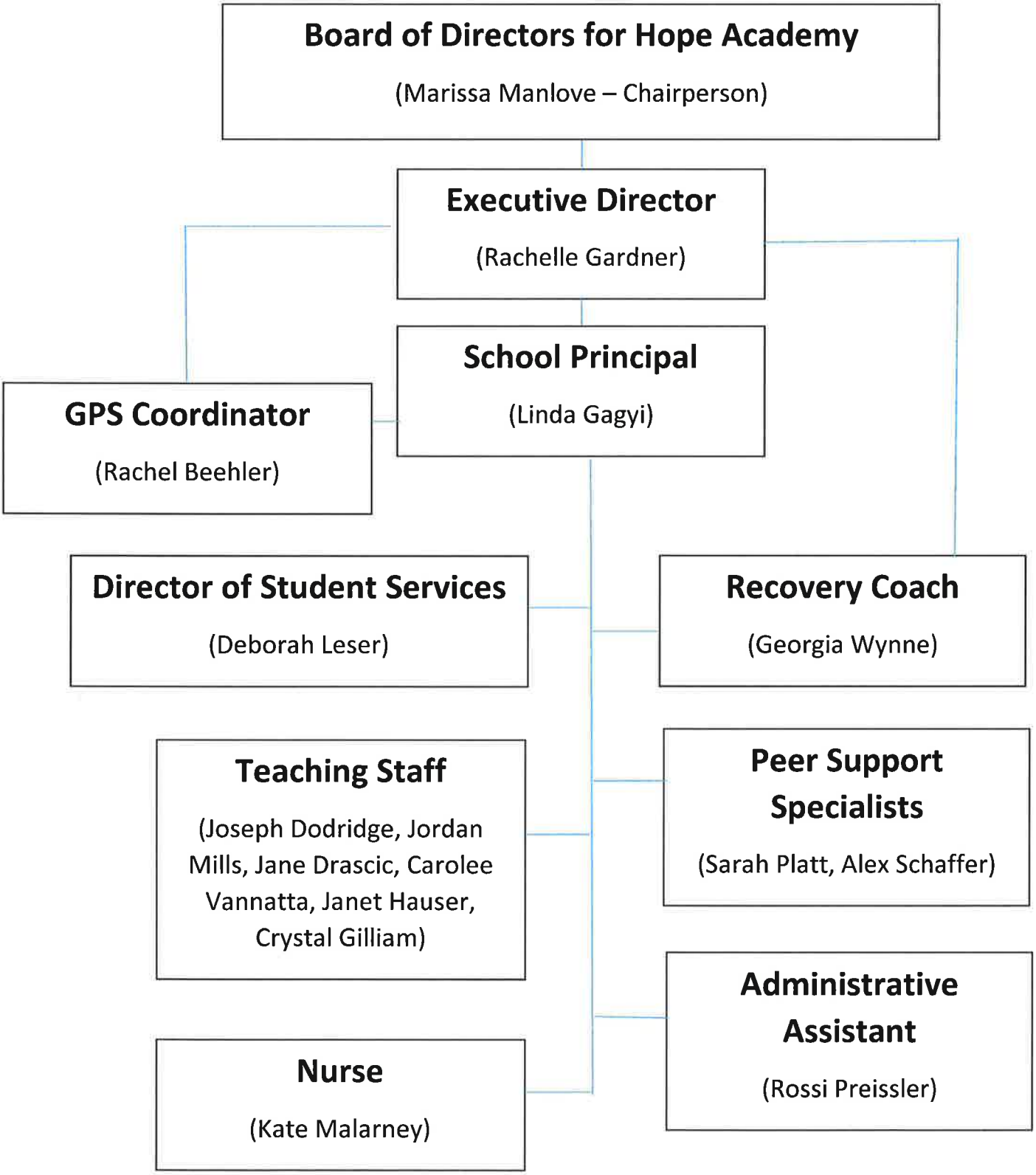
Appendix 13

Organizational Chart

Hope Academy

Organizational Chart

2020- 2021



Appendix 14

Start Up Time Line

Timeline of Start-Up Activities

	Activitiy	Due Date
Phase 1: Planning		
Governance	Submit an Letter of Intent for a new Charter	Jul-19
Governance	Submit Prospectus	Sep-19
Governance	Meeting with OEI staff	
Governance	Submit full charter propsal	Nov-19
Governance	Charter Hearing	Nov-19
Governance	Form Schools Founding Board of Directors	Dec-19
Governance	Establish Governance Policie	Jan-20
Facility	Continue working with IFF to solidify space	Dec-19
Outreach	Develop communication and marketing plan	Dec-19
Finance	Establish Fiscal Policies	Jan-20
Phase 2: Preparation for Opening		
Governance	Recruit additional Board member to represent the community	Jan-20
Facility	Select school facility	Jan-20
Facility	Work with landlord and architect to plan building renovations.	Jan-20
Facility	Begin facility renovation/construction	Mar-20
Facility	Set up network infrastructure	May-20
Finance	Apply for CSP Funds	Jun-20
Organizational	Continue community partnership development	November 2019-July 2020
Instruction and Assessment	Continue development and refine curriculum	Jan-20
Organizational	Plan for school support services(i.e. Human Resources, facilities management and janitorial cleaning, security, IT)	January 2020-July 2020
Organizational	Develop School Emergency Plan	January 2020-July 2020
Organizational	Develop Weather Plan	January 2020-July 2020
Organizational	Finalize Student Handbook	January 2020-July 2020
Organizational	Receive Board Approval of all policies	May-20
Outreach	Continue community outreach	January 2020-July 2020
Phase 3: Start Up		
Facility	Complete facility renovations	May-20
Facility	Sign off by all necessarty parties(i.e. health inspectors, fire marshal, etc.)	May-20
Instruction and Assessment	Finalize curriculum	Jun-20
Instruction and Assessment	Develop schedules for students	Jul-20
Staffing	Start Date for all employees	Aug-20
Staffing	Orientation of all staff	Aug-20
Students	Star of School Year	Aug-20

Appendix 15

Letters of Support

STATE OF INDIANA
HOUSE OF REPRESENTATIVES

Robert Behning
200 W. Washington St.
Indianapolis, IN 46204
Website: www.in.gov/h91
E-Mail: h91@in.gov

COMMITTEES:
Education, Chairman
Family, Children, and Human Affairs
Utilities and Energy

September 30, 2019

To Whom It May Concern,

I would like to take this opportunity to express my support for Hope Academy's charter application. I believe Hope Academy has provided a valuable educational option to families in the Indianapolis area who are looking to prepare their children early in their academic track while also getting them the treatment they need, and I have no doubts that they will continue to do so.

Hope Academy provides a much needed service to the Indianapolis area, having served more than 700 students in the past 13 years. It is Indiana's only fully accredited recovery high school for teens who are in recovery from substance-use issues. Hope Academy is a public, tuition free institution that has received national recognition for its innovative education model for students in recovery. Their mission 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. Given that nearly 80% of all young people in recovery return to drug use within a year of returning to a traditional high school, Hope Academy operates as a proven alternative that will help keep our young Hoosiers on the right track.

Thank you for your consideration of this letter, and for your work in authorizing high-quality charter schools that provide valuable educational options to Hoosier families. If you have any questions regarding my support for Hope Academy's application, please do not hesitate to contact me.

Sincerely,

Robert Behning
State Representative
House District 91

RB:ee

MILLER TRANSPORTATION
111 Outer Loop, Louisville KY 40214, 4045 Park 65 Dr, Indianapolis, IN 46254 502/368-5644 800/544-2383 fax: 502/368-7253

Ms Preissler
Hope Academy
8102 Clearvista
Indianapolis IN 46256

Date: 8/16/2019

Transportation Confirmation

Dear Ms Preissler,

Thank you for choosing Miller Transportation for your travel needs. We are committed to providing you with the very best service possible. I am sure you will be pleased with the quality of our equipment and drivers. The documentation received with this letter serves as your contract for your transportation needs. Please review the contract carefully before signing. We must receive your **deposit of $0.00** along with one signed and dated copy of the acceptance letter within 14 days following the date of this letter.
Final Payment Due 30 Days From Invoice Date

Along with your final payment, please send a copy of your final itinerary complete with times, locations and addresses. Changes to your final itinerary may incur additional costs to your charter. When on an overnight charter, requiring the driver to stay with the group, the group is responsible for the driver's lodging. Please book a separate room for each driver. Always ask your sales rep if you have any questions. Our offices are open Monday-Friday 8:00am-5:00pm. Your sales associate is always happy to speak with you during these hours. If you need emergency assistance or need to cancel a charter outside of our normal business hours, please call (800) 544-2383 and follow the emergency procedures. All cancelled trips are subject to a cancellation fee.

Food is allowed on the coaches, please put all trash in garbage bags and remove from coach. Red, orange and grape drinks are not allowed on the coach. Alcohol is permitted on the coach with approval from the Miller office. We charge a $250.00 refundable damage and cleaning deposit for alcohol to be consumed on the coach. Smoking is prohibited on all coaches.

We currently have two state of the art facilities in Louisville, Ky and Indianapolis, IN. We operate 80 motorcoaches and 140 school buses along with shuttle buses and trolleys. Buses may be tracked in real time during your charter. Our drivers are uniformed, receive monthly safety training and participate in a random drug program.

Miller Transportation is not responsible for any lost or stolen articles left on the bus. For those wishing to pay by VISA or Mastercard there is a 3% convenience fee. There is a 4% convenience fee for American Express. Again, thank you for choosing Miller Transportation. Enjoy your trip!!!

Very Truly Yours,
Todd

Fairbanks
Experts in addictions. Focused on recovery.

Addiction Treatment and Recovery
First Step Supportive Living
Education and Research
La Verna Lodge

August 5, 2019

Mr. Patrick McAlister
Director of the Office of Education Innovation
Indianapolis Office of Education Innovation
201 City-County Building
200 East Washington Street
Indianapolis, IN 46204

Dear Mr. McAlister,

In 2006, Fairbanks embarked on a new educational endeavor. As a nationally recognized substance use health provider, we saw a need to provide comprehensive support to adolescents on their journey toward sobriety. In order to achieve this aspect of our mission, we worked with the City of Indianapolis to start Hope Academy (Hope). We are proud that Hope was one of the first charter schools in Indiana to receive bi-partisan support. More importantly, we are proud to be the incubator and home of the only recovery high school in Indiana and one of 5 nationally accredited recovery high schools. In addition to being an innovative educational model of excellence, Hope has also done larger community work set forth by Fairbanks' mission. In the attachments section you will find numerous examples of Hope teaching about adolescent and teen substance usage via public media outlets.

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. As you will see from our prospectus, 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 north side 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, The 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 see across the city.

10102 Clearwater Parkway, Indianapolis, Indiana 46256
p 317.849.8222 f 317.849.1455 www.fairbanksed.org

United Way

As a medical and educational provider, we at Fairbanks have established a reputation for high quality services and a strong organization backbone. We are engaged in strategic actions specific to a smooth and seamless transitional phase. Rachelle Gardner, Hope's current COO, along with the Hope Academy board, are leading the school through this transitional phase. I am pleased to support their plan for moving forward. I believe Hope will be able to ensure that students across the city of Indianapolis have authentic access to a high quality educational experience via the model we have nurtured over the past 13 years.

Sincerely,

Barbara B. Elliott
President and CEO
Fairbanks Hospital, Inc.

HERRON
HIGH SCHOOL
herronhighschool.org

INDIANAPOLIS
CLASSICAL SCHOOLS

RIVERSIDE
HIGH SCHOOL
riversidehighschool.org

Rachelle Gardner
Hope Academy
8102A Clearvista Pkwy
Indianapolis, IN 46256

Rachelle Gardner,

Indianapolis Classical Schools is supportive of Hope Academy as it pursues a new charter through the Mayor of Indianapolis.

Schools are being asked to address many student challenges above and beyond education. It is not uncommon for students to come to school carrying challenges, burdens and behaviors that require specialized expertise that stretch all those charged with meeting the demands of 21st century education. Consequently, collaboration and partnership with organizations like Hope Academy that have expertise and experience in a particular subspecialty can fill the need for both the student and the school. The recovery school model focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing suspension and or expulsion due to substance use in school. It is an alternative to suspension and expulsion for students struggling with substance use.

We consider Hope Academy a valuable partner to provide our students in critical need of special supports with a more suitable environment to aid their recovery and drive academic success.

Please accept this letter as an indication of our enthusiastic support of Hope Academy as they pursue a new charter. We believe that Hope Academy is a necessary partner for all schools to use as an alternative to suspension and expulsion and assist in making sure the students struggling with substance use have a safe and supportive environment focused on academic success.

Sincerely,

Janet H. McNeal

Janet H. McNeal
President, Indianapolis Classical Schools

Indiana University Health

August 6, 2019

Dear Mr. McAllister,

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 while having access to a high quality experience that is steeped in both education and sobriety. We believe that Hope's mission and services are uniquely positioned to serve the city in a more impactful way given that Indiana is facing one of the most devastating substance abuse crises in its history.

Schools are being asked to address many student challenges above and beyond education. It is not uncommon for students to come to school carrying challenges, burdens and behaviors that require specialized expertise that stretch all those charged with meeting the demands of 21st century education. Consequently, collaboration and partnership with organizations like Hope Academy that have expertise and experience in a particular subspecialty can fill the need for both the student and the school. The recovery school model focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing suspension and or expulsion due to substance use in school. It is an alternative to suspension and expulsion for students struggling with substance use.

We consider Hope Academy a valuable partner to provide Indiana students in critical need of special supports with a more suitable environment to aid their recovery and drive academic success. Please accept this letter as an indication of our support of Hope Academy as they pursue a new charter. We believe that Hope Academy is a necessary partner for all schools and treatment providers to use as an alternative to suspension and expulsion and assist in making sure the students struggling with substance use have a safe and supportive environment focused on academic success.

Sincerely,

Stephanie Berry

Stephanie Berry
Director, Behavioral Health

PURDUE
UNIVERSITY

POLYTECHNIC HIGH SCHOOL

July 31, 2019

Rachelle Gardner
Hope Academy
8102A Clearvista Pkwy
Indianapolis, IN 46256

Rachelle Gardner,

Purdue Polytechnic High School is supportive of Hope Academy as it pursues a new charter through the Indianapolis Mayor's Office of Education Innovation. Schools are being asked to address many student challenges above and beyond education. It is not uncommon for students to come to school carrying challenges, burdens and behaviors that require expertise that stretch all those charged with meeting the demands of 21st century education. Consequently, it is critical that Hope Academy, which has expertise and experience in a particular subspecialty, can fill the need for both the student and the school. The recovery school model focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing suspension and or expulsion due to substance use in school. It is an alternative to suspension and expulsion for students struggling with substance use. We consider Hope Academy as a partner when appropriate, to provide our students with a more suitable environment to support both their recovery and academic success.

Please accept this letter as an indication of our enthusiastic support of Hope Academy as they pursue a new charter. We believe that Hope Academy is a necessary partner for all schools to use as an alternative to suspension and expulsion and assist in making sure the students struggling with substance use have a safe and supportive environment focused on academic success.

Sincerely,

Scott Bess

Scott Bess
Head of School
Purdue Polytechnic High School

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Jeffrey Thompson
200 W. Washington St.
Indianapolis, IN 46204
Phone: 1-800-283-9841
Email: h28@in.gov

COMMITTEES
Education
Elections and Apportionment
Ways and Means

September 30, 2019

To Whom It May Concern:

I write this letter to express my adamant support for Hope Academy, and urge you to share in this support by approving their request for authorization.

Hope Academy is one of the best schools in Indiana that offers quality education options to high school students in recovery. The safe, supportive environment Hope creates grants its pupils the rare opportunity to continue both their education and their recovery without compromising one form of growth for the other. The needs of students in recovery vary from those of traditional students. By helping to fulfill their unique demands, Hope empowers its students to regain control of their futures in a way that many other schools cannot.

The work this organization does is immensely valuable to both the Indianapolis community and the state, which is why I've supported their efforts for several years. I've helped ensure language in the state budget that provided additional appropriations for Hope students under the alternate daily attendance formula. This formula is just one of many ways Hope works to ensure the success of its pupils.

Providing the support and recognition requested by Hope is essential in aiding their mission to serve Indiana students in recovery. I appreciate your time and consideration of this important matter. Please do not hesitate to contact me if you have any questions, or if I can be of assistance to you.

Sincerely,

Jeff Thompson

Jeff Thompson
State Representative
District 28

JT:es

August 5, 2019

Dear Mr. McAllister,

Please accept this letter of support for Hope Academy and its application to continue as an Indianapolis Mayor's Office sponsored charter school. Hope has been a member of the Association of Recovery Schools (ARS) since 2006. The school was one of the first to successfully complete our national accreditation process. Hope Academy successfully supports students as they promote academic and recovery success.

As an early member of the ARS, Hope has led the charge in bringing the need for recovery schools to the national level, including collecting, analyzing and presenting data relevant to adolescent substance use disorder. The data collected by Hope Academy has brought to light the relevance between academic and personal success that comes with sobriety, further demonstrating the need for recovery schools. Rachelle Gardner, the Chief Operating Officer and founder of Hope Academy has served on the ARS board as both the chair and as current past chair, assisting with providing vision and direction for recovery high schools across the country.

We are proud to include Hope Academy in our portfolio of recovery schools. Hope serves as a high quality model for other emerging recovery schools that desire to provide a positive environment that includes both recovery supports and a rigorous academic curriculum.

The Association of Recovery Schools looks forward to Hope's continued success and partnership with the Mayor's Office, as one of its top charter schools.

Sincerely,

SCMcLean

Sasha Coles McLean, LMFT, LPC
Board Chair of the Association of Recovery Schools
Sasha.mclean@archwayacademy.org

Strengthening nonprofits and the communities they serve.

Sharing a mission of change

Illinois
333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana
One Indiana Square
211 North Pennsylvania St.
Suite 2375
Indianapolis, IN 46204
317 860 6900

Michigan
3011 West Grand Blvd.
Suite 1715
Detroit, MI 48202
313 309 7825

Missouri
911 Washington Ave.
Suite 203
St. Louis, MO 63101
314 588 8840

3105 Gillham Road
Suite 200
Kansas City, MO 64109
816 335 4200

Ohio
500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin
215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

HOPE ACADEMY
FACILITY FEASIBILITY SERVICES
4/26/2019

PROJECT OVERVIEW

Hope Academy (Hope) is a Charter School serving students in grades 9-12 in addiction recovery. Hope is co-located with Fairbanks addiction recovery center at 8102A Clearvista Parkway on the northeast side of Indianapolis. Hope occupies the entire second floor, approximately 16,000 SF of space, of the Fairbanks building. In the fall of 2020, Fairbanks plans to expand into the space presently occupied by Hope. And Hope plans to increase enrollment beyond the capacity of their current space. As such, Hope is searching for space to accommodate their programming and future growth needs.

Project Narrative

Hope started in 2006 with support from the Fairbanks Foundation. Authorized through the Office of Education Innovation, the mission of Hope is to provide a safe, sober, and challenging academic experience for high school students in addiction recovery. Hope is the only high school in the State of Indiana with the environment, support, and curriculum specifically designed and dedicated to serving students in recovery.

Because of the lack of such schools in the area, Hope's enrollment includes students from throughout the region. To allow for better access, Hope is searching for a building that is centrally located and along a bus route. And Hope believes it can increase its enrollment from 48 students to 100. Hope's current location can accommodate up to 60 students.

Hope has already identified prospective sites and has fostered a relationship with the University of Indianapolis. Hope may be able to co-locate on the University of Indianapolis campus and provide its students with access to college credits and a more immersive experience. IFF can use its connections in the schools sector and Indianapolis market in tandem with its feasibility process to assist Hope with identifying a building that fits their model and is financially feasible. IFFRES's fee for this scope of work is fully subsidized by the Walton Family Foundation will pay 100%

SCOPE OF WORK & RESPONSIBILITIES

IFF Real Estate Solutions (IFFRES) seeks to assist Hope with achieving its project goal, and proposes the outlined Scope of Work as follows.

1. **IFFRES Scope of Work Phases I & II**
   Scope of Work I – Financial Feasibility Analysis

   a. **Project kick-off meeting** with Hope's key staff and Board, as appropriate, to confirm project goals, process, and scope of work.
      i. Review existing materials, including Hope's strategic plan, authorization proposal, five-year financial projections and any other documents and reports that have been completed and that may be relevant to the project;
      ii. Space Planning Needs Assessment
         1. Tour existing facility;
         2. Confirm facility parameters, including anticipated number of classrooms; projected size of the facility based on programs, clients, current and projected staff; building requirements; and building amenities based on target programs; and additional classrooms and other spaces required to accommodate growth; and
         3. Based on existing floor plan, determine square footage needs for each program and administrative space required in the new facility.
      iii. Confirm target location/areas;

   b. **Market Analysis**
      i. Conduct market research in Hope's target area to determine a range of purchase prices and lease rates for facilities that meet the school's needs.

   c. **Prepare Development Budgets:** Assess the financial implications of the project on Hope:
      i. Assess programs and whether revenues are in place or will be in place to support facility operations;
      ii. Assess financial capacity/systems;
      iii. Review operating projections and previous financial performance;

iv. Prepare a pro forma for facility or facilities using Hope's operating projections which will include occupancy costs and determine whether the facility or facilities will be financially viable; and
v. Determine how much debt, if any, Hope could afford for the project.

d. **Summary of Findings from Scope**
   i. Compile findings from space planning, financial analysis, and market analysis into memo format for review and distribution with facilities committee;
   ii. Review findings, determine affordability and discuss options for ownership or leasing; and
   iii. Discuss process and work scope for phase II

2. **Scope of Work II – Site Search and Due Diligence**

   a. **Develop Site Search Criteria:** Meet with Hope to affirm project goals, facility location and criteria, space plan and financial and facility parameters.
   b. **Conduct Market Scan:** Identify available facilities in Hope's target area:
      i. Conduct a market scan using subscription-based commercial listing services and connections with community;
      ii. Conduct outreach and investigation and use IFF's in-house resources to identify possible off-market options;
      iii. Assist Hope with selecting a broker to assist with the property search if desired by the client;
      iv. Evaluate initial list of properties and identify potential candidates based on general fit with Hope's parameters (review zoning, location characteristics, site parameters, program fit, etc.)
      v. Interface with brokers, city officials, and/or sellers to gather additional information regarding building condition, past uses, etc.; and
      vi. Prepare a short list of up to eight potential properties for review with Hope.
   c. **Site Visits and Analysis:** Coordinate site visits for 3-5 short-listed properties with key Hope staff and its broker, if applicable.
      i. Assist Hope in prioritizing three sites for further evaluation.

d. **Facility Assessments:** Evaluate up to three facilities that meet Hope's criteria and perform due diligence on the sites as necessary:
    i. For existing buildings, conduct a preliminary assessment of building condition, including code and ADA compliance, and its systems, including structure, mechanical, electrical, plumbing and roof and identify key items to investigate further during the due diligence period;
    ii. Coordinate the services of other professionals, if necessary;
    iii. For existing buildings, work with an architect and other professionals as necessary to confirm code review and building inspection to finalize necessary upgrades and improvements to the Property; and
    iv. Review preliminary schematic drawings, outline specifications and space plans.

e. **Cost Estimates:** Prepare preliminary cost estimates (up to three) for renovation of existing facilities based on the program and space plan and the results of the facility evaluations and discussions with brokers and/or sellers.

f. **Generate Development Scenarios:** Develop a total project budget, financing scenario, project timeline, and proposed development process for up to three sites:
    i. Prepare preliminary project budgets based on cost estimates;
    ii. Identify proposed potential sources of financing, equity requirements, and refine Hope's operating projections; and
    iii. Propose a development strategy and timeline to secure financing and meet occupancy goal.
    iv. Summarize pros and cons of each potential facility to assist Hope staff and board in prioritizing a property to pursue.

g. **Prepare Recommendation:** Based on above analyses, make final recommendation to Hope as to which site it should lease/purchase.
    i. Recommend lease/purchase terms; and
    ii. Work with broker to draft letter of intent to lease/purchase for Hope's attorney to review.

h. **Assist with Negotiations:** If Hope decides to pursue the lease or purchase of a site, provide assistance to Hope's broker and attorney in preparing, reviewing, and negotiating the lease/purchase document. IFF assumes up to three meetings or conference calls to discuss the lease/purchase agreement.

i. **Schedule**

IFFRES' Scope of Work will commence on, or around May 1, 2019 and is anticipated to require 14 - 16 weeks to complete.

j. **Result**

The goal of the Project Services work is to find and secure an alternative location for the Hope by October, 2019.

3. **Responsibilities of Hope Academy**
    a. Participate in meetings, facilitated by IFFRES, to reaffirm project goals.
    b. Appoint Hope representative as IFFRES' main contact for the project.
    c. Organize Hope facilities committee.
    d. Provide IFFRES with existing budgets and current financial statements.
    e. Provide IFFRES with copies of leases, mortgage information, floor plans, and any reports, documents or other materials related to its facilities.
    f. If applicable, provide for legal review of contracts and other legal documents as needed;
    g. If applicable, review proposals and contracts for services to be provided by other professionals (including but not limited to architects, contractors, or others) and provide approvals and payments in a timely manner.
    h. Review IFFRES' work product in a timely manner.

4. **PROJECT COSTS**

Consulting Fees

IFFRES will complete the Scope of Work outlined above for a fee of $0. Grant funds from The Walton Family Foundation will pay 100% of the IFFRES fee.

Reimbursable Costs

IFFRES's fees do not include the following reimbursable expenses which will be billed separately and paid by Hope:

- Other Professional Services – The work of other professionals who may be engaged in connection with the project. IFFRES will seek authorization from Hope prior to engaging any such professionals.

5. **Future Scope of Work– Predevelopment**

Owner's Representation Services for the next phase of Predevelopment or Construction may be available through IFF on a fee-based schedule, under a separate contract between IFF and Hope. This work can include managing the procurement process of a design team and contractors, ongoing management of the development budget, monitoring progress of design and construction phases, and assistance with the administration of construction payments. Early communication about the needs and timing for these services will help to avoid disruptions in the development timeline.

[The remainder of this page intentionally left blank]

HOPE ACADEMY
FACILITY FEASIBILITY
TERMS OF CONSULTING SERVICES AGREEMENT

PROJECTS SERVICES AND FEES

The services to be performed by IFFRES for HOPE under this Consulting Services Agreement ("Agreement") are described in detail in the Scope of Work. IFFRES staff will provide these services as professional real estate consultants. IFFRES staff does not provide legal, construction management, or brokerage services to its clients.

If IFFRES and HOPE agree to engage a sub-consultant to provide services in connection with the project, this work will be a reimbursable expense. IFFRES will seek authorization from HOPE prior to engaging any such professionals.

In the event HOPE requests additional services beyond the Scope of Work, such additional services, considered an Adjustment of Scope, shall be agreed to by the parties and be governed by this Agreement, and will not be performed without HOPE's prior written authorization. If the project extends beyond schedule described previously through no fault of IFFRES, HOPE agrees to pay IFFRES the reasonable additional fees related to the extension of time. IFFRES will carefully monitor its budget and will request prior written authorization from HOPE should any adjustment of scope or fee increase be necessary.

HOPE, if responsible, agrees to pay IFFRES the Project Costs, pursuant to the Project Cost section in this Agreement. Hourly billing will occur monthly for Project Services at the hourly rates listed for Project Staff, as follows.

During the term of any milestone billing agreements, if there is no IFFRES activity toward progress of the scope of work for a period of 45 days, IFFRES will have the option to convert the milestone billing to an hourly billing and proceed with invoicing HOPE for hours worked on the Agreement to date.

Notwithstanding any provisions of this Agreement, IFFRES shall not take any action, expend any sum, provide any approval or authorizations, or incur any obligation with respect to the Project, unless the same has been approved in writing by HOPE.

PROJECT STAFF

IFFRES can provide the following staff who may be involved in the project as needed and perform at the following rates:

Senior Project Manager	$135 per hour
Senior Owner's Representative	$135 per hour
Director of Real Estate Solutions	$150 per hour
Managing Director of Real Estate Solutions	$150 per hour
Senior Vice President of Real Estate Solutions	$175 per hour

ACCOUNTS AND RECORDS

IFFRES, on behalf of HOPE, shall keep such books of account and other records as may be required and approved by HOPE, including, but not limited to, records relating to the costs of construction and construction advances. IFFRES shall keep vouchers, statements, receipted bills and invoices and all other records, covering all collections, if any, disbursements and other data in connection with the Project prior to final completion of construction. An electronic copy of all accounts and records relating to the Project, including all correspondence, shall be surrendered to HOPE, upon demand.

All books and records prepared or maintained for HOPE by IFFRES shall be kept and maintained at IFFRES's offices, and shall be reasonably available for and subject to audit and reasonable inspection and copying by HOPE or any representative or auditor thereof or supervisory or regulatory authority, at the times and in the manner set forth by HOPE and IFFRES.

TERMINATION OF AGREEMENT

This Agreement may be terminated by either party upon ten (10) business days' written notice to the other party should the other fail to substantially perform its obligations through no fault of the party initiating the termination. In addition, this Agreement may be terminated by either party for any reason whatsoever upon at least thirty (30) days' written notice to the other party.

In the event of termination, IFFRES shall be compensated for all services performed and costs incurred up to the date it actually received written notice of termination. Upon termination, IFFRES shall turn over to HOPE all plans, drawings, reports, manuals, and other records relating to the Project and shall provide reasonable

assistance to HOPE to minimize any penalties or cancellation charges from any suppliers or contractors providing the service to the Project.

INDEMNIFICATION AND INSURANCE

To the extent permitted by law, HOPE shall fully indemnify, hold harmless and defend (collectively "indemnify" or "indemnification") IFFRES and its directors, officers, employees, agents, and affiliates (collectively, "Indemnified Parties") from and against all claims, actions, suits, demands, damages, liabilities, obligations, losses, settlements, judgments, costs and expenses (including without limitations reasonable attorneys' fees and costs), whether or not involving a third party claim, which arise out of, relate to or result from (i) any breach of any representation, warranty or duty of HOPE in this Agreement; (ii) any negligent act or omission by HOPE, or its directors, officers, employees, agents, subcontractors or vendors; (iii) any direct or indirect exposure to toxic or otherwise hazardous substance or condition while performing the Project Services; or (iv) IFFRES's involvement in any threatened, pending or completed actions, suit or proceeding, whether, civil, criminal, administrative or investigative that relates to the Project. Notwithstanding the foregoing provisions of this section, HOPE shall not be required to indemnify an Indemnified Party to the extent the claim is a result of the negligence of willful misconduct of such Indemnified Party (as indemnification shall survive the termination of the Agreement.

The indemnification obligation under this section shall not be limited by a limitation on amount or type of damages, compensation or benefits payable by or for IFFRES or HOPE, as the case may be, or a subcontractor under workers' compensation acts, disability benefit acts or other employee benefit acts.

Without in any way limiting IFFRES' or HOPE's obligations to the other party pursuant to this section, each of IFFRES and HOPE agrees to maintain insurance in connection with the Project Services in amounts reasonably satisfactory to the other party.

[The remainder of this page intentionally left blank]

Strengthening nonprofits and the communities they serve.

Sharing a mission of change

HOPE ACADEMY
PREDEVELOPMENT SERVICES
CONSULTING SERVICES APPROVAL

This Agreement, executed and dated _____, 2019 is between Hope Academy ("Hope"), an Indiana not-for-profit corporation, and IFF Real Estate Solutions, LLC ("IFFRES"), an Illinois limited liability company. The Consulting Services scope of work delineates IFFRES' work in assisting Hope to achieve its project goal. If this consulting agreement is acceptable to Hope, review and sign below, and return an electronic copy.

HOPE ACADEMY

By: _____

Name: _____

Its: _____

IFF REAL ESTATE SOLUTIONS, LLC

By: IFF, its Manager

_____

Name: Terri Haymaker

Its: Senior VP of Real Estate Solutions

IRB Authorization Agreement

Name of Institution or Organization Providing IRB Review ("IRB"): Trustees of Indiana University on behalf of the Indiana University IRBs

Designated IRB Registration Number(s):

- ☒ IRB00000220 (IRB-01)
- ☒ IRB00000221 (IRB-02)
- ☒ IRB00000228 (IRB-03)
- ☒ IRB00000219 (IRB-04)
- ☒ IRB00004961 (IRB-05)
- ☒ IRB00004962 (IRB-06)
- ☒ IRB00004960 (IRB-07)
- ☒ IRB00000222 (Bloomington)

Federalwide Assurance (FWA) #: 00003544

Name of Institution Relying on the Designated IRB(s) ("Research Entity"): Hope Academy

In accordance with the Agreements listed in APPENDIX A, the Officials signing below agree that Research Entity may rely on the Designated IRB(s) for review and continuing oversight of the human subject research projects described below:

This agreement is limited to the following specific protocol(s):

Name of Research Project: Life Skills: The Power of Doing
Name of Principal Investigator: Victoria Wilburn
Designated IRB Study #: 1910358863
Sponsor or Funding Agency: CTSI

This agreement is effective upon signature and will remain effective until the termination of the above listed protocol(s).

This document will be kept on file at both institutions and provided to OHRP upon request.

Signature of Signatory Official (IRB): _____ Date: _____
Print Full Name: Donald Lukes
Institutional Title: University Treasurer

Signature of Signatory Official (Research Entity): Rachelle Gardner Date: 10/22/19
Print Full Name: Rachelle Gardner Institutional Title: C.O.O.

APPENDIX A: Agreements

I. Obligations of IRB

1.1 IRB Services. For the research described above, IRB agrees to:

a. Perform initial review, continuing review if applicable and at intervals appropriate to level of risk, review of amendments, and review of reportable events pursuant to the IU Standard Operating Procedures for Research Involving Human Subjects (IU SOPs);

b. Ensure research meets criteria for approval pursuant to 45 CFR § 46.111 and/or 21 CFR § 56.111 as may be subsequently amended, taking into account local context information provided by Research Entity per Section 2.1(b);

c. Ensure investigators are appropriately qualified and meet Research Entity's standards for eligibility to conduct research, including but not limited to completion of human subjects protection training and collection and maintenance of conflicts of interest disclosure forms;

d. Review informed consent forms when IRB has determined that such a consent form is required, and ensure that each informed consent form meets the requirements of 45 CFR § 46.116 and/or 21 CFR § 50.20 as may be subsequently amended;

e. Make determinations upon request pursuant to 45 CFR § 164.512(i)(1)(i)(A) of the Standards for Privacy of Individually Identifiable Health Information (45 CFR Part 160 and Subparts A and E of Part 164 as may be subsequently amended (the "Privacy Rules") promulgated pursuant to the Health Insurance Portability and Accounting Act of 1996 ("HIPAA")), whether to approve an alteration to or waiver of, in whole or in part, the individual authorizations required by 45 CFR § 164.508 of the Privacy Rules for the use or disclosure of PHI, as defined in 45 CFR § 164.501, and upon request otherwise ensure that the individual authorizations provided in addition to the informed consents drafted by the various research sponsors are compliant with the Privacy Rules;

f. Consider any applicable conflict of interest determinations and associated management plans provided by Research Entity and ensure that any management plan is incorporated into its review as applicable;

g. Notify the Principal Investigator of its determinations or review decisions, of changes in the research reviewed and approved by IRB after initial approval, and of lapses in IRB approval and any applicable corrective plans, and ensure an appropriate communication plan for dissemination of such notifications to Research Entity investigators when applicable;

h. Maintain records of its membership, its review activities and determinations, and other records as required by applicable laws, rules, and regulations, and make such records available to Research Entity upon reasonable request and at IRB's discretion; and

1.2 Notify Research Entity through contact provided in Section 3.2 of any of the following which relate to conduct of the research at Research Entity: serious and/or continuing noncompliance, suspensions, and/or terminations, audits including findings and corrective actions, required reporting to a regulatory agency (e.g. OHRP, FDA), and/or communication with regulatory agencies.

1.3 Performance Standards. In performing IRB Services hereunder, IRB shall:

a. Act in a manner consistent with the Principles of Ethics as set forth in the Report of the National Commission for the Protection of Human Subjects of Bio-Medical Research entitled Ethical Principles and Guidelines for the Protection of Human Subjects of Research ("Belmont Report") and the Code of Federal Regulations; and

b. Comply with all applicable federal, state and local laws, rules and regulations including but not limited to 45 CFR Part 46 if applicable, governing the protection of human subjects, and the procedures specified in the Federal Food, Drug and Cosmetic Act, 21 USC § 321 *et seq.* and 21 CFR Part 50, Part 56, Part 312, and Part 812 governing the review of research involving human subjects.

1.4 Registration. IRB is not responsible for registration of Protocols with clinicaltrials.gov for compliance with 42 USC 282 or other applicable law, and is not responsible for any penalties caused by noncompliance with such laws and regulations.

1.5 Data Collection and Management. IRB is not responsible for compliance with the requirements of applicable federal, state, and local laws, rules, and regulations regarding electronic data management, including but not limited to the Privacy Rules, 45 CFR Part 146 (the "Security Rule"), and 21 CFR Part 11, governing electronic records.

1.6 IRB is responsible only for providing the IRB Services specified herein and accepts no additional responsibilities not herein described.

II. Obligations of Research Entity

2.1 For the research described above, Research Entity agrees to:

a. Communicate local context information, including requirements of any applicable state or local laws, regulations, institutional policies, standards or other local factors relevant to the research to IRB;

b. Ensure compliance with IRB's determinations and with all applicable federal, state and local laws, rules and regulations, including but not limited to 45 CFR Part 46 governing the protection of human subjects, and the procedures specified in the Federal Food, Drug and Cosmetic Act, 21 USC § 321 et seq. and 21 CFR Part 50, Part 56, Part 312, and Part 812 governing the review of research involving human subjects;

c. Cooperate with IRB or its designees to ensure appropriate monitoring of research, include conducting of IRB-directed audits upon request, and ensure cooperation of Research Entity investigators with any audit or investigation by IRB;

d. Ensure Research Entity investigators comply and cooperate fully with IRB policies regarding disclosure and management of conflicts of interest, review and manage conflicts of interest upon disclosure, and communicate resulting conflict of interest determinations, prohibitions, and management plans relating to the research to IRB;

e. Notify IRB of any of the following which relate to conduct of the research: serious and/or continuing noncompliance, restriction and/or suspension of research activities, audits including findings and corrective actions, communication with regulatory agencies, legal claims, personnel disciplinary action and research misconduct; and

f. Receive notifications from IRB of any of the following which relate to conduct of the research at Research Entity and take additional local action if applicable: serious and/or continuing noncompliance, suspensions, and/or terminations, audits including findings and corrective actions, required reporting to a regulatory agency (e.g. OHRP, FDA), and/or communication with regulatory agencies.

III. Expenses and Contacts

3.1 Expenses and Compensation. All reviews by IRB are subject to the IRB Review Fee policy posted at http://researchcompliance.iu.edu/hso/hs_fee_schedule.html.

3.2 Contact Information. The following people shall be available for contact at each institution.

IRB	Research Entity
Bethany Johnson Director, Human Research Protection Program Office of Research Compliance Indiana University 317-278-7831 bwinnie@iu.edu	

STATE OF INDIANA
OFFICE OF THE GOVERNOR
State House, Second Floor
Indianapolis, Indiana 46204

Eric J. Holcomb
Governor

September 17, 2019

Rachelle Gardner
Hope Academy
8102A Clearvista Parkway
Indianapolis, IN 46256

Dear Rachelle:

Attacking the drug crisis is an important pillar in Governor Eric Holcomb's agenda. On the day he was inaugurated, he appointed me to serve as the state's Executive Director for Drug Prevention, Treatment and Enforcement and called for an "all hands on deck" approach to address the current crisis and to take steps to reduce the risk of a future crisis of similar magnitude that might arise from the misuse of addictive substances.

The position I hold was created to coordinate, align, and focus the relevant resources of all the state agencies that affect substance abuse and misuse issues and to seek ways to leverage the state's resources with those of other sectors, including business, higher education, health care, philanthropic, faith-based and community-based organizations to have the greatest possible positive impact.

Helping high school students with substance use disorders receive evidence-based care and quality education is a priority. The learning environment provided by Hope Academy, coupled with peer support activities, aligns with our goal of helping students through recovery. I write to pledge $137,000 from the State of Indiana to support recovery programming at Hope Academy during the 2020-2021 school year.

I look forward to partnering with you as we seek to help more young people live happy, full and productive lives in recovery. Thank you for your vital work to combat the drug crisis and help Indiana youth maximize their potential.

Sincerely,

Jim McClelland
Executive Director for Drug Prevention, Treatment and Enforcement
State of Indiana

Christel House®

Transforming Lives

August 6, 2019

Mr. Patrick McAllister
Office of Education Innovation
Mayor of Indianapolis
201 City County Building
200 E. Washington Street
Indianapolis, IN 46202

Dear Mr. ~~McAllister~~, Patrick

As Indiana faces one of the most devastating substance abuse crises in its history, Hope Academy's educational experience is more important to our future than ever before. I believe Hope Academy is playing a critical role in ensuring that the entire City of Indianapolis recovers from the impact of the opioid crisis, and it is uniquely positioned to serve the city in a more powerful way given the level of substance abuse we see today.

Schools are being asked to address many student challenges above and beyond education. It is not uncommon for students to come to school carrying burdens and behaviors that require specialized expertise that stretch all those charged with meeting their needs. Collaborations and partnerships with organizations like Hope Academy that have expertise and experience in a particular specialty can fill the need for both the student and the school. The recovery school model focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing suspension and or expulsion due to substance use in school. It is also an alternative to suspension and expulsion for students struggling with substance use.

Please accept this letter as an indication of support for Hope Academy as they pursue a new charter. I believe today, just as I did in 2006 when I authorized Hope Academy initially, that Hope Academy is a necessary partner for all schools to use as an alternative to suspension and expulsion, and to assist them in making sure the students struggling with substance use have a safe and supportive environment focused on academic success.

Thank you for considering my views and please do not hesitate to contact me if you would like to discuss them further.

Sincerely,

Bart

Bart Peterson

10 West Market Street | Suite 1990 | Indianapolis, IN 46204-2973 USA
Tel: 317.464.2030 | Fax: 317.464.2039
www.christelhouse.org
@christelhouse

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Carey Hamilton
ASSISTANT DEMOCRATIC WHIP
200 West Washington St.
Indianapolis, IN 46204

COMMITTEES:
FINANCIAL INSTITUTIONS, RMM
WAYS AND MEANS
ENVIRONMENTAL AFFAIRS
STATE BUDGET COMMITTEE

October 2, 2019

Office of Education Innovation
City of Indianapolis
Indianapolis Charter School Board

Dear Board:

I am writing in support of Hope Academy's application seeking a new charter with the City of Indianapolis Office of Education Innovation.

Hope Academy is an asset to our community and state, as the only high school in Indiana specifically addressing the needs of those students recovering from drug and alcohol use. It is a prime example of the reason that charter schools exist: to serve the needs of students who cannot be successful in their home school. Specifically, Hope has served hundreds of students over the last 13 years meeting both their recovery needs and providing them with a high quality education.

Their decision to move off the Fairbanks campus and move into the IPS district is a loss to my district but a gain for the rest of our community. Centrally locating the high school will allow for far more students to access the services provided by Hope across the city of Indianapolis. This move will be particularly helpful in providing access to students in recovery in underserved areas of our community where transportation to its current location may be an obstacle.

Hope Academy has changed the lives of hundreds of students in central Indiana over the last 13 years. Their decision to more centrally locate will help students and families not only in my district but in communities all over our city. I am pleased to submit this letter in support of their new charter application and I urge the board to vote in approval.

Thank you,

Carey Hamilton
State Representative
House District 87

Mr. Kenneth Riggins
Chairman, Indianapolis Charter School Board
Indianapolis Office of Education Innovation
200 E. Washington St.
Indianapolis, IN 46204

September 30, 2019

Dear Mr. Riggins and the Indianapolis Charter School Board:

As a long-time Charter School advocate, I support the application of Hope Academy for a new seven-year charter. We are one of the few communities in America who have a recovery school. From my standpoint, it is important that we have a diverse offering that meets the needs of our families in Indiana. I am impressed by the Board of Directors and the plans proposed for the school going forward. I am aware that Fairbanks will no longer be a financial guarantor. However, I feel that the Board Chair and others will find a substitute to back your endeavors. The budget currently proposed is built around sixty students. I am confident that the Board can recruit that many students, and probably more. Since I have been a member of this Board in the past, I am aware that one of your concerns is the financial capabilities of the plan. I feel confident that the Board and financial leadership can achiever a level of activity which will provide a sustainable model.

Thanks very much,

John M. Mutz

John M. Mutz

Hamilton Southeastern Schools

13485 Cumberland Road
Fishers, IN 46038
P 317.594.4100
F 317.594.4109
www.hseschools.org

Rachelle Gardner
Hope Academy
8102A Clearvista Pkwy
Indianapolis, IN 46256

August 19, 2019

Rachelle Gardner,

Hamilton Southeastern School District is supportive of Hope Academy as it pursues a new charter through the Mayor of Indianapolis. Schools are being asked to address many student challenges above and beyond education. It is not uncommon for students to come to school carrying challenges, burdens and behaviors that require expertise that stretch all those charged with meeting the demands of 21st century education. Consequently, collaboration and partnership with organizations, like Hope Academy, that have expertise and experience in a particular subspecialty can fill the need for both the student and the school. The recovery school model focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing suspension and or expulsion due to substance use in school. It is an alternative to suspension and expulsion for students struggling with substance use. We consider Hope Academy as a partner when appropriate, to provide our students with a more suitable environment to support both their recovery and academic success.

Please accept this letter as an indication of our enthusiastic support of Hope Academy as they pursue a new charter. We believe that Hope Academy is a necessary partner for all schools to use as an alternative to suspension and expulsion and assist in making sure the students struggling with substance use have a safe and supportive environment focused on academic success.

Sincerely,

Allen B. Bourff, Ed.D.
Superintendent

CIES
Center for Innovative Education Solutions

August 5, 2019

Dear Mr. McAllister,

We at the Center for Innovative Education Solutions (CIES) are pleased to be writing in support of Hope Academy Inc.'s charter school proposal. We are pleased to be partnering with Fairbanks to support the launch of Hope. Fairbanks has created a nationally recognized model of educational innovation on the city's far northside. We share their belief that their services need to be more authentically accessible to students across the city.

Additionally, we are looking forward to working with Hope as they transition into a free standing organization. We are specifically engaged in supporting Hope with financial services. We look forward to serving as their partner in operating a fiscally sound school.

Please feel free to contact me for additional information regarding my support for Hope's charter prospectus.

Sincerely,

David Rosenberg
Administrator, CIES

NOBLESVILLE
SCHOOLS

Rachelle Gardner
Hope Academy
8102A Clearvista Pkwy
Indianapolis, IN 46256

Rachelle Gardner,

Noblesville School District is supportive of Hope Academy as it pursues a new charter through the Mayor of Indianapolis. Schools are being asked to address many student challenges above and beyond education. It is not uncommon for students to come to school carrying challenges, burdens and behaviors that require expertise that stretch all those charged with meeting the demands of 21st century education. Consequently, collaboration and partnership with organizations, like Hope Academy, that have expertise and experience in a particular subspecialty can fill the need for both the student and the school. The recovery school model focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing suspension and or expulsion due to substance use in school. It is an alternative to suspension and expulsion for students struggling with substance use. We consider Hope Academy as a partner when appropriate, to provide our students with a more suitable environment to support both their recovery and academic success.

Please accept this letter as an indication of our enthusiastic support of Hope Academy as they pursue a new charter. We believe that Hope Academy is a necessary partner for all schools to use as an alternative to suspension and expulsion and assist in making sure the students struggling with substance use have a safe and supportive environment focused on academic success.

Sincerely,

Michele Whaley, LSCW
Mental Health Coordinator
Noblesville Schools

Kenneth Riggins, Chairman
Indianapolis Charter School Board

Dear Chairman Riggins,

I am writing in support of Hope Academy's application for a Charter. Hope is—as I think the Charter Board will see—a unique school, with a mission and a track record that distinguishes it from other applicants.

For the past 14 years, Hope Academy has educated teens who are in recovery from substance abuse. To the best of my knowledge, it is the only recovery high school in Indiana, and one of only 7 schools in the country to be accredited by the Association of Recovery High Schools.

The school operates with small class sizes and highly individualized instruction, elements which have been critical to success with this particular student population. But its current location is inconvenient for many students who could benefit from attendance, makes transportation difficult, and has hampered Hope's visibility. Hope currently serves students from all of Marion County; however, as an innovation school, the Academy will be visible to, and likely to enroll, more IPS students.

I have visited the school and been impressed with the curriculum, the teachers and other staff members, and the progress of the students with whom I spoke. I hope the Board will give every consideration to Hope's application.

Yours truly,

Sheila Suess Kennedy
Professor, Law and Public Policy
Paul H. O'Neill School of Public and Environmental Affairs
IUPUI

CONGRESSWOMAN SUSAN W. BROOKS

October 1, 2019

Kenneth Riggins, Chair
Indianapolis Charter School Board
City-County Building
200 E. Washington Street
Indianapolis, IN 46204

Re: Hope Academy's new design charter school application

Dear Indianapolis Charter School Board members:

I write in support of Hope Academy's application for a new design charter school to be located in Indianapolis, IN. Hope Academy is Indiana's only fully accredited recovery high school for teens in recovery from substance use issues. Since 2006, Hope Academy operated as an independent recovery high school operated by Fairbanks under the charter authority of the Mayor of Indianapolis. I've been told that because of a change in focus, Fairbanks is unable to continue its partnership with Hope Academy, necessitating this new design charter application.

Leaders at Hope Academy tell me that with this new charter, they will have the opportunity to broaden the school's impact on the greater Indianapolis/Central Indiana community. Over the past 13 years, more than 700 students have been served and have experienced academic and recovery success. The goal is to build on the proven academic and recovery success for students facing significant substance use challenges as well as to expand the service area by moving to a more centrally located campus that would provide greater accessibility to a more diverse student population.

I have visited the school on numerous occasions and have been impressed with the staff and their commitment to providing a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction. I respectfully request that you give this new design charter school application full and fair consideration consistent with all applicable rules, laws and regulations.

Sincerely,

Susan W Brooks

Congresswoman Susan W. Brooks

NOT PRINTED AT TAXPAYERS EXPENSE

Hamilton-Boone-Madison Special Services Cooperative
Hamilton-Boone-Madison Education Center
1775 Field Dr.
Noblesville, IN 46060
Phone: 317-773-2134
Fax: 317-773-2136

August 6, 2019

Rachelle Gardner
Hope Academy
8102A Clearvista Pkwy
Indianapolis, IN 46256

Rachelle Gardner,

Hamilton, Boone Madison Special Services is supportive of Hope Academy as it pursues a new charter through the Mayor of Indianapolis. Our schools are being asked to address many student challenges that negatively impact academic performance. At least one third of our students enter our school doors with significant stress and anxieties due to a variety of significant, although common risk factors. Due to these factors, stress behaviors occur that require expertise that stretch educators as they strive to meet the demands of 21st Century education. Consequently, collaboration and partnership with organizations, like Hope Academy, that have expertise and experience in a particular subspecialty can fill the need for both the student, community and the school. The recovery school model, used by Hope Academy focuses on academics while providing education and skill building around recovery from the impact of substances. Hope Academy is a pathway to help students who are facing academic, and social emotional challenges and possible suspension and or expulsion due to substance use in school. It is an alternative to suspension and expulsion for students struggling with substance use. We consider Hope Academy as a partner when appropriate, to provide our students with a more suitable environment to support both their recovery and academic success.

Please accept this letter as an indication of our enthusiastic support of Hope Academy as they pursue a new charter. We believe that Hope Academy is a necessary partner for all schools to use as an alternative to suspension and expulsion and assist in making sure the students struggling with substance use have a safe and supportive environment focused on academic success and long term recovery.

Sincerely,

Terri Miller, Ph.D, Assistant Director

UNIVERSITY of INDIANAPOLIS

Office of the President
1400 East Hanna Avenue
Indianapolis, Indiana 46227

(317) 788-3211
Fax: (317)788-6152
www.uindy.edu

August 5, 2019

Dear Mr. McAllister,

I write on behalf of the University of Indianapolis (UIndy) in support of the charter school proposal submitted by the Hope Academy Inc. The University has enjoyed a positive relationship with Fairbanks for many years, and we are excited about the opportunity for Fairbanks to proceed with the launch of the Hope Academy.

Fairbanks has created a nationally recognized model of educational innovation on the city's far northside. We share Fairbanks' concern that their services need to be more authentically accessible to students across the city. Specifically, we believe all students deserve a high quality, publicly accessible education option designed specifically to support students navigating substance usage disorder (SUD). In 2017, Dr. Katie Kivisto, Associate Professor in UIndy's College of Applied Behavioral Sciences, published her work about the impact of Hope Academy's educational model. Her study on the obstacles of addiction and long-term recovery for teenagers was funded by a $300,000 NIH grant (see attached). Dr. Kivisto's work highlights the need for the Hope Academy and its unique educational model.

In the future, we look forward to collaborating further with the Hope Academy as it transitions into an independent organization. Because UIndy's School of Education and UIndy's Center of Excellence in Leadership of Learning (CELL) are engaged in strategic collaborations with a number of education institutions, we can use these experiences to offer encouragement to the Hope Academy as its innovative opportunities more fully evolve. We also look forward to exploring potential opportunities with the Hope Academy that might extend beyond those offices and align with our expertise in other areas including the health sciences.

Please feel free to contact me directly to further discuss our support for the initiatives of the Hope Academy.

Sincerely,

Robert L. Manuel
President

November 6, 2019

TO: Indianapolis Charter School Board

FROM: Bob & Tricia Zachidny
4714 Common Vista Cir
Indianapolis IN 46220

As the parents of a former student and graduate of Hope Academy, we are writing to request your approval of the Hope Academy Charter.

Our son graduated from Hope in 2009. He had been a patient at Fairbanks and we had heard about this new school but we were skeptical. How could such a small school with limited resources balance a Core 40 education and recovery program? It was one of few alternatives for us. He had been expelled from his high school and we had already spent so much money on treatment, a private school was not a feasible option. Our son would agree that it was the best decision we could have made. He thrived in the supportive environment and attentive teachers who helped him catch up after missing so much school. He learned recovery tools which he uses to this day. Our son admits he may never have graduated from high school if it were not for Hope. In fact, he credits his experience there with saving his life.

We attended the initial Charter School hearing and understand your concerns. We have confidence that the leadership, staff and supporters will guide, manage and fund this school. Hope Academy is vitally important to children and their families as they navigate the life and death consequences of drug and alcohol abuse.

I cannot imagine this alternative school to not be available for students like our son. My husband and I have donated time and money to support Hope Academy and we plan to do so in the long-term future. We pray it will be there.

Thank you,

Tricia Zachidny

Bob Zachidny

Appendix 16

Budget Documents

OFFICE OF EDUCATION INNOVATION

Indiana Tuition Support Estimate Calculator

Anticipated Free/Reduced Lunch Population	2019 Tuition Support	*Estimated Median per Pupil Complexity	Estimated 2019 Basic Grant
90% to 100%	**$5,548.00**	$1,750.00	$7,298.00
80% to 90%	**$5,548.00**	$1,550.00	$7,098.00
70% to 80%	**$5,548.00**	$1,350.00	$6,898.00
60% to 70%	**$5,548.00**	$725.00	$6,273.00

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

OFFICE of EDUCATION INNOVATION

Pre-Opening and Year 1 Cash Flow Projection

	July Year 0	August Year 0	September Year 0	October Year 0	November Year 0	December Year 0	January Year 0	February Year 0	March Year 0	April Year 0	May Year 0	June Year 0	Total Year 0
Beginning Cash Balance *	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Cash In													
State Funding													
Basic Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Charter Facility Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
State SPED	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Textbook Reimb.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total State Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Funding													
Federal Lunch Reimb.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Special Ed	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Title I	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Title II	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CSP	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Private Funding													
Grants and Contributions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Alternative Peer Group	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Private Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Income													
Interest Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Student Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Overpayments/Refunds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Other Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Small Business Loan Proceeds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Cash In	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Cash Out													
Instructional Expenses													
Personnel Costs													
Salary & Wages	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Bonuses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Payroll Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Health Insurance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Retirement	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Professional Services													
Instructional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
SPED Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Professional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplies & Materials													
Field Trips	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Assessments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Classroom Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Uniforms	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Supplies & Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Instructional Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Administration Expenses													
Personnel Costs													
Salary & Wages	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Payroll Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Health Insurance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Retirement	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Staff Training													
PD 1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

	July Year 1	August Year 1	September Year 1	October Year 1	November Year 1	December Year 1	January Year 1	February Year 1	March Year 1	April Year 1	May Year 1	June Year 1	Total Year 1
Beginning Cash Balance *	$ -	$ 218,432	$ 175,869	$ 241,477	$ 192,964	$ 173,572	$ 151,459	$ 142,196	$ 129,945	$ 109,402	$ 89,955	$ 67,687	$ -
Cash In													
State Funding													
Basic Grant	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,663	$ 260,000
Charter Facility Grant	$ -	$ -	$ 12,750	$ -	$ -	$ -	$ 12,750	$ -	$ -	$ -	$ -	$ -	$ 25,500
State SPED	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Textbook Reimb.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total State Funding	$ 21,667	$ 21,667	$ 34,417	$ 21,667	$ 21,667	$ 21,667	$ 34,417	$ 21,667	$ 21,667	$ 21,667	$ 21,667	$ 21,663	$ 285,500
Federal Funding													
Federal Lunch Reimb.	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Federal Special Ed	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Title I	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Title II	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CSP	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 300,000
Total Federal Funding	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 300,000
Private Funding													
Grants and Contributions	$ 300,000	$ 38,000	$ 138,000	$ 38,000	$ 38,000	$ 38,000	$ 38,000	$ 43,000	$ 38,000	$ 38,000	$ 38,000	$ 38,000	$ 823,000
Alternative Peer Group	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 38,125	$ 457,500
Total Private Funding	$ 338,125	$ 76,125	$ 176,125	$ 76,125	$ 76,125	$ 76,125	$ 76,125	$ 81,125	$ 76,125	$ 76,125	$ 76,125	$ 76,125	$ 1,280,500
Other Income													
Interest Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Student Fees	$ -	$ 4,100	$ 4,100	$ -	$ -	$ -	$ -	$ 4,200	$ 4,200	$ -	$ -	$ -	$ 16,600
Overpayments/Refunds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Revenue	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 11,000
Total Other Income	$ -	$ 5,100	$ 5,100	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 5,200	$ 5,200	$ 1,000	$ 1,000	$ 1,000	$ 27,600
Small Business Loan Proceeds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Cash In	$ 384,792	$ 127,892	$ 240,642	$ 123,792	$ 123,792	$ 123,792	$ 136,542	$ 132,992	$ 127,992	$ 123,792	$ 123,792	$ 123,788	$ 1,893,600
Cash Out													
Instructional Expenses													
Personnel Costs													
Salary & Wages	$ 27,985	$ 27,985	$ 27,082	$ 27,985	$ 27,082	$ 27,985	$ 27,985	$ 25,277	$ 27,985	$ 27,082	$ 27,985	$ 27,082	$ 329,500
Bonuses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Payroll Taxes	$ 2,234	$ 2,234	$ 2,162	$ 2,234	$ 2,162	$ 2,234	$ 2,234	$ 2,018	$ 2,234	$ 2,162	$ 2,234	$ 2,158	$ 26,200
Health Insurance	$ 7,644	$ 7,644	$ 7,397	$ 7,644	$ 7,397	$ 7,644	$ 7,644	$ 6,904	$ 7,644	$ 7,397	$ 7,644	$ 7,397	$ 90,000
Retirement	$ 2,106	$ 2,106	$ 2,038	$ 2,106	$ 2,038	$ 2,106	$ 2,106	$ 1,902	$ 2,106	$ 2,038	$ 2,106	$ 2,042	$ 24,800
Other Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Personnel Costs	$ 39,969	$ 39,969	$ 38,679	$ 39,969	$ 38,679	$ 39,969	$ 39,969	$ 36,101	$ 39,969	$ 38,679	$ 39,969	$ 38,679	$ 470,600
Professional Services													
Instructional Services	$ -	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 600	$ 600	$ -	$ 6,200
SPED Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Professional Services	$ -	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 600	$ 600	$ -	$ 6,200
Supplies & Materials													
Field Trips	$ -	$ -	$ -	$ 2,050	$ -	$ -	$ -	$ -	$ 2,050	$ -	$ -	$ -	$ 4,100
Assessments	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
Classroom Supplies	$ -	$ 370	$ 370	$ 370	$ 370	$ 370	$ 370	$ 370	$ 370	$ 370	$ 370	$ -	$ 3,700
Uniforms	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Supplies & Materials	$ 1,000	$ 1,370	$ 1,370	$ 3,420	$ 1,370	$ 1,370	$ 1,370	$ 1,370	$ 3,420	$ 1,370	$ 1,370	$ 1,000	$ 19,800
Total Instructional Expenses	$ 40,969	$ 41,964	$ 40,674	$ 44,014	$ 40,674	$ 41,964	$ 41,964	$ 38,096	$ 44,014	$ 40,649	$ 41,939	$ 39,679	$ 496,600
Administration Expenses													
Personnel Costs													
Salary & Wages	$ 34,992	$ 34,992	$ 33,863	$ 34,992	$ 33,863	$ 34,992	$ 34,992	$ 31,605	$ 34,992	$ 33,863	$ 34,992	$ 33,862	$ 412,000
Payroll Taxes	$ 2,811	$ 2,811	$ 2,721	$ 2,811	$ 2,721	$ 2,811	$ 2,811	$ 2,539	$ 2,811	$ 2,721	$ 2,811	$ 2,721	$ 33,100
Health Insurance	$ 4,459	$ 4,459	$ 4,315	$ 4,459	$ 4,315	$ 4,459	$ 4,459	$ 4,027	$ 4,459	$ 4,315	$ 4,459	$ 4,315	$ 52,500
Retirement	$ 2,021	$ 2,021	$ 1,956	$ 2,021	$ 1,956	$ 2,021	$ 2,021	$ 1,826	$ 2,021	$ 1,956	$ 2,021	$ 1,959	$ 23,800
Other Benefits	$ 85	$ 85	$ 82	$ 85	$ 82	$ 85	$ 85	$ 77	$ 85	$ 82	$ 85	$ 82	$ 1,000
Total Personnel Costs	$ 44,368	$ 44,368	$ 42,937	$ 44,368	$ 42,937	$ 44,368	$ 44,368	$ 40,074	$ 44,368	$ 42,937	$ 44,368	$ 42,939	$ 522,400
Staff Training													
PD 1	$ -	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ -	$ 20,000

PD 2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Staff Training	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ -	$ 20,000
Supplies & Materials																										
Postage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 600	$ 600	$ 6,200
Equipment Rental	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 320	$ 320	$ 320	$ 320	$ 320	$ 320	$ 320	$ 320	$ 320	$ 320	$ 300	$ 300	$ 3,800
Total Supplies & Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 820	$ 820	$ 820	$ 820	$ 820	$ 820	$ 820	$ 820	$ 820	$ 820	$ 900	$ 900	$ 10,000
Professional Services																										
Legal Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 215	$ 215	$ 215	$ 215	$ 215	$ 215	$ 215	$ 215	$ 220	$ 220	$ 220	$ 220	$ 2,605
Authorizer Fee	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 500	$ -	$ -	$ -	$ 500
Regional Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Professional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 4,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 65,000
Marketing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ 1,000	$ 800	$ 800	$ 800	$ 800	$ 800	$ 800	$ 800	$ 800	$ 800	$ 800	$ 10,000
Fundraising	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,250	$ 5,250	$ 12,750	$ 5,250	$ 5,250	$ 5,250	$ 5,250	$ 12,750	$ 5,250	$ 5,250	$ 5,250	$ 5,250	$ 78,000
Payroll Processing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 900	$ 900	$ 900	$ 900	$ 900	$ 900	$ 1,100	$ 900	$ 900	$ 900	$ 900	$ 900	$ 11,000
Nurse Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ -	$ 11,000
Accounting Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,700	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,700
Total Professional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 13,865	$ 14,965	$ 22,265	$ 14,765	$ 14,765	$ 14,765	$ 14,665	$ 22,265	$ 15,270	$ 14,770	$ 14,770	$ 13,670	$ 190,800
Other Expenses																										
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 5,700
Dues & Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200
Recruitment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Employment Advertising	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 2,475	$ 29,700
Total Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 3,050	$ 36,600
Total Administration Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 62,103	$ 65,203	$ 71,072	$ 65,003	$ 63,572	$ 65,003	$ 64,903	$ 68,209	$ 65,508	$ 63,577	$ 65,088	$ 60,559	$ 779,800
Facilities Expenses																										
Building Lease	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,083	$ 12,087	$ 145,000
Telephone Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Security	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Insurance Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,050	$ 2,050	$ 2,050	$ 2,050	$ 2,050	$ 2,050	$ 2,050	$ 2,050	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 24,700
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 600	$ 600	$ 7,000
Total Facilities Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,713	$ 14,713	$ 14,713	$ 14,713	$ 14,713	$ 14,713	$ 14,713	$ 14,713	$ 14,738	$ 14,738	$ 14,738	$ 14,762	$ 176,700
Technology Expenses																										
Misc Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 24,350	$ 24,350	$ 24,350	$ 24,350	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 97,400
Misc Computer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Software Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Internet Connectivity	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technology Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 30,000
Total Technology Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 26,850	$ 26,850	$ 26,850	$ 26,850	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 127,400
Interest Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Depreciation Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses																										
Extra-Curricular	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,850	$ 15,650	$ 190,000
Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 5,025	$ 60,300
Student Lunch Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 850	$ 850	$ 850	$ 850	$ 850	$ 850	$ 850	$ 850	$ 900	$ 900	$ 900	$ 900	$ 10,400
Other Food Purchases	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 21,725	$ 21,725	$ 21,725	$ 21,725	$ 21,725	$ 21,725	$ 21,725	$ 21,725	$ 21,775	$ 21,775	$ 21,775	$ 21,575	$ 260,700
Total Cash Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 166,360	$ 170,455	$ 175,034	$ 172,305	$ 143,184	$ 145,905	$ 145,805	$ 145,243	$ 148,535	$ 143,239	$ 146,060	$ 139,075	$ 1,841,200
Ending Cash Balance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 218,432	$ 175,869	$ 241,477	$ 192,964	$ 173,572	$ 151,499	$ 142,296	$ 129,945	$ 109,402	$ 89,955	$ 67,687	$ 52,400	$ 52,400

Net Income from Year 1 Detailed Budget	$ 584,400
Difference	$ (532,000)
Reconciling Items	
Add Depreciation (Non Cash)	$ 18,000
Alt Ed Pmt Accrued	$ (550,000)
Small Business Loan	$ -
Funding from Hope 1.0	$ -
Total Reconciling Items	$ (532,000)

OFFICE of EDUCATION INNOVATION

Year 1 Detailed Budget

	FY2021 *Year 1*	Assumptions:
Enrollment Estimate	**34/46**	
Revenue		
State Funding		
Basic Grant	$ 260,000.00	Avg enrollment of 40 (34 Sept/46 Feb) @ $6,500 per annum
Charter Facility Grant	$ 25,500.00	
Alternative Education	$ 550,000.00	Avg Daily Attendance 55 @ $10,000 per annum
State SPED	$ -	
Textbook Reimbursement	$ -	
Total State Funding	**$ 835,500.00**	
Federal Funding		
Federal Lunch Reimbursement	$ -	
Federal Special Ed	$ -	
Title I	$ -	
Title II	$ -	
CSP	$ 300,000.00	
Total Federal Funding	**$ 300,000.00**	
Private Funding		
Grants and Contributions	$ 823,000.00	
Alternative Peer Group	$ 457,500.00	Grant Revenue, Individual Counseling Revenue & Program Revenue
Total Private Funding	**$ 1,280,500.00**	
Other Income		
Interest Income	$ -	
Student Fees	$ 16,600.00	
Overpayments/Refunds	$ -	
Other Revenue	$ 11,000.00	
Total Other Income	**$ 27,600.00**	
Total Revenue	**$ 2,443,600.00**	
Expenses		
Instructional Expenses		
Personnel Costs		
Salary & Wages	$ 329,500.00	
Bonuses	$ -	
Payroll Taxes	$ 26,300.00	
Health Insurance	$ 90,000.00	
Retirement	$ 24,800.00	
Other Benefits	$ -	
Total Personnel Costs	$ 470,600.00	
Professional Services		
Instructional Services	$ 6,200.00	
SPED Services	$ -	
Total Professional Services	$ 6,200.00	
Supplies & Materials		
Field Trips	$ 4,100.00	
Assessments	$ 12,000.00	
Classroom Supplies	$ 3,700.00	
Uniforms	$ -	
Total Supplies & Materials	$ 19,800.00	
Total Instructional Expenses	**$ 496,600.00**	
Administration Expenses		
Personnel Costs		
Salary & Wages	$ 412,000.00	
Payroll Taxes	$ 33,100.00	
Health Insurance	$ 52,500.00	
Retirement	$ 23,800.00	
Other Benefits	$ 1,000.00	
Total Personnel Costs	$ 522,400.00	
Staff Training		

PD 1	$ 20,000.00	
PD 2	$ -	
Total Staff Training	$ 20,000.00	
Supplies & Materials		
Postage	$ -	
Supplies	$ 6,200.00	
Equipment Rental	$ 3,800.00	
Total Supplies & Materials	$ 10,000.00	
Professional Services		
Legal Fees	$ 2,600.00	
Authorizer Fee	$ 500.00	
Regional Fees	$ -	
Professional Services	$ 65,000.00	Consulting Fees, Drug Screens
Marketing Expenses	$ 10,000.00	
Fundraising	$ 78,000.00	Grant writing, Fundraising event costs, Other Development costs
Payroll Processing	$ 11,000.00	
Nurse Services	$ 11,000.00	Includes Drug Screen Costs
Accounting Fees	$ 12,700.00	Accounting, Audit, 990 Prep
Total Professional Services	$ 190,800.00	
Other Expenses		
Travel	$ 5,700.00	
Dues & Fees	$ 1,200.00	
Recruitment	$ -	
Employment Advertising	$ -	
Other Expenses	$ 29,700.00	
Total Other Expenses	$ 36,600.00	
Total Administration Expenses	**$ 779,800.00**	
Facilities Expenses		
Building Lease	$ 145,000.00	
Telephone Expense	$ -	
Security	$ -	
Insurance Expense	$ 24,700.00	
Maintenance	$ 7,000.00	
Total Facilities Expenses	**$ 176,700.00**	
Technology Expenses		
Misc Equipment	$ 97,400.00	
Misc Computer	$ -	
Software Expense	$ -	
Internet Connectivity	$ -	
Technology Services	$ 30,000.00	
Total Technology Expenses	**$ 127,400.00**	
Interest Expense	**$ -**	
Depreciation Expense	**$ 18,000.00**	
Other Expenses		
Extra-Curricular	$ 190,000.00	Includes Alternative Peer Group Expenses
Transportation	$ 60,300.00	
Student Lunch Expense	$ 10,400.00	
Other Food Purchases	$ -	
Total Other Expenses	**$ 260,700.00**	
Total Expenses	**$ 1,859,200.00**	
Net Operating Income	**$ 584,400.00**	
Check to 5 Year Budget	$ 584,400.00	
	Year 1 (2021)	
Net Loss	$ 584,400.00	
Add Depreciation (Non Cash)	$ 18,000.00	
Alt Ed Pmt Accrued	$ (550,000.00)	
Small Business Loan	$ -	
	$ -	
Net Cash Impact	$ 52,400.00	
Amount from Cash Flow	52,400.00	
	-	

OFFICE of EDUCATION INNOVATION

5-Year Budget

	FY2020 *Pre-Opening*	FY2021 *Year 1*	FY2022 *Year 2*	FY2023 *Year 3*	FY2024 *Year 4*
Enrollment Estimate (September/February)	**0**	**34/46**	**38/50**	**45/57**	**52/64**
Revenue					
State Funding		$ 260,000.00	$ 286,000.00	$ 331,500.00	$ 377,000.00
CSP Funding		$ 300,000.00	$ 300,000.00	$ 300,000.00	$ -
Alternative Ed Funding		$ 550,000.00	$ 560,000.00	$ 600,000.00	$ 600,000.00
Charter Innovation Grant		$ 25,500.00	$ 28,500.00	$ 33,800.00	$ 39,000.00
Private Funding		$ 823,000.00	$ 456,000.00	$ 410,000.00	$ 413,000.00
APG Revenue		$ 303,000.00	$ 312,000.00	$ 321,500.00	$ 331,000.00
Counseling Revenue		$ 64,500.00	$ 67,600.00	$ 71,000.00	$ 75,000.00
SOAR Grant		$ 90,000.00	$ -	$ -	$ -
Student Fees		$ 16,600.00	$ 17,800.00	$ 19,800.00	$ 22,000.00
Other Income		$ 11,000.00	$ 11,100.00	$ 11,400.00	$ 11,000.00
Total Revenue	$ -	$ 2,443,600.00	$ 2,039,000.00	$ 2,099,000.00	$ 1,868,000.00
Expenses					
Instructional Expenses					
Personnel Costs	$ -	$ 470,600.00	$ 500,700.00	$ 515,590.00	$ 530,600.00
Instructional Services	$ -	$ 6,200.00	$ 6,400.00	$ 6,600.00	$ 6,800.00
Supplies & Materials	$ -	$ 19,800.00	$ 20,400.00	$ 21,000.00	$ 21,600.00
Total Instructional Expenses	$ -	$ 496,600.00	$ 527,500.00	$ 543,190.00	$ 559,000.00
Administration Expenses					
Personnel Costs	$ -	$ 522,400.00	$ 469,200.00	$ 483,600.00	$ 497,900.00
Staff Training	$ -	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 10,000.00
Supplies & Materials	$ -	$ 10,000.00	$ 10,300.00	$ 10,600.00	$ 10,900.00
Professional Services	$ -	$ 190,800.00	$ 269,300.00	$ 227,800.00	$ 176,100.00
Other Expenses	$ -	$ 36,600.00	$ 37,200.00	$ 87,900.00	$ 38,600.00
Total Administration Expenses	$ -	$ 779,800.00	$ 806,000.00	$ 829,900.00	$ 733,500.00
Facilities					
Building Lease	$ -	$ 145,000.00	$ 149,400.00	$ 153,900.00	$ 158,500.00
Maintenance	$ -	$ 31,700.00	$ 32,600.00	$ 33,600.00	$ 34,600.00
Equipment	$ -	$ 97,400.00	$ 5,200.00	$ 5,300.00	$ 5,400.00
Total Facilities Expenses	$ -	$ 274,100.00	$ 187,200.00	$ 192,800.00	$ 198,500.00
Technology Expense	$ -	$ 30,000.00	$ 30,900.00	$ 31,800.00	$ 32,800.00
Interest Expense		$ -	$ -	$ -	$ -
Depreciation Expense		$ 18,000.00	$ 19,000.00	$ 20,000.00	$ 21,000.00
Other Expenses					
Extra-Curricular	$ -	$ 190,000.00	$ 195,700.00	$ 201,600.00	$ 207,600.00
Transportation	$ -	$ 60,300.00	$ 62,100.00	$ 64,000.00	$ 65,900.00
Student Lunch Expense	$ -	$ 10,400.00	$ 11,400.00	$ 13,200.00	$ 15,100.00
Total Other Expenses	$ -	$ 260,700.00	$ 269,200.00	$ 278,800.00	$ 288,600.00
Total Expenses	$ -	$ 1,859,200.00	$ 1,839,800.00	$ 1,896,490.00	$ 1,833,400.00
Net Operating Income	$ -	$ 584,400.00	$ 199,200.00	$ 202,510.00	$ 34,600.00

OFFICE of
EDUCATION INNOVATION

Budget Narrative

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	In the event that Hope Academy were to experience a budget shortfall, all expense areas would be evaluated to determine areas for costs reductions. This would include an evaluation of teacher positions, administrative support roles, transportation costs and other overhead areas. Some teacher positions, such as special education, cannot be eliminated as well as some recovery supports. In addition to reducing expenses, new funding sources would be identified and philanthropic efforts would continue to cover any shortfall. In addition to reducing expenses, Hope Academy continuously works to engage new funding partners to ensure financial sustainability. Our philanthropic and grant activities have outperformed our budget expectations for the past 3 years and on pace to exceed budget expectations this year as well.
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred, and b) any transportation costs necessary to ensure the school will be both open and accessible	Hope Academy comes with a strong history of successful philanthropic and grant funding support. These efforts are ongoing and will continue during the new charter. In addition to continued and increased philanthropic activities, Hope Academy is seeking partnerships with various sponsors to provide funding and/or supports that would offset some overhead included in the budget. Those include, but are not limited to, transportation, space (rent and maintenance), technology and administrative support. In addition, Hope Academy has the following financial commitments: * A local health care entity pledge of $250K contribution contingent upon the receipt of the charter to be received in July 2020. * Tom Wood Family Foundation $50K pledge for each year for school years 2020-2021 and 2021-2022 contingent on receipt of $250K. * Grant from the State of Indiana for $137K to be received during school year 2020-2021. * Net working capital transfer from The Recovery High School at Fairbanks $100K to be received in September 2020.
3	Explain your rationale for the enrollment projections you made on the attached budget documents	Based on actual recent experience, it was determined that a Year 1 September count of 34 was reasonably achievable. Incremental increases of students were added across the 5 years based on potential partnerships with IPS and other local school systems as an alternative to suspension/expulsion of students for drug and alcohol use. For example, in 2018, IPS alone had 74 students suspended for drugs and/or alcohol. Based on our 14 year history and expertise serving students impacted by substance use, we know that about 10% of those suspended students would be appropriate candidates for the type of school environment provided by Hope Academy. Our projections for the following years assume continued growth of students seeking a sober learning environment not only from IPS but surrounding school corporations.
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	The proposed five year budget reflects a focus on the execution of specific strategies to increase enrollment as outlined in the Student Recruitment and Enrollment section of the application as well as on current and future philanthropic support. Funding commitments totaling more than $300K have been received as detailed below and in the budget narrative, with receipt of the funds expected on or before July 1, 2020' This will allow Hope Academy to commence operations for the 2020-21 school year with at least 60 days of cash on hand, which will compensate for the unfavorable timing of the Alternative Education funding. Alternative Education is earned (based on) the average daily attendance for the school year (July-June) but is paid in the following August, therefore, creating a timing issue with cash. Concerns regarding cash flow and funding sources have been alleviated with the procurement of $300K of funding noted in line #2 above. The contributions from Fairbanks and Tom Wood Family Foundation will allow Hope Academy to commence operations with more than 60 days of cash on hand ($300K). This will compensate for the unfavorable timing of the Alternative Education funding. Alternative Education is earned (based on) the average daily attendance for the school year (July-June) but is paid in the following August, therefore, creating a timing issue with cash flow.

Appendix 17

Obligation Chart

(Major) Behavior	First Offense		Second Offense		Repeated Offenses	
Major behaviors will require Principal (or designee) intervention and may require immediate action(s)						
	Minimum	**Maximum**	**Minimum**	**Maximum**	**Minimum**	**Maximum**
Possession, Sale, and/or Distribution of illegal substances or other known intoxicants on school grounds	Expulsion	Expulsion				
Under the influence of alcohol, drugs, and/or other known intoxicants on school grounds	Long Term Suspension with Parent Conference	Expulsion	Expulsion	Expulsion		
Possession of prescription medication and/or non-prescription medication without required documentation	Confiscation with Parent Notification and/or Suspension	Expulsion	Confiscation with Parent Notification and Suspension	Expulsion	Expulsion	Expulsion
Verbal or Physical Abuse to Staff	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Suspension with Parent Conference	Expulsion
Fighting	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Suspension with Parent Conference	Expulsion

Sexual Relations or Misconduct	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Expulsion	Expulsion
Bullying and Harassment: Threats and Intimidation	Referral to Administrative Staff	Suspension	Suspension with Parent Conference	Suspension with Parent Conference	Suspension with Parent Conference	Expulsion
Destruction of Property	Restitution	Suspension with Restitution	Suspension with Restitution	Suspension, Restitution and Parent Conference	Suspension, Restitution and Parent Conference	Suspension, Restitution and Parent Conference
Possession of a Weapon on School Grounds	Long Term Suspension	Expulsion	Expulsion	Expulsion		

*Administrative Staff includes: Guidance Counselor, Recovery Coach and/or Principal Designee

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administration Staff for disciplinary action.						
Dress Code Violation	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Exclusion from school with Parent Conference
Leaving School without Permission	Suspension with Parent Notification	Suspension with Parent Notification	Suspension with Parent Conference	Suspension with Parent Conference	Suspension with Parent Conference	Expulsion
Possession or Use of Tobacco, ECigs, or Vaping Devices	Confiscated with Parent and School Nurse Notification *device returned to student at end of day	Confiscated with Parent and School Nurse Notification *device returned to parent at end of day	Confiscated with Parent and School Nurse Notification *device returned to parent at end of semester	Confiscated with Parent and School Nurse Notification; Referred to Admin. Staff *device returned to parent at end of semester	Confiscated with Parent and School Nurse Notification; Referred to Principal *device returned to parent at end of semester	Suspension
Distribution of Tobacco	Confiscated with Parent and School Nurse Notification	Confiscated with Parent and School Nurse Notification	Confiscated with Parent and School Nurse Notification; Referred to Administrative Staff	Confiscated with Parent and School Nurse Notification; Referred to Principal	Confiscated with Parent and School Nurse Notification; Referred to Principal	Suspension
Inappropriate and/or Disrespectful Language	Redirection	Redirection and/or Impromptu Meeting	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Suspension

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action.						
Horseplay Running in Hallway	Redirection	Redirection	Redirection, and/or Parent Notification	Redirection, Parent Notification and/or Administrative Staff Referral	Redirection, Parent Notification and/or Administrative Staff Referral	Suspension
Cell Phone and/or Electronic Devices (Confiscated Items are to be Placed w/ Admin. Asst.)	Confiscation (Returned at the end of the day)	Confiscation (Returned at the end of the day)	Confiscation (Returned at the end of the day)	Confiscation and referral to counselor (Returned to parent at the end of the day)	Confiscation and referral to counselor (Returned to parent at the end of the day)	Suspension
Public Display of Affection	Redirection	Redirection	Redirection, Parent Contact, and/or Counselor Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Suspension
Parking Violation	Verbal Warning (School Secretary Notified)	Verbal Warning (School Secretary Notified)	Verbal Warning (School Secretary Notified), and Parent Notified	Parent Notified of Suspension of Driving Privileges	Parent Notified of Suspension of Driving Privileges	Suspension
Non-participatory Behaviors	Redirection	Redirection	Redirection, Parent Contact, and/or Guidance Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Referral to Office

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action.						
Tardy to Blocks 2-7	Verbal Warning given by teacher	Verbal Warning given by teacher	Verbal Warning and Parent Contact by teacher	Verbal Warning, Parent Contact, and/or Administrative Staff Referral	Verbal Warning, Parent Contact, and/or Administrative Staff Referral	Suspension
Tardy to Block 1	Verbal warning given by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal warning given by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal warning and parent contact by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Parent conference with student, guidance counselor, and principal to develop an intervention plan	Loss of driving privilege, possible suspension and/or after school detention	Loss of driving privilege, possible suspension and/or after school detention
Absences	Refer to Student Handbook					
Food and/or drink in the classroom	Return it to Locker and be Counted Tardy and/or Confiscate and Discarded	Return it to Locker and be Counted Tardy and/or Confiscate and Discarded	Confiscated and Discarded	Confiscated and Discarded	Confiscated and Discarded with Parent Contact	Referral to Administrative Staff
Using Computer for Non-Educational Activities (Facebook, etc.)	Redirection	Redirection and/or Computer Use Lost for Remainder of Class Period	Redirection and/or Computer Use Lost for Remainder of Class Period	Redirection and/or Computer Use Lost for Remainder of Class Period w/ Parent Notification	Computer Use Suspended for 3 days with Parent Notification	Suspension
Behaviors Non-conducive to Educational Process and/or Safety	Staff Discretion	Staff Discretion	Staff Discretion	Staff Discretion	Staff Discretion	Referral to Office

Appendix 18

Safety Policies

TABLE OF CONTENTS

*red indicates Emergency Protocol

H 1 Bioterrorism Agents

H 2 Bomb Threat

H 3 Lockdown Due to a Violent Intruder

H4 Earthquake

H 5 Hostage Situation

H 6 Fire Plan

H 7 Severe Weather

H 8 Unauthorized Removal of a Student (Attempted Kidnapping)

H 9 Suspicious Vehicles

H 10 Air Contamination/Hazardous Material Spill

H 11 Suspicious Mail Procedure

H 12 Contaminated Water Supply

H 13 Security Management

H 14 Consent for Audio and Video Recording

H 15 Power Outage

H 16 First Aid/Medical Emergencies

H 17 Occurrence Reports

H 18 Field Trip Accident Procedures

H19 Urine Drug Testing

H 20 Use of the Intoximeter Portable Breath Test (PBT) Device

H 21 Reporting of Child Abuse and Neglect

H 22 Access to Electronic Information

H 23 Immunizations

H 24 Family Education Rights and Privacy (FERPA)

H 25 Media Inquiries

H 26 Field Trips

H 27 Vehicle Breakdown During Field Trips

H 28 Student or Staff Death or Serious Injury

H 29 Indoor Air Quality

H 30 Use of the Company Credit Card

H 31 Harassment and Bullying

H 32 Use of Wireless Panic Fobs

H 33 Resource, Textbook, and Drug Test Fees Collection Guidelines

H 34 Student Disruption

H 35 Animal Assisted Therapy

H 36 Incidents Warranting Notification to OEI

Forms

A Occurrence Report Form – visitor

B Occurrence Report Form – staff

C Bomb Threat Checklist

D Consent for Audie-Video Taping

Protocols/Plans

A Protocol for Responding to a Security or Fire Alarm at Hope Academy

B Tuberculosis Exposure Control Plan

C Bloodborne Pathogens Exposure Control Plan

Hope Academy
Policy and Procedure

Policy Number: H 1	Title of Policy: Bioterrorism Agents	Page 1 of 1
Effective Date: 6/13	Supersedes: 3/06	

POLICY STATEMENT:

Students, staff or visitors suspected of having been exposed to an agent of bioterrorism will be transferred to area hospitals for evaluation and treatment.

Bioterrorism agents include but are not limited to: Anthrax, Botulism, Plague and Smallpox.

Designated school staff will notify parents/responsible parties if a student requires transportation to a hospital.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy

Policy and Procedure

Policy Number: H 2	Title of Policy: Bomb Threat	Page 1 of 1
Effective Date: 7/15	Supersedes: 12/14	

POLICY

In order to ensure the safety of students, visitors and staff, Hope Academy will establish a plan for managing bomb threats.

PROCEDURE

I. Staff Member Receiving Bomb Threat

A. Attempt to elicit the location, time of detonation and type of bomb from the caller;

B. Make note of any detail that might assist the police in an investigation of the threat (e.g. gender of caller, background noise, etc.) using the attached checklist;

C. If the above cannot be ascertained within 1 minute of conversation, hang up the phone;

D. Call 911 to notify the police of the threat and the fact that evacuation will be to the far end of the employee parking lot in the back of the main building and give a cell phone number for police to contact school personnel.

E. Notify the School Director/Principal/designee.

II. Principal/Designee

A. Make decisions as to evacuation, relocation and student management.

III. Evacuation of the Building

A. Evacuation will be accomplished by accessing the overhead paging system and announcing a "Code Black" and the location 3 times.

B. All individuals will exit through the first floor back door on the west side of the building and assemble at the far end of the employee parking lot in the back of the main building; head count will be taken.

C. If students are out of the classroom, a designated staff member is to locate the students and bring them to the assembly site and/or use group text on personal cell phones to notify staff of the relocation.

D. Once cleared by police/fire personnel, re-entry into the building will begin.

E. If re-entry is not possible, students/staff will be sent home.

F. Designated school staff will notify parents/responsible parties if students are sent home. School staff will maintain a list of when and with whom/how the student left the school.

POLICY REVIEWED	x	2018		2019		2020		2021

Hope Academy
Policy and Procedure

Policy Number: H 3	Title of Policy: Lockdown Due to A Violent Intruder (Active Shooter)	Page 1 of 1
Effective Date: 7/15	Supersedes: 1/14	

POLICY

Hope Academy will ensure the safety and well-being of all persons present in the building or on the grounds during any incident that requires a lockdown.

Definition: A lockdown is a response to a violent intruder that necessitates intervention required to maintain student and staff safety.

NO TALKING – OUT OF SIGHT- LIGHTS OUT – CLOSE BLINDS

PROCEDURE

A. Any staff member who becomes aware of the presence of a violent intruder who might endanger the school staff or students will immediately notify the School Director/Principal/designee.

B. The Director/Principal/designee will immediately notify staff via overhead page, cell phone, e-mail or other expedient method and assign the following:

1. Classrooms and the doors to any adjoining rooms are locked at all times.
2. Furniture should be placed in front of the classroom door as a barricade.
3. Teachers are to take a head count to determine that all persons are accounted for.
4. Teachers are to keep students away from the classroom door.
5. Teachers are to explain the situation to the students and maintain calm.
6. Designated individual is to call 911.
7. If possible, designated individual is to to send an "all" e-mail notifying all staff of the intruder and include a description of the individual, if known. The e-mail should also state that 911 should be called if the intruder is located; pushing a panic button is also an acceptable way to summon the police.
8. It is also acceptable to access the overhead paging system and announce "Active Shooter" and the location 3 times.
9. If students are out of the classroom, a designated staff member locates the students and quickly brings them to the nearest room and notifies administrator of the location via group texting on personal cell phones.

C. No persons are to enter or leave the school until it is deemed safe to do so by the local police department or other civil authority.

D. Evacuation will not occur unless deemed necessary and at the direction of the local police department or other civil authority.

E. An all clear is to be communicated from the police to the principal/designee who will then notify the teachers via cell phone to ensure the validity of the call.

F. Designated school staff will notify parents/responsible parties of this event.

POLICY REVIEWED	X	2018		2019		2020		2021

Hope Academy
Policy and Procedure

Policy Number: H 4	Title of Policy: EARTHQUAKE	Page 1 of 1
Effective Date: 7/08	**Supersedes:** 3/06	

POLICY:

While the risk of major damage to facilities is low, general rules and procedures to follow in the event of an earthquake will be applied.

PROCEDURE:

A. During the earthquake

1. Take cover under a table or desk.
2. Stay away from windows and furniture which might slide or fall over.
3. Stay where you are; do not run outside.

B. Once the earthquake stops

1. Do not use candles or matches or produce an open flame.
2. Do not turn on any utilities (lights, etc.).
3. Move to an area of the building with the least damage.
4. A designated staff will take a head count of staff and students.
5. Staff will monitor radio broadcasts for information.
6. Designated staff will assess injuries to staff and students.
6. Staff and students will wait for further instructions from the School Director/Principal/designee or local police or other civil authority.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 5	Title of Policy: Hostage Situation	Page 1 of 1
Effective Date: 2/12	Supersedes: 7/08	

POLICY: In the event of a hostage situation, school staff will attempt to minimize the threat of injury or death to those individuals involved and to other persons in the building at the time of the incident.

PROCEDURE:

A. Staff Member Who First Becomes Aware of the Situation

1. If hostage taker is unaware of your presence, do not intervene.
2. Call 911 immediately. Give dispatcher details of the situation. Follow the dispatcher's instructions.
3. Notify School Director/Principal/designee.

B. Staff Member or Student Taken Hostage

1. Attempt to communicate the situation to an individual outside of the area (e.g. code word to passerby)
2. Keep calm. Follow hostage taker's instructions.
3. ***DO NOT ATTEMPT TO DISARM THE HOSTAGE TAKER.***
4. Direct any other persons in the area to:
   a. Sit away from the hostage taker;
   b. Sit away from windows and exits;
   c. Be quiet;
   d. Avoid heroics or any abrupt movements;
   e. Follow the hostage taker's instructions.
5. Follow the directions of the police/security.

C. Other

School Director/Principal/designee should:

1. Secure the perimeter by locking entry doors so additional persons do not enter the area.
2. Move or evacuate staff, students and visitors to a safe area away from the scene.
3. Arrange to meet police at a predesignated location (either front or back door so they can be promptly escorted or directed to the scene.
4. Make floor plans available to the police (located at the annunciator panel in the building vestibule).

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 6	Title of Policy: Fire Plan	Page 1 of 2
Effective Date: 7/08	Supersedes: 3/06	

POLICY

A fire in a school is a serious threat to safety. Therefore, any person who discovers smoke or fire, no matter how small or insignificant, must immediately remove people from danger, pull the nearest fire alarm and implement the fire plan.

I. General Information

1. Fire alarm pull stations and portable fire extinguishers are located throughout the building.
2. An automatic sprinkler system is connected to the fire alarm system.
3. There are ceiling-mounted smoke and heat detectors located throughout the building
4. When activated, the fire alarm system automatically transmits an alarm to a monitoring service. Unless notified to the contrary, the monitoring company will immediately notify the fire department of the alarm details.

II. Fire Extinguisher

To use a Class A-B-C fire extinguisher: **P-A-S-S**

1. Pull the pin in the handle.
2. Aim the hose at the base of the flames.
3. Squeeze the lever in the handle to activate the dry chemical discharge.
4. Keep the canister in an upright position and slowly sweep the discharge across the base of the flames to cover all of the burning material and thus smother the fire.
5. The dry chemical extinguisher has a smothering effect on fires and the chemical dust in the air can also make it difficult to breathe. Therefore, never discharge an A-B-C extinguisher towards other people and, after putting out a fire with a dry chemical extinguisher, make sure people stay clear of that area, particularly people with respiratory problems.

III. Fire Alarm System Operation

1. When an alarm pull station or automatic fire detection device senses fire/smoke, a loud buzzer will sound to notify personnel of a fire. Wall-mounted visual alarms will begin flashing in synchronization with the audio alarms.
2. In the event the alarm system is not functioning, the person first noting the fire should access the overhead paging system and announce: "Code Red" and the location of the fire three times.

IV. Procedure

R - Rescue
A- Alarm
C- Contain
E- Extinguish or evacuate

1. Assemble all students and staff and proceed to the stairwell door furthest from the fire location; complete a head count.
2. Staff should check all rooms, closets, bathrooms to ensure that everyone is accounted for.
3. Close doors and turn off lights.
4. Do not assemble patients in classrooms or other areas within the building that do not have an exit to the outside.
5. Never assume that students, staff, or visitors are safe until there is absolute confirmation of the fact they are secure.
6. Staff and students are to slowly and quietly proceed down the stairwell and out the door into the parking lot where another head count will be taken.
4. Staff and students are to wait for further instructions from the School Director/designee or Fire Department personnel.
5. If students are out of the classroom, a designated staff member locates the students and brings them to the assembly site and/or uses the school "walkie-talkies" to notify staff of the relocation.

VI. Notification of all clear

1. The School Director/Principal/designee or Fire Department Personnel will declare an all clear when it is safe for staff and students to return to their areas. During evacuation, all personnel will remain outside the building until the all clear is given.
2. If re-entry into the building is not possible, students will be sent home.
3. Designated school staff will notify parents/responsible parties if students are sent home.
4. School staff will maintain a list of when, with whom/how a student leaves the school.

POLICY REVIEWED	**x**	**2011**	**x**	**2012**	**x**	**2013**	**x**	**2014**

Hope Academy

Policy and Procedure

Policy Number: H 7	Title of Policy: Severe Weather Plan	Page 1 of 2
Effective Date: 7/11	Supersedes: 7/08	

POLICY
It is Hope Academy's policy to monitor severe weather to protect the students, staff and visitors that are in the building during severe weather.

PROCEDURE
A. Severe Weather Plan

1. Severe Weather conditions (or the potential for same) can be considered in the following four (4) categories:
   a. Thunderstorm Watch
   b. Thunderstorm Warning
   c. Tornado Watch
   d. Tornado Warning
2. Warnings of severe or potentially severe weather conditions will be issued by the National Weather Service (NWS) Station KEC-74 (162.55MHz).
3. These messages may be received via outdoor sirens emitting a three to five (3-5) minute steady sound, weather-alert radios, regular radios, television sets and/or via the Internet. If an alert is broadcast, listen for information and instructions. The regular radio should be turned to WIBC FM 93.1 (operates 24 hours a day). TV sets should be turned to Channels 6, 8 or 13.

II. Tornadoes

Tornadoes can occur in Indiana during any month of the year and at any hour of the day or night. They occur most frequently during the months of April and June, during late afternoon and early evening hours. Severe weather can approach from any direction. However, tornadoes generally approach from a southwesterly direction. The following will be procedures for tornado warnings:

1. Warning to students, visitors, and staff will be made via the Public Address (PA) System.
2. The school secretary/designee will page the warning.
3 In order to eliminate confusion, a standard announcement will be made:

ATTENTION:
The National Weather Service has issued a tornado warning effective immediately for this area. All students and staff assemble in your assigned areas and await further instructions.

(REPEAT THE MESSAGE THREE [3] TIMES)

4. Upon receiving the warning, teachers assemble all students, staff and visitors and proceed to the nearest stairwell. Once assembled, a head count will be taken.
5. Relocate to one of the quad rooms on the first floor of the building and complete another head count.
6. Students/staff are to stand/sit on the floor with backs against the walls.
7. Weather-Alert Radios will remain on the "weather" setting.
8. Students and staff will wait for an "all clear" from the NWS or further instructions from the School Director/Principal/designee.
9. If students are out of the classroom, a designated staff member locates the students and quickly brings them to the safe area or uses the group text on personal cell phones to notify staff of the relocation.

III. BUILDING DAMAGE

1. If the building is damaged to a point that resumption of normal activities is not possible, students will be sent home.
2. If injuries have been sustained, those injured will be transported to the nearest hospital for treatment.

IV. NOTIFICATION OF PARENTS/RESPONSIBLE PARTIES

1. If students are to be sent home, a designated school staff member will notify parents/responsible parties.

2. If injured students are sent to a hospital, a designated school staff member will notify parents/responsible parties.

2. Designated school staff will maintain a list of when and with whom/how the student left the school

POLICY REVIEWED	**x**	**2018**	**x**	**2019**	**x**	**2020**		**2021**

Hope Academy
Policy and Procedure

Policy Number: H 8	Title of Policy: Unauthorized Removal of a Student (Attempted Kidnapping)	Page 1 of 1
Effective Date: 7/08	Supersedes: 3/06	

POLICY
Hope Academy is committed to ensuring the safety and well-being of all students while on school grounds.

PREVENTION:

1. The school will maintain a list of students who are not to be released to anyone other than a specific parent or other person.
2. School staff will obtain approval from the parent/responsible party prior to releasing a student to a person other than the person on the approved list. Approval will be documented.
3. Phone requests for a student's release will be verified by a return a call to the parent/responsible party using the phone number listed in the student's school file. Verification will be documented.
4. Disputes between custodial and non-custodial parents will require a file-stamped copy of the most current court order governing custody of the child.

ATTEMPTS:

1. Students who appear uncomfortable being released to a person who is picking them up will not be released to that person without positive identification and reconfirmation with the parent/responsible party that release to the particular person is approved.
2. If the person picking up the student insists on taking the student and leaves with the student, 911 is to be notified.
3. Police should be supplied with a description of the student, the kidnapper, the vehicle and license plate number.
4. Parents/responsible parties are notified.
5. Follow directions of police personnel.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 9	Title of Policy: Suspicious Vehicle	Page 1 of 1
Effective Date: 7/08	Supersedes: 3/06	

POLICY
Hope Academy is committed to ensuring the safety and well-being of all students while on school grounds.

DEFINITION: A suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved; one that appears to be abandoned; or one that has been occupied for a period of time without any apparent school-related purpose.

PROCEDURE:

1. Notify the School Director/Principal/designee.
2. Do not approach the vehicle.
3. Get a description of the vehicle, the license plate and the driver, if possible
4. Notify the police and follow their directions.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 10	Title of Policy: Air Contamination/Hazardous Material Spill	Page 1 of 1
Effective Date: 3/06	Supersedes: New	

POLICY
If an odor of unknown origin, gas smell or hazardous material spill occurs/is noticed inside/outside the building, the following procedure should be observed.

PROCEDURE:

A. INSIDE THE BUILDING

1. Call 911.
2. Do not operate light switches or electrical equipment.
3. Evacuate students from the classrooms starting with the room closest to the odor/spill.
4. Assemble students and staff at the stairwell door furthest from the odor. Complete a head count.
5. Descend the stairs to the first floor and out the door into the parking lot. Complete another head count.
6. Await instructions from the Fire/Police Department.
7. Persons developing breathing difficulties or injuries from the spill should be transported to the nearest hospital.
8. Parents/responsible parities of students who require emergency treatment will be notified by designated school staff.
9. If reentry into the building is not possible, students will be sent home.
10. School staff will maintain a list of when, with whom/how the students left the school.

B. OUTSIDE THE BUILDING

1. Call 911.
2. Do not operate light switches or electrical equipment.
3. Assemble students and staff in an interior room. Complete a head count.
4. Await instructions from fire/police personnel.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 11	Title of Policy: Suspicious Mail Procedures	Page 1 of 1
Effective Date: 3/06	Supersedes: NEW	

POLICY
Hope Academy will ensure the safety and well-being of all persons present in the building when suspicious mail is received.

The following are keys for suspicion:

Bulk or weight unusual for mail;
Strange odor stains or has protruding wires;
Lopsided or oddly shaped;
Postal location different from return address;
No return address;
Loose material inside;
Excessive postage;
Restricted endorsement such as Personal or Private;
Displays distorted handwriting; or
Letter feels powdery **(DO NOT SHAKE)**

PROCEDURE

Suspect letter/package **NOT OPENED**

1. Do not open the package.
2. Place letter/package in double plastic bag, seal and maintain chain of custody. Zip lock bags or garbage bags are fine but must be completely sealed. Treat as criminal evidence.
3. Cleanse exposed body parts with an antibacterial hand sanitizer or soap and water if available within the immediate area.
4. Notify School Director/designee of the situation.
5. Persons responding to a suspected anthrax incident should attempt to avoid going directly into the suspect area and/or having direct contact with the individual(s) who have handled the package. If possible, establish contact via a telephone in a different part of the building.
6. The Director/designee will call 911 and follow directions from the dispatcher.

Suspect letter/package **OPENED**

1. Place letter/package in double plastic bag, seal and maintain chain of custody. Zip lock bags or garbage bags are fine but must be completely sealed. Treat as criminal evidence.
2. Cleanse exposed body parts with an antibacterial hand sanitizer or soap and water if available within the immediate area.
3. Notify School Director/designee of the situation.
4. Persons responding to a suspected anthrax incident should attempt to avoid going directly into the suspect area and/or having direct contact with the individual(s) who have handled the package. If possible, establish contact via a telephone in a different part of the building.
5. The Director/designee will call 911 and follow directions from the dispatcher.
7. Individuals exposed should be quarantined in the area where the exposure occurred. Local Hazardous Materials personnel will determine the need for decontamination procedures.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 12	Title of Policy: Contaminated Water Supply	Page 1 of 1
Effective Date: 7/08	Supersedes: 3/06	

POLICY

Hope Academy will ensure the safety and well-being of all persons present in the building when warning of the possibility of a contaminated water supply is received.

PROCEDURE

1. School Director/Principal/designee will notify students and staff of the possible contamination.
2. Students and staff will be told not to drink the water from the public supply or wash hands/faces with water from the public supply.
3. School Director/Principal/designee will notify students/staff when the contamination warning has been lifted.

POLICY REVIEWED	X	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 13	Title of Policy: Security Management	Page 1 of 1
Effective Date: 2/12	Supersedes: 7/11	

POLICY
Hope Academy will provide a secure environment for students, staff, and visitors.

PROCEDURE

I. Personnel
- A. Each staff member is issued a picture identification badge, and is to wear the badge while on duty.
- B. Each student wears a uniform so as to be quickly identified as a student.
- C. Visitors are required to sign in and wear a name tag while in the building and must be escorted by a staff member.

II. Building
- A. Anyone accessing the elevator to the second floor is greeted by the school secretary during regular school hours.
- B. Stairwells leading to the second floor are locked to limit unauthorized access.
- C. All storage areas are locked when unoccupied.
- D. All mechanical service rooms are locked at all times; only authorized personnel have access.
- E. All offices in the building are locked at the close of each business day.
- F. All staff members are issued keys for those areas to which they are authorized access.

III. Weapons
Weapons of any kind, including but not limited to firearms, knives, brass knuckles, clubs, numchucks and darts are not allowed in the building or on the premises, except on the person of a Law Enforcement Officer. This weapons restriction includes persons with a permit to carry a firearm.

IV. Records
Student records are filed in a fire proof, locked cabinet.

V. Emergencies
- A. In an emergency, staff are to call 911.
- B. Emergency procedures for fire, severe weather, etc. are addressed in Emergency Protocols.

VI. Security Personnel
- A. The Manager of Environmental Services of Fairbanks Hospital is the designated Security Officer.

POLICY REVIEWED	x	2012	x	2013	x	2014		2015

Fairbanks
Policy and Procedure

Policy Number: H 14	Title of Policy: Consent for Audio and Video Recording	Page 1 of 1
Effective Date: 7/08	**Supersedes:** NEW	

POLICY
Consent is obtained for recording or filming made for purposes other than identification of students.

I. PROCEDURE

When recording or filming is to be used, the following will occur:

a) Staff member obtains student and parent/guardian consent for recording or filming prior to recording or filming.
b) Recording or filming will cease if so requested by the student/parent/guardian.
c) Student/parent/guardian may rescind consent for use of the record or film until a reasonable time before the recording or filming is used.
d) The record or film is destroyed at the conclusion of the recording's educational usefulness.

POLICY REVIEWED	x	2013	x	2014		2015		2016

Hope Academy
Policy and Procedure

Policy Number: H 15	Title of Policy: Power Outage	Page 1 of 1
Effective Date: 1/12	**Supersedes:** 7/08	

POLICY

Hope Academy will ensure the safety and well-being of all persons present in the building during a power outage.

In the event of a power failure:

1. the ceiling lights in the hallways have a battery back-up and will remain lit for approximately 90 minutes:
2. the exit lights in the hallways have a battery back-up and will remain lit for approximately 90 minutes; and
3. all classrooms and offices have windows.

PROCEDURE:

1. Staff member who first becomes aware of the power outage will notify the School Director/Principal/designee.
2. The School Director/Principal/designee will notify the maintenance on-call person.
3. Teachers will explain the outage to the students and continue with class. If computers were in use, the teacher will switch to an alternative method of teaching, if possible.
4. If the power is out for longer than 2 hours and it is not known how soon the power will be restored, the principal/designee will make a determination regarding sending the students and teachers home.

POLICY REVIEWED	x	2013	x	2014		2015		2016

Hope Academy
Policy and Procedure

Policy Number: H 16	Title of Policy: First Aid/Medical Emergencies	Page 1 of 2
Effective Date: 3/06	Supersedes: NEW	

POLICY
It is the policy of Hope Academy that physical health emergencies will be handled in such a manner as to provide for optimal health and safety of students.

PROCEDURE

I. Abrasions
   A. Caused by rubbing or scraping off the outer layer of skin or mucous membrane.
      1. Thorough cleaning with soap and water;
      2. Application of a sterile compress *(face wounds may be left open)*;
      3. Topical antibiotics are optional (*Check for allergies)*.

II. Lacerations
   A. Incised wounds and puncture wounds- usually produced by blunt, sharp instruments or falls against sharp objects.
      1. If bleeding is not severe, wash with soap and water;
      2. Apply a sterile compression dressing;
      3. If bleeding is severe, apply pressure with a sterile dressing, elevate the injured site and transfer to emergency room.

III. Electric Shock
   A. Injury resulting from the passage of electric current through the body.
      1. Separate the individual from the current source;
         a. Cutting off the current by turning off the switch or unplugging the appliance, OR
         b. Removing the person from the contact with the current.
            DO NOT TOUCH THE PERSON. Use cloth, leather belt, or some other insulating material.
      2. Initiate CPR if needed;
      3. Dial 911.

IV. Contusions
   A. A bruise; the act of bruising. Damage to the soft tissue resulting in swelling and discoloration of the involved tissues.
      1. Immobilize the affected area;
      2. For severe contusions to the extremities, elevate and apply snug elastic bandage;
      3. Transfer to emergency room if indicated.

V. Investigation of Foreign Objects
   A. Contrary to popular belief, unless actual obstruction or danger of perforation is present, foreign bodies in the respiratory and alimentary tracts do not represent urgent danger.
      1. If obstructed airway *(the individual cannot talk, respiratory distress, or cyanosis)* perform Heimlich maneuver and/or CPR;
      2. Dial 911;
      3. Try to determine size, shape, nature, and number of object(s) ingested;
      4. Transfer to emergency room.

V. Suspected Joint Injuries and Suspected Fractures
      1. **DO NOT** remove the injured individual unless there are enough people to support the joints on either side of the injury;
      2. Immobilize and elevate the affected joint;
      3. Apply cold compress, if tolerated;
      4. Dial 911;
      5. Transfer to emergency room.

VI. Diabetic Coma/Insulin Shock

A. The signs and symptoms of these two medical conditions are similar, and often it is difficult to determine which physiological condition is responsible for the affected individual's present status.

1. Give juice with sugar and observe for an improvement in clinical status in 5-10 minutes;
2. Review individual's history of eating, exercise, last insulin dosage, possibility of infection, and onset of symptoms;
3. Transfer to emergency room.

VII. Anaphylaxis or Anaphylactic Shock

A. Usually develops within a few seconds or minutes after exposure to the allergen, but may be delayed for a few hours. This condition can be rapidly fatal despite treatment attempts. The individual may complain of a sense of uneasiness, then become agitated and flushed. Palpitations, paresthesia, pruritus, throbbing in the ear, coughing, sneezing, and dyspnea are other typical complaints. The signs and symptoms of shock may develop within one to two (1-2) minutes.

1. Position the affected individual to avoid aspiration of vomitus and secretions.
2. Trained staff member will prepare and administer EpiPen 0.3mg per manufacturer directions.
3. Dial 911 for EMS.
4. Maintain an airway and cardiac function. Perform CPR if indicated.
5. If injected allergen is responsible, place a tourniquet above the injection site to minimize systemic effect.

VIII. Cardiac/Respiratory Arrest

1. Initiate CPR or perform Heimlich maneuver if airway blockage is suspected;
2. Dial 911;

IX. Over-dosage

A. Accidental or Intentional

1. Try to determine when, how much, and what was taken
2. Call 911/Notify Principal or designee.
3. Start CPR if patient is unresponsive and/or has slow, shallow, or no breathing is present-it is best practice to place patient on back and on hard surface prior to starting CPR.
4. Narcan will be prepared and administered as an intranasal spray by a trained staff member-follow the kit instructions for preparing the medication.
5. If the initial dose of Narcan is ineffective a second dose may be given 2-3 minutes after the first dose.
6. If the second dose of Narcan is ineffective the patient could be experiencing a different medical emergency. Continue to provide the patient CPR and any other supportive measures within the staff member's scope of practice until EMS arrives.
7. Notify Principal of suspected overdose and use of Narcan.
8. Complete occurrence report.
9. Report Narcan use to Indiana Department of Education per Senate Bill 392.

X. Seizures

A. Paroxysmal disorder of cerebral function; sudden in onset and of brief duration (usually) involving change in the state of consciousness, motor activity, or sensory phenomenon.

1. Protect the affected individual from injury by clearing the area around him/her;
2. Place padding under head;
3. Position individual in prone position with head turned to one side during post-ictal stage;
4. Dial 911:
5. Transfer to emergency room.

XI. Burns

A. An injury caused by contact with dry heat (fire) or wet heat (water, hot beverage, etc).

1. Remove person from source of burn;
2. Cool the burned area with large amounts of cool water;
3. Then cover the burn with dry, clean dressings to help prevent infection;
4. Transfer to emergency room.

POLICY REVIEWED	x	**2011**	x	**2012**	x	**2013**	x	**2014**

Hope Academy
Policy and Procedure

Policy Number: H 17	Title of Policy: Occurrence Reports	Page 1 of 1
Effective Date: 3/06	Supersedes: New	

POLICY
Details of all incidents/occurrences/accidents involving students, staff and visitors will be documented, reported and reviewed.

PROCEDURE

1. An Occurrence Report Form (attached) is to be completed by the staff person involved in or witnessing the incident. If the incident involves an unwitnessed event, the staff member first notified of the occurrence will gather information concerning the event from the person reporting the occurrence and any witnesses.

2. The Report Form is to be signed by the person completing the form who will then forward the form to the immediate supervisor who will review, investigate, sign and forward the form to the Risk Manager.

3. The Risk Manager will review the report(s), clarify any missing or unclear data, sign and file the report.

4. On a monthly basis, the Risk Manager aggregates and analyses the data for any trends/patterns/opportunities for improvement.

5. A staff member who sustains an injury or illness while on the job should inform his/her supervisor immediately. In no case should the supervisor be informed later than the end of the staff member's regularly scheduled work shift.

6. If the injury/illness requires more than first aid, the staff member is required to be seen by a physician at Med-Check, or in case of a more serious injury or when Med-Check is closed, at Community Hospital North (CHN) emergency room.

7. Students and visitors whose injury involves more than first aid should also be seen per # 6, above.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 18	Title of Policy: Field Trip Vehicle Accident Procedures	Page 1 of 1
Effective Date: 7/09	Supersedes: 3/06	

POLICY

Hope Academy will establish a procedure to be followed in the event of an automobile accident involving students.

PROCEDURE

A. Ascertain the degree of injury to passengers and driver.

B. Notify the police and obtain a case number.

C. Do not leave the scene unless released by the police.

D. Notify the School Director/designee.

E. If another vehicle is involved in the accident note as much detail as possible:
   1. vehicle make, model, color, other distinguishing marks
   2. names and descriptions of driver and/or passengers.

F. Registration and insurance provider documents and other pertinent documentation are located in each vehicle.

G. In the event the vehicle must be towed, arrangements have been made with:
   Lawrence Towing
   317-644-0370

H. In the event the driver or patient(s) sustain a life threatening injury, the responding ambulance will take them to the nearest Hospital for treatment.

I. In the event injuries are sustained but are not life threatening, the injured person(s) should be taken to one of the following hospitals:

Methodist Hospital of Indiana
1701 North Senate Boulevard
Indianapolis, IN
317-929-2000

Community Hospital North
7150 Clearvista Parkway
Indianapolis, IN
317-841-5053

St. Francis Hospital Center
1600 Albany Street
Beech Grove, IN
317-783-8261

St. Vincent Indianapolis Hospital
2001 West 86th Street
Indianapolis, IN
317-338-2345

St. Vincent Carmel Hospital
13500 North Meridian Street
Carmel, IN
317-582-7000

J. In the event that alternate transportation for return to the school is necessary and staff are not available for transport, the School Director/designee will arrange for transportation through a local cab service.

K. Upon return to the school, an occurrence report will be completed.

POLICY REVIEWED	**X**	**2011**	**x**	**2012**	**x**	**2013**	**x**	**2014**

Hope Academy
Policy and Procedure

Policy Number: H 19	**Title of Policy:** Urine Drug Testing	**Page** 1 of 1
Effective Date: 8/14	**Supersedes:** 8/09	

POLICY: Students who exhibit symptoms of drug use, are suspected of using drugs, or who self report use of drugs will be asked to provide a urine sample for drug testing to identify the specific drug used. In addition, on a random basis, students will be asked to provide a urine sample for drug testing.

PROCEDURE:

Selection:

1. The days of the week and the number of urine samples to be collected on a given day will be randomly chosen.
2. Students' names will be randomly chosen from a pre-determined number.

Obtaining the Specimen

1. The school nurse or other designated staff member will escort the student to the testing site where he/she will be supervised until a specimen is provided. Students will go directly to the testing site and will not bring any personal items, cell phones or class materials with them.
2. At the testing site, the student must provide a urine specimen as soon as called or, if the student is not able to provide a specimen at that time, he/she will be allowed to drink no more than 32 oz of water and then be expected to provide a specimen within 1 hour. The student will remain under the supervision of the school nurse until he/she can provide a specimen and/or the hour time limit expires.
3. The school nurse or other staff member will supervise the testing site, set up the collection environment, guarantee specimens and observe collection of the specimens.
4. Student(s) will be instructed to remove all coats, sweaters, and other bulky outer garments and wash their hands before and after collecting the specimen.
5. The school nurse or other staff member will complete a clinical requisition for each student, printing their name, date of birth, gender, time specimen is collected, if student is fasting at the time of the collection and mark the specific urine test requested.
6. The student will verify that the urine specimen container is sealed and that it is properly labeled with his/her name. The student will open the container and proceed to provide at least 20ml of his/her urine in the container.
7. The student will be visually observed by the school nurse or other staff member while he/she obtains the urine sample.
8. The student will place the cap back on the specimen container. The school nurse or other staff member will check for proper closure and the absence of any leakage from the container before placing the specimen cup in a biohazard bag.
9. After the urine specimen has been sealed, there will be an initial screening of the sample by the school nurse or other staff member. Specimens registering below 90.5° F or above 99.8° F, or appearing diluted or adulterated, or an oral body temperature that is 1.8 ° F different from the temperature of the specimen will be invalid and the student must provide another specimen as soon as possible.
10. If the specimen is diluted or the urine creatinine ratio is less than 20 mg/dl after results are received, the student will be called again for testing as soon as possible.
11. The testing laboratory will report the results of the testing to the School Nurse and he/she will then report to the Recovery Team with results. Recovery team is comprised of Principal, Chief Operating Officer, Guidance Counselor, Recovery Coach and School Nurse.

POLICY REVIEWED	**X**	**2018**	**X**	**2019**	**x**	**2020**	**x**	**2021**

Hope Academy
Policy and Procedure

Policy Number: H 20	Title of Policy: Use of Intoximeter Portable Breath Test (PBT) Device	Page 1 of 1
Effective Date: 6/06	**Supersedes:** New	

POLICY
The intoximeter will be used as a definitive test for the presence of alcohol in a student's system. Members of the school staff who have been trained in its use are authorized to use the device.

PROCEDURE

A. Check the back of the Intoximeter for directions:
   1. Check the temperature - should be above 20° centigrade.
   2. Press "read" button for ten (10) seconds; the reading should be zero (0).
   3. Depress "set" button and attach mouthpiece.
   4. Request student to blow into the mouthpiece and press "read" button toward end of exhalation.
   5. Hold "read" button until the maximum reading is reached (at least thirty 30 seconds). Newer models of the PBT require that the "read" button be pushed once; it is not necessary to hold the button down.
   6. Depress "set" button to hasten discharge of sample.
   7. Promptly discard mouthpiece in wastebasket.
   8. Allow five (5) minutes between tests.

B. Always use a clean mouthpiece for each test.

C. Intoximeter readings will be obtained on students whose behavior would indicate possible alcohol use.

Intoximeters are calibrated monthly by a designated staff member according to the manufacturer's recommendations. Results are logged and filed.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

INTOXIMETER CALIBRATION LOG

DATE	SIGNATURE	TEST RANGE/ VALUE	ACTUAL VALUE	MACHINE ID #

Intoximeters will be calibrated monthly by a designated staff member following the manufacturer's recommendations and guidelines.

Hope Academy
Policy and Procedure

Policy Number: H 21	Title of Policy: Reporting of Child Abuse and Neglect	Page 1 of 2
Effective Date: 6/06	Supersedes: New	

POLICY

Hope Academy will file reports of suspected child abuse and neglect with the Children's Protective Services in order to protect children under the age of 18 who may be exposed to abusive or neglectful living situations.

PROCEDURE

A. **Definitions:** *According to the Indiana Juvenile Code IC 31-6-1 et. seq.*

1. "Child abuse or neglect" refers to a child who is alleged to be a child in need of service. A child is a child in need of services before his 18th birthday:
   a. His physical or mental condition is seriously impaired or seriously endangered as a result of the inability, refusal or neglect of his parent, guardian, or custodian to supply the child with necessary food, clothing, shelter, medical care, education or supervision;
   b. his physical or mental health is seriously endangered due to injury or by the act or omission of his parent, guardian or custodian;
   c. he is the victim of a sex offense under IC 35-42-4-1,-2,-3,-4 or 7, IC 35-45-4-1 or -2, or IC 35-46-1-3;
   d. his parents, guardian or custodian allow him to participate in obscene performance;
   e. his parent, guardian or custodian allow him to commit a sex offense;
   f. or he substantially endangers his own health or the health of another, and needs care, treatment or rehabilitation that he is not receiving, and that he is unlikely to be provided or accepted without the coercive intervention of the court.
2. "Sexual misuse" refers to the exposure of any child to sexual stimulation inappropriate for the child's age, level or psychosexual development and role in the family. All sexual misuse/exploitation is abusive in nature.
3. "Health Care Provider" means a licensed physician, intern, resident, registered nurse or other licensed nurse, social worker, counselor, chemical dependency technician, Adolescent Guidance Specialist, Recreational Therapist or an individual who is under the direction of any of the foregoing.
4. "Reason to believe" means evidence which, if presented to individuals of similar background and training, would cause those individuals to believe that a child was abused or neglected.

B. **Responsibility to Report:** The Child Abuse Act makes mandatory the reporting of suspected child abuse or neglect by an individual who has reason to believe the child is a victim of abuse or neglect. It provides for investigation and court action by county authorities on behalf of the child. This Act provides for the protection of a child believed to have sustained physical or emotional injury or neglect by other than accidental means by those responsible for the child's care.

C. **Failure to Report:** Willful failure to report suspected child abuse or neglect is a Class B misdemeanor punishable by up to 6 months imprisonment and a $1000 fine.

E. **Immunity from Prosecution:** All individuals making a report of suspected child abuse or neglect shall enjoy immunity from any civil or criminal liability providing said report was not made maliciously or in bad faith.

F. **Reporting:**

1. Any individual suspecting child abuse or neglect shall:
   a. Immediately make an oral report to:
      1. Child Protective Services Statewide number: 800-800-5556

         Or
      2. Marion County Hotline number: 968-4379

         Or
      3. to local law enforcement.
   b. Complete the Preliminary Report of Alleged Child Abuse or Neglect (Form 310). The original to be sent to the agency to which the oral report was made and a copy to be placed in the student's file.
   c. Report the alleged abuse/neglect to the School Principal/designee.
2. Parent/guardians are **NOT** to be notified of the suspicion or the report.

G. **Follow-Up:** will be conducted by Child Protective Services and law enforcement.

POLICY REVIEWED	x	**2011**	x	**2012**	x	**2013**	x	**2014**

Hope Academy
Policy and Procedure

Policy Number: H 22	Title of Policy: School-Provided Access to Electronic Information, Services, and Networks	Page 1 of 3
Effective Date: 6/06	Supersedes: NEW	

Position Statement:

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, Hope Academy considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to prepare citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards and other resources while exchanging messages with people around the world. The school expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways that point students to those that have been evaluated prior to using the Internet. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

The purpose of school-provided Internet access is to facilitate communication in support of research and education. To remain eligible as users, students' use must be in support of, and consistent with, the educational objectives of Hope Academy. Access is a privilege, not a right. Access entails responsibility.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media.

Rules of Use:

1. Students utilizing school-provided Internet access must first have the permission of, and must be supervised by, Hope Academy's professional staff. Students utilizing school-provided Internet access are responsible for good behavior online just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply.

2. Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

3. The following uses of school-provided Internet access are not permitted:
   a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
   b. to transmit obscene, abusive, sexually explicit, or threatening language;
   c. to violate any local, state, or federal statute;
   d. to vandalize, damage, or disable the property of another individual or organization;
   e. to access another individual's materials, information, or files without permission; and
   f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission.

4. Any violation of school policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Disclaimer:

Hope Academy makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information stored on school diskettes, hard drives, or servers nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. The school will not be responsible for personal property used to access school computers or networks or for school-provided Internet access. The school will not be responsible for unauthorized financial obligations resulting from school-provided access to the Internet.

Information to Parents:

Parents of students enrolled in Hope Academy shall be provided with the following information:

1. Hope Academy is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for life-long learning.

2. Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

3. While the intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even if the school instituted technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with the school's acceptable use policy. That notwithstanding, the school believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Toward that end, Hope Academy makes the school's complete Internet policy and procedures available on request for review by all parents, guardians, and other members of the community; and provides parents and guardians the option of requesting for their minor children alternative activities not requiring Internet use.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

POLICY REVIEWED	X	**2011**	x	**2012**	x	**2013**	x	**2014**

Hope Academy
Policy and Procedure

Policy Number: H 23	Title of Policy: Immunizations	Page1 of 2
Effective Date: 7/15	Supersedes: 6/06	

POLICY:

Indiana State Code requires that the school corporation maintain on file an immunization history for each child. When a child enrolls for the first time, or at any subsequent time and at any level, his parent(s) must show either that he has been immunized or that a current religious or medical objection is on file. The law further states that no child may remain in school beyond the date of his enrollment without minimum required immunizations.

PROTOCOL

1. **Minimum immunization requirements for all children enrolled in grades two and above or seven years of age and older:**

   3 doses of Hepatitis B vaccine;

   5 doses of diphtheria-tetanus-acellular-pertussis (DTaP), or tetanus-diphtheria-pertussis (DTP), or tetanus-diphtheria (Td) vaccine, or pediatric diphtheria-tetanus (DT) vaccine; DTaP Four doses of DTaP/DTP/DT are acceptable if 4th dose was administered on or after child's 4th birthday;

   3 doses of either all oral polio vaccine (OPV) or all inactivated polio vaccine (IPV). If a combination of OPV and IPV is used, 4 doses are required.

   Polio Three doses of Polio are acceptable for all grade levels if the third dose was given on or after the 4th birthday and at least 6 months after the previous dose with only one type of vaccine used (all OPV or all IPV). For students in grades kindergarten through 5th grade the final dose must be administered on or after the 4th birthday, and be administered at least 6 months after the previous dose.

   2 dose of measles (rubeola) vaccine, on or after the first birthday;

   2 dose of rubella (German measles) vaccine, on or after the first birthday;

   2 dose of mumps vaccine, on or after the first birthday;

Live Vaccines (MMR, Varicella & LAIV) Live vaccines that are not administered on the same day must be administered a minimum of 28 days apart. The second dose should be repeated if the doses are separated by less than 28 days.
Varicella, parental report of disease history is acceptable for grades 8-12.

2 doses of measles-containing vaccine are required for children in grades six to twelve and students in ungraded classrooms who are 11 to 12 years of age or older by August 1, 1999;

2 doses MCV4

MCV4 Individuals who receive dose 1 on or after their 16th birthday only need 1 dose of MCV4.

2. **Requirements for documentation of immunization history:**
Month/Day/Year must be stated for each (dose) immunization.

Measles (Rubeola) immunization must be live vaccine, given after the first birthday. Clinical infection (Measles disease) can serve as an alternative to immunization only if diagnosed by a physician.

Mumps immunization must be a live vaccine, given after the first birthday. Clinical infection (Mumps disease) may serve as an alternative to immunization only if diagnosed by a physician.

Rubella immunization must be live vaccine given after the first birthday. Clinical diagnosis of Rubella may serve as an alternative to immunization only if the diagnosis is the result of a serological test (blood test).

BOTH THE MINIMUM REQUIRED IMMUNIZATIONS AND THE REQUIREMENTS FOR DOCUMENTATION OF IMMUNIZATION HISTORY MUST BE MET.

3. **Follow-Up**
A designated, licensed nurse will review the immunization data to ensure that all information is complete, accurate and up-to-date.

POLICY REVIEWED	x	**2015**		**2016**		**2017**		**2018**

NAME _____ **DATE OF HIRE** _____

DEPARTMENT _____ **SOC SEC #** _____

AGREEMENT TO RECEIVE/DECLINATION OF IMMUNIZATION AGAINST HEPATITIS B

I understand that I work in an environment in which I may be exposed to Hepatitis B. I understand that Hope Academy is willing to administer a three (3) injection series of Hepatitis B vaccine for the purpose of immunizing me against Hepatitis B. Because of my job classification and the prevailing OSHA requirements regarding high risk employees, there will be no charge for the vaccination, providing I remain an employee during the time required to administer the vaccine. However, should my employment end before the completion of the vaccination process, I agree to pay for any vaccine necessary to complete the vaccination process. The possible side effects of receiving such injections have been explained to me as well as the consequences of contracting Hepatitis B.

I hereby consent to receiving the injections referred to above.

Signature _____ Date _____

Witness Signature _____ Date _____

DECLINATION OF HEPATITIS B VACCINATION

I do not consent to receive the injections referred to above at this time. I realize that I may change my mind at a later date. If I do change my mind and want to receive the injections, then I will inform the Safety Specialist and sign consent for the injections.

I understand that due to my occupational exposure to blood or other potentially infectious material, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at no charge to me. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me. (Section 1910.1030, Appendix A).

Signature _____ Date _____

Witness Signature _____ Date _____

I do not consent to receive the injections referred to above because I have already received a three (3) injection series of Hepatitis B vaccine.

Date of injections: 1st _____ 2nd _____ 3rd _____

Administered by _____

Signature _____ Date _____

Witness Signature _____ Date _____

Hope Academy

Policy and Procedure

Policy Number: H 24	Title of Policy: Family Educational Rights and Privacy Act (FERPA)	Page 1 of 1
Effective Date: 7/09	Supersedes: 6/06	

POSITION STATEMENT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;
State Consolidated Education Data Systems (SEAs);
Other schools to which a student is transferring;
Records or information from records which have been de-identified and cannot be linked to a specific student;
Specified officials for audit or evaluation purposes;
Appropriate parties in connection with financial aid to a student;
Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
Outsourcing functions that would otherwise be performed by employees to contractors, consultants, and other outside parties provide the outside party is under the direct control of the agency/institution and is subject to all applicable FERPA requirements;
To comply with a judicial order or lawfully issued subpoena;
State and local authorities, within a juvenile justice system, pursuant to specific State law;
Appropriate parties, including parents, whose knowledge of the information is necessary to protect the health or safety of a student or another individual if there is a significant and articuable threat to the health or safety of a student or other individual considering the totality of the circumstances**.

** the basis for the decision that a health or safety emergency exists must be recorded in the student's record.

Each request for access to and each disclosure of information must be recorded in the student's record including the names of the additional parties to which the receiving party may re-disclose the information on behalf of the agency or institution.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

POLICY REVIEWED	X	2018	x	2019	x	2020	x	2021

Hope Academy
Policy and Procedure

Policy Number: H 25	Title of Policy: Media Inquiries	Page 1 of 1
Effective Date: 7/08	Supersedes: 7/06	

POLICY

In order to respond to media requests for interviews, information, statements or updates, Hope Academy will appoint a media spokesperson to insure responses are consistent, accurate and timely.

PROCEDURE

I. Appointment of media spokesperson

A. The Fairbanks Communications Specialist will be the media spokesperson. In his/her absence, a Marketing designee will be appointed.

II. Media Inquiries

A. When an employee is contacted by a member of the media for information concerning Hope Academy or Fairbanks, his/her responsibilities as an employee of Hope Academy, the responsibilities of another employee of Hope Academy or a student or parent of Hope Academy, the media person will be referred directly to the Communications Specialist or Marketing designee. He/she will confer with the person from the media and determine the appropriate method and personnel to be utilized and will explain the action to be taken to the employee.

B. Should a visit to Hope Academy be needed or an interview be needed off site, all arrangements for that visit will be made by the Communications Coordinator or Marketing designee.

III. Public Relations/Media Participation

A. Any employee, student, family, volunteer or other 'customer' of Hope Academy who agrees to participate in a media event, must first sign a 'media release' prior to the activity. If the interviewee is 18 years of age or older, they may sign their release themselves. If the interviewee is under the age of 18, a parent or guardian and the interviewee must sign the media release prior to the activity.

B. All parents will have the opportunity to give consent regarding the use of their student's picture in any media event. Those consents are a part of the student's record at Hope Academy.

C. The Communications Coordinator or Marketing designee will meet with the employee, student, family member or volunteer prior to the scheduled activity to provide an overview of effective media relations and to provide information that will reflect favorably. The Community Relations Coordinator or Marketing designee will attend the event/interview to insure that confidentiality is observed and to provide support to the interviewee.

D. Occasionally, employees of Hope Academy may be approached by persons from outside the facility questioning various aspects of its operation. Generally, there will be two (2) types of information requested:

1. General information regarding Hope Academy: what it is and services offered how to enroll etc. This type of information is available in brochure form and can be provided to the person inquiring by the employee of Hope Academy.
2. Specific information such as finances, liability concerns, salary guidelines, staffing guidelines or any questions from members of the press should be directed to the Communications Coordinator or Marketing designee who will determine the appropriate representative to respond to the request.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 26	Title of Policy: Field Trips	Page 1 of 1
Effective Date: 7/08	Supersedes: NEW	

POLICY
Hope Academy will ensure that field trips are well planned, effective and safe for students and staff.

Definition: A field trip is any planned journey for one or more students away from the school premises which is under the supervision of a professional staff member and is an integral part of a course of study.

PROCEDURE:

A. The School Director/Principal shall develop administrative guidelines for field trips which will ensure that:
   1. the safety and well-being of students is protected at all times;
   2. parental permission is sought and obtained before any student leaves the school on a trip;
   3. each trip is properly planned and, if off the school campus, is integrated with the curriculum, evaluated and followed up with appropriate activities which will enhance the trip's usefulness;
   4. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
   5. each trip is properly monitored; and
   6. student behavior while on filed trips complies with the Student Community Expectations.

B. Professional staff members are permitted to make on-site alterations to a trip.

C. Students may be charged a reasonable fee for a field trip, but no student shall be denied participation due to financial inability.

POLICY REVIEWED	x	2013	x	2014		2015		2016

Hope Academy
Policy and Procedure

Policy Number: H 27	Title of Policy: Vehicle Breakdown Procedure During Field Trips	Page 1 of 1
Effective Date: 7/09	Supersedes: 3/06	

POLICY

Hope Academy will establish a procedure to be followed in the event of a breakdown of a vehicle during a field trip.

I. PROCEDURE

A. Staff member should call the School Director/designee and relay the situation.

B. In the event that alternate transportation back to the school is needed, the Director/designee will either send another staff member and vehicle to the scene or will arrange transport via a local cab service.

D. In the event the vehicle must be towed, arrangements have been made with:

Lawrence Towing
317-644-0370

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Hope Academy
Policy and Procedure

Policy Number: H 28	Title of Policy: Student or Staff Death or Serious Injury	Page 1 of 1
Effective Date: 7/09	Supersedes: 6/06	

POLICY:
Hope Academy staff will respond to a student or staff death or serious injury, including a non-fatal overdose, in a structured manner.

PROCEDURE:

1. Staff member receiving or first becoming aware of information that a staff member or student has died or been seriously injured will immediately notify:
   a. School principal/designee.

2. School principal/designee will immediately notify:
   a. Hope Academy administration;
   b. Fairbanks administration;
   c. Hope Academy staff members;
   d. Fairbanks media relations liaison/designee.

   School principal, in conjunction with Hope Academy administration, will schedule a group meeting at the school with students, their parents and Hope Academy staff to deal with the crisis.

   The decision to involve Fairbanks counselors will be determined on a case-by-case basis.

   The decision to cancel school will be determined on a case-by-case basis.

3. Media relations liaison will set the Crisis Communication Plan in motion.

4. Designated Hope Academy staff will notify students and the students' families by phone or e-mail.

5. Staff, students and parents will be invited to attend the scheduled group meeting.

6. Students who are in need of additional counseling will be seen by the school counselor and/or referred to a community agency.

7. Parents in need of additional counseling will be referred to a community agency.

8. Staff in need of counseling will be referred to the EAP.

POLICY REVIEWED	x	2014		2015		2016		2017

Hope Academy
Policy and Procedure

Policy Number: H 29	Title of Policy: Indoor Air Quality	Page 1 of 2
Effective Date: 2/12	Supersedes: NEW	

POLICY

In order to maintain good indoor air quality for its students, staff and visitors, Hope Academy is responsible for meeting the criteria established by the Indiana State Department of Health relative to indoor air quality.

PROCEDURE

I. Temperature and Relative Humidity

A. Instruction Rooms, Offices, Locker Rooms and Cafeterias
Heating facilities shall be capable of and shall be operated to maintain a temperature during period of student occupancy of not less than 68 degrees F.

B. Activity Rooms and Shops
Heating facilities shall be capable of and shall be operated to maintain a temperature during period o student occupancy of not less than 65 degrees F.

C. Interior Toilet Rooms
Heating facilities shall be capable of and shall be operated to maintain a temperature during periods of student occupancy of not less than 65 degrees F.

D. Where provided, air conditioning systems shall be capable of providing and shall be operated to maintain a temperature not to exceed 78 degrees F and 65% relative humidity during periods of student occupancy.

II. Carbon Dioxide (CO2) Limits

A. Outdoor air shall be supplied to classrooms when occupied.

B. CO2 concentrations shall never exceed 700 ppm over the outdoor CO2 concentration.

III. Vehicle Idling

A. All persons bringing vehicles onto school property shall follow the policy established for vehicle idling.

IV. Allergens/Irritants/Animals

A. Ozone generators sold as air purifiers are not permitted in classrooms while students are present.

B. Scented candles and air fresheners are not to be used in classrooms.

C. When evidence of a water leak/intrusion or mold/mold contaminated material is discovered, corrective action will be taken within 48 hours.

D. Carpet vacuums shall meet HEPA filtration levels by January 1, 2015.

V. Animals

A. Furred, feathered or reptilian animals shall only be allowed in classrooms for educational purposes.

B. Fish aquariums must be of reasonable size and quality and are exempt from the educational requirements under "A".

C. Service dogs are exempt from the educational requirements under "A".

D. A separate written policy addresses the types of animals, when they are allowed in the classrooms, the duration of the visit, housekeeping requirements and how issues of student/staff allergy are addressed.

VI. Chemicals

A. When chemicals are used during class, appropriate ventilation is in place to minimize staff and student exposure to the chemicals.

VII. Furniture

A. Furniture in classrooms is maintained to prevent accumulation or growth of allergens.

VIII. Construction

A. During building renovation or additions, steps are taken to ensure that pollutants do not enter occupied spaces (.g. filtration, temporary partitions, increasing housekeeping activities, etc.).

IX. Monitoring

A. The Manager of Environmental Services of Fairbanks Hospital is responsible for maintenance and monitoring of the environment to ensure optimal indoor air quality.

X. Public Notice

The name and phone number of who to contact with questions about air quality are posted at the main entrance to the school as well as inside the school.

POLICY REVIEWED	**x**	**2013**	**x**	**2014**		**2015**		**2016**

Hope Academy
Policy and Procedure

Policy Number: H 30	**Title of Policy:** Use of the Company Credit Card	**Page** 1 of 2
Effective Date: 6/13	**Supersedes:** New	

POLICY:
The credit card process is intended to allow designated cardholders to purchase items where purchase orders are not accepted and/or when payment is required at the time of purpose. A credit card may also be issued to an individual as an alternative means of payment for approved expenses, especially expenses related to business travel.

Credit cards may not be used for capital purchases (amounts in excess of $1,000). Usual practice is the Hope Academy accounts payable system will be used for purchases, whenever possible. However, some activities will need to be paid by credit card.
Hope Academy will issue credit cards only with approval of the Treasurer.

1. Credit cards will only be used for business purposes. Personal purchases of any type are not allowed.
   - The following purchases are not allowed:
   - Alcoholic beverages/tobacco products
   - Capital equipment
   - Construction, renovation/installation
   - Controlled substances
   - Items or services on term contracts
   - Maintenance agreements
   - Personal items or loans
2. Cash advances on credit cards are *not* allowed.
3. Cardholders will be required to sign an agreement indicating they accept these terms. Individuals who do not adhere to these policies and procedures risk revocation of their credit card privileges and/or disciplinary action; to include termination from employment.

PROCEDURE:

1. Credit cards may be requested for prospective cardholders by written request to the Treasurer.
2. Detailed receipts must be retained and attached to the credit card statements. In the case of meals and entertainment, each receipt must include the names of all persons involved in the purchase, and a brief description of the business purpose of the purchase, in accordance with Internal Revenue Service regulations.
3. Monthly statements, with attached detailed receipts, must be submitted to the accounting department within five days of receipt of the statement to enable timely payment of amounts due.
4. All monthly statements submitted for payment must include the initials of the cardholder, the signature of the approving staff member and the date of approval. Each receipt must have the approval of the Chief Operating Officer if a purchase is made by a line level staff member.
5. All monthly statements submitted for payment must have the appropriate account number(s) and the associated amounts clearly written on the statement.
6. Cardholders should make every effort to ensure that purchases do not include sales tax. Tax-exempt certificates are available through the accounting department. Tangible personal property is property that can be touched and retained in one's possession (excludes food, entertainment, and other consumables.) Services are works or activities performed by another for a fee (includes normal services such as personal services performed by professionals and/or non-professionals, but excludes lodging.) Sales tax may be paid for minimal expenditures from one-time vendors who refuse the exemption, but sales taxes should not be paid (select another vendor) where the purchases are for more substantial expenditures or are repetitively incurred.

POLICY REVIEWED	x	**2014**		**2015**		**2016**		**2017**

HOPE ACADEMY CARDHOLDER AGREEMENT

I, _____, hereby acknowledge receipt of the following

credit card: _____ / _____ - _____ - _____ - _____
(type of credit card) (credit card number)

I understand that improper use of this card may result in disciplinary action, to include termination from employment, as well as personal liability for any improper purchases. As a cardholder, I agree to comply with the terms and conditions of this agreement.

I acknowledge receipt of said Credit Card Policy and confirm that I have read and understand the policy. I understand that by using this card, I will be making financial commitments on behalf of Hope Academy and that Hope Academy will be liable to _____ for all charges made on this card.
(Name of Credit Card Company)

I will strive to obtain the best value for Hope Academy when purchasing merchandise and/or services with this card.

As a holder of this credit card, I agree to accept the responsibility and accountability for the protection and proper use of the card, as enumerated above. I will return the card to the Treasurer, if requested, while an employee of Hope Academy. I further agree to return the card upon termination of employment. I understand that the card is not to be used for personal purchases. If the card is used for personal purchases or for purchases for any other entity, Hope Academy will be entitled to reimbursement from me of such purchases. Hope Academy shall be entitled to pursue legal action, if required, to recover the cost of such purchases, together with costs of collection and reasonable attorney fees.

Signature _____ Date _____
(Cardholder)

Signature _____ Date _____
(Finance Department)

Hope Academy
Policy and Procedure

Policy Number: H 31	Title of Policy: Harassment and Bullying	Page 1 of 2
Effective Date: 8/13	Supersedes: New	

Harassment

Harassment of any type has no place in the school setting. The school will endeavor to maintain a learning and working environment that is free from harassment. Hope Academy expects administrators and supervisors to make it clear to students and staff that harassment in the school building, on school grounds, and at school functions will not be tolerated and will be grounds for disciplinary action up to and including suspension or expulsion of students and termination of employment for employees.

Harassment may include, but is not limited to, sexual harassment, racial harassment or harassment because of a physical condition or disability. It may also include, but is not limited to, hostile, demeaning or intimidating behavior or conversation.

Sexual Harassment

Sexual harassment is a violation of policy for any student or member of the Hope Academy staff who harasses another student or staff member through conduct or communications of a sexual nature. Sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, sex-oriented verbal "kidding," repeated remarks to a person with sexual or demeaning implications, unwelcome touching, patting, pinching, or repeated brushing against another's body.

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964. It is policy of the school to maintain a learning and working environment that is free from sexual harassment. Hope Academy prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the school to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. Hope Academy will act to investigate all complaints and to discipline any student or employee of the school. Violators may be suspended, expelled, and/or terminated.

Bullying/Cyber bullying

Hope Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The school encourages the promotion of positive interpersonal relations between members of the school community. Bullying behavior toward a student whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse as provided herein. The school will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school.

Bullying as defined in State law means overt, repeated acts or gestures, including verbal or written communications transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Reporting Incidents of Bullying

Any student who believes s/he has been or is currently the victim of bullying should immediately report the situation to the school principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. Complaints against the school principal should be filed with the Chief Operating Officer.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All complaints about bullying behavior shall be promptly investigated.

If the investigation finds an instance of bullying behavior has occurred, it will result in prompt and appropriate disciplinary action. This may include expulsion for students. Individuals may also be reported to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

Retaliation against any person, who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Confidentiality

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

POLICY REVIEWED	x	**2014**		**2015**		**2016**		**2017**

Hope Academy
Policy and Procedure

Policy Number: H 32	**Title of Policy:** Use of Wireless Panic Fobs	**Page 1 of** 1
Effective Date: 1/14	**Supersedes:** 12/13	

POLICY: As a safety measure, wireless fobs that are worn around the neck have been issued for use by the school secretary, school administrator, and designated school staff in the event of an emergency. If the school administrator will be absent from the building, the fob designated for that person will be given to another staff member. When activated, the fob sends a silent alert to the monitoring company that a burglary is in progress. Once received, the monitoring company will NOT contact the school office to verify the signal; the company will automatically summon the police to the 8102A Clearvista Parkway location. The fob is to be used only if the staff member feels he/she is in immediate danger:

1. Person in the area with a weapon.
2. Person approaching the area with a visible weapon.
3. Person in the area who is threatening harm with or without a weapon.

Once activated, the main fire alarm panel in the maintenance area in the 8102 building will emit a beeping noise and the alarm will be displayed on the panel as a Priority 2 alarm. The remote fire alarm panels in the nurse's station and the Access Center will not beep.

If a staff member leaves the building with a fob, he/she must return the fob immediately upon discovery or notification.

PROCEDURE:

1. Press the button on the fob and hold for 2 seconds and wait for the police to arrive.
2. An incident report will also be completed and turned in to the school administrator whenever the fob is activated.

TO RESET THE SYSTEM:

Environmental Services staff will be responsible for resetting the system.

1. Go to the control panel in the small room right outside the Krieg boardroom.
2. Open the cover on the panel.
3. Press 1-2-3-4.
4. Press 1-2-3-4 again.
5. The system is now reset and the beeping at the main fire panel will stop.
6. The system will continue to operate even if not reset.

POLICY REVIEWED		**2013**		**2014**		**2015**		**2016**

Hope Academy
Policy and Procedure

Policy Number H33	Title of Policy: Resource, Textbook, and Drug Test Fees Collection Guidelines	Page 1 of 1
Effective Date: 7/1/14	Supersedes: NA	

POLICY

It is the policy of Hope Academy to provide a structured procedure so that student balances for resource, textbook, and drug testing fees are collected in a consistent and timely manner.

PROCEDURE

1. Parents are responsible for the following fees during the school year:
   - Two drug tests per month, regardless of the test results.
   - An annual resource fee to cover the cost of Recovery materials, classroom supplies, testing materials and/or other supplemental educational supplies. The resource fee will be pro-rated at 50% for those students who enroll after the start of the second semester
   - Textbook fee each semester to cover the cost of books.
2. The parents are notified of the above fees by the administrative secretary when their students are admitted to the school. This information is included in the Hope Academy Student and Family Handbook. It will be the responsibility of the administrative secretary to keep a current log of all transactions with student/parent information, dates and dollar amounts, and including documentation of any communications sent to parents and/or the collection agency.
3. The resource, textbook, and the first month of the drug testing fees should be paid within 30 calendar days of when the student is admitted to the school. If the fees are not paid by that time, the administrative secretary will contact the parents to notify them that their payment is late. The administrative secretary will contact the parents at the end of 60 calendar days and if payment is not received, the account will be referred to a collection agency. The collection agency will send out one letter at the end of 90 calendar days. If payment is not received within 120 calendar days, the account will be written off to bad debts.
4. The administrative secretary will contact the parents at the beginning of each month to remind them about the monthly drug testing fees. If the fees are not paid at the end of the semester the account will be turned over to the collection agency. The collection agency will send out one letter at the end of 90 calendar days. If payment is not received within 120 calendar days, the account will be written off to bad debts.
5. Students who are eligible for Free or Reduced Meals will be exempt from the textbook fee, but will be expected to pay the resource and drug testing fees.

POLICY REVIEWED	x	**2018**		**2019**		**2020**		**2021**

Hope Academy
Policy and Procedure

Policy Number: H34	Title of Policy: Student Disruption	Page 1 of 1
Effective Date: 7/15	Supersedes: N/A	

POLICY
In order to ensure the safety of students, visitors and staff, Hope Academy will establish a plan for managing physical student disruptions.

PROCEDURE

I. Staff Member(s) present during student disruption

A. Attempt to diffuse situation before it becomes physical, using verbal commands, telling student(s) to leave area accompanied by a staff member.

B. Call for administrative assistance.

C. If necessary, call for police assistance.

2. A staff member's responsibility is not to physically intervene during a physical altercation between two students. However, should a staff intervene, they are protected by the following Indiana Code under Education law:

IC 20-33-8-8 Duty and powers of school corporation to supervise and discipline students

Sec. 8. (a) Student supervision and the desirable behavior of students in carrying out school purposes is the responsibility of:
(1) a school corporation; and
(2) the students of a school corporation.
(b) In all matters relating to the discipline and conduct of students, school corporation personnel:
(1) stand in the relation of parents to the students of the school corporation;
(2) have the right to take any disciplinary action necessary to promote student conduct that conforms with an orderly and effective educational system, subject to this chapter; and
(3) have qualified immunity with respect to a disciplinary action taken to promote student conduct under subdivision (2) if the action is taken in good faith and is reasonable.
(c) Students must:
(1) follow responsible directions of school personnel in all educational settings; and
(2) refrain from disruptive behavior that interferes with the educational environment.
As added by P.L.1-2005, SEC.17. Amended by P.L.121-2009, SEC.12.

POLICY REVIEWED	x	2015		2016		2017		2018

Hope Academy
Policy and Procedure

Policy Number: H 35	**Title of Policy:** Animal Assisted Therapy at Hope Academy	**Page** 1 of 2
Effective Date: 8/18	**Supersedes:**	

PROGRAM DESCRIPTION:
The mission of Animal Assisted Therapy (AAT) at Fairbanks/Hope Academy is to provide Adolescents with an evidence-based, alternative therapy to increase engagement and willingness to make changes for recovery. The benefits to the patients include the following:

- Engagement in the treatment process and motivation to make healthy changes
- Reduction in stress and anxiety
- Introduction of appropriate physical touch in a therapeutic and healthy manner
- Social support and attachment
- Development of responsibility for something other than oneself.

The AAT program involves a dog which is owned by Fairbanks. Fairbanks is responsible for veterinary costs and all other costs related to grooming, flea and tick treatments, bathing, and obedience training.

Copies of the dog's vaccination records are kept on the inpatient units and with the Director of Quality Improvement.

Liability insurance does not exclude this program and is checked annually.

A disclosure and informed consent form describing AAT is provided to all students. The disclosure includes information about the dog: training and credentials, the relationship of the dog to the school and the types of activities involving the dog in which a student may choose to participate. The consent form also informs the student of his or her right to request that the dog not be present during the school day. The form will be signed by the student and the parent/guardian.

A therapy animal kit is kept at Fairbanks and includes a scooper and waste bags for excrement. The housekeeping department stocks stain/odor remover for indoor accidents. The cleaner is safe for people, animals and the environment and does not discolor carpeting or flooring. The kit also includes toys, treats and food as well as grooming supplies. Meeting the dog's daily needs (feeding, exercise, grooming, playing, toileting) is the responsibility of the students with guidance from the Hope staff. The service dog will remain on the adolescent unit or at the school at all times. The students and staff are educated on proper hygiene (hand washing) before and after interaction with the dog. New students receive training during orientation to the program.

The boundaries for the dog are the quads, classrooms and Hope office hallway. The dog is not permitted to leave these boundaries other than for toileting and entering or leaving the unit/building.

The dog will use designated entrances when entering and leaving the building and is on a leash at all times when not on the unit or in the school area. In case of snow, entry may be through any of the Fairbanks entrances that are cleared and passable.

Staff receives orientation to the program including the mission, expectations, etc. during unit orientation. Staff will participate in continuing obedience training with a professional dog trainer.

In case of injury, the dog will be safely secured in his/her crate or in an office as soon as possible in order to manage the situation and avoid any additional harm to the animal and/or humans. If a human is injured, the nursing department will be contacted to determine the need for medical care and to provide direction. An incident report will be completed. The incident will also be reported to the Director of Adolescent Services and COO of Hope Academy. If a student is injured, family members will be notified of the circumstances and there will be no more therapy work involving the dog for the remainder of the day. Any sponsoring organization to which the owner belongs (e.g. Delta Society) will be notified of the event as well. If the dog is injured, the vet will be notified and suggestions for care will be followed at the owner's expense.

Any patients with severe dog allergies will be reported to staff. When appropriate, the dog will be removed from the areas on which the allergic student is attending.

POLICY REVIEWED	x	**2018**	x	**2019**		**2020**		**2021**

Fairbanks
Experts in addictions. Focused on recovery.

SCREENING TOOL
ANIMAL-ASSISTED THERAPY

Name: _____ **Date:** _____

1. **Does the patient have any of the following?**

   _____ Animal Allergies If yes, which animals _____

   _____ Animal Fears or phobias If yes, which animals _____

   _____ History of aggression toward or abuse of animals _____

   _____

2. **List the pets the patient has at home** _____

   _____

3. **Please list any concerns regarding the patient participating in the Animal Assisted Therapy program** _____

   _____

_____ _____
Completed by Date

_____ _____
Reviewed by Date

6/13

Daily Routine

- The dog will attend all activities on the unit (goal setting, meditation, group therapy, etc.)

- The dog is NOT allowed to leave the units except for toileting and entering/leaving the unit/building.

- The dog will need to be taken outside by one of the patients before and after every activity.
    - The dog needs to be on a leash at all times when outside.
    - All waste needs to be picked up with gloved hands and using the bags on the leashes, then disposed of in the designated bucket located outside the young adult patio. The patient disposing of the waste must wash hands immediately after returning to the unit using proper hand washing techniques. The bucket is to have a liner and be covered by a lid at all times. On Mondays, Wednesdays, and Fridays the bucket will be taken to the dumpster, the liner will be tied off and placed into the dumpster. A new liner is to be placed in the bucket and returned to its primary location.
    - The patients who take the dog outside need to wash their hands afterwards.

- The dog is not to be given any treats other than the approved dog treats.
    - The dog can be rewarded with a treat after accomplishing a task (e.g. going to the bathroom outside, coming when called, etc.).

- The dog enjoys friendly touch, NOT being dragged by the collar, being cornered, being chased when not playing, rough housing (wrestling, pulling of the tail or limbs).

- The dog likes FRESH water so please make sure there is clean water in his/her bowl at all times.

- If the dog has an accident on the unit please do the following:
    - Urine: the patient will don disposable gloves, remove urine with a paper towel, and place dirty towels and gloves into the designated container. The patient will don a new set of clean disposable gloves, spray the floor with the designated pet spray, and wipe the area clean with a new paper towel. The patient will then remove gloves and use proper hand washing techniques.
    - Feces: the patient will don disposable gloves, pick up feces and place in the pet bag on the leash, then place waste into the red biohazard container and remove gloves. The patient will don a new set of clean disposable gloves, then spray the area with the designated pet spray and wipe with paper towels. The patient will then use proper hand washing techniques.

- The dog can visit in the resident's rooms with the door COMPLETELY open.

- Please make sure that the two unit doors are closed when the dog is on the unit.

Fairbanks
Experts in addictions. Focused on recovery.

Animal Assisted Therapy Informed Consent

I/We understand that Adolescent and Young Adult programs include Animal Assisted Therapy as part of the treatment program. I/We understand that the dog will be on the unit and involved in unit activities. I understand that the following is the information about the dog used in the Animal Assisted Therapy program:

Type of Breed:	Golden Retriever
Name:	Banks
Credentials:	Therapy Dog in Training

I understand that the therapy dog will be in attendance at all patient activities. I understand that the caretaking of the dog is part of the patients' daily activities. I understand that I can request that the therapy dog not be involved in my individual sessions or family counseling sessions.

By signing this consent, I am stating that I understand the above information.

_____ _____
Signature, Patient Date

_____ _____
Signature, Patient/Guardian Date

_____ _____
Signature, Witness Date

4/14

Hope Academy
Policy and Procedure

Policy Number: H36	Title of Policy: Incidents Warranting Notification to OEI	Page 1 of 1
Effective Date: 9/2019	Supersedes: N/A	

POLICY

In order to ensure timely and important communications to the Charter School Office regarding issues listed below.

- The Organizer shall notify the Charter Schools Director within five (5) business days of either the Charter School or any member of the School Board (acting in his or her capacity as a member of the School Board) being named as a plaintiff or defendant in any court proceeding or as the subject of any administrative enforcement proceeding arising from the operation of the Charter School.
- The Organizer shall notify the Charter Schools Director immediately as to any of the following:
  - Any material change in the availability or condition of the physical plant, such as through flood, fire, or other unanticipated circumstance;
  - Any allegation that the Organizer or the lessor has breached any lease, deed or other land use agreement concerning the physical plant; or
  - Any proposal to move the Charter School from its current facility to another or from its current location to another.
  - Building-level safety threats
  - Presence of the following on-campus: guns, drugs, weapons, bombs
  - Inappropriate teacher-student relations (verbal, virtual, and/or physical outlawed behaviors)
  - Evidence of current or potential threat to students during field trips/excursions while affiliated with the School
  - Student body/staff discourse that results in school lock-down
  - Any threat to endanger the life of school staff, students, and/or administration
  - Any foreseeable threat of school dissolution or closure
  - Threats/physical harm to the school building
  - Theft
  - Significant vandalism
  - Building or software malfunction that could potentially endanger students, staff, and/or Administration
  - Loss of or lapse in insurance coverage
  - Loss of or lapse in 501c3 status
  - Number of active board members falls below the minimum threshold required in the bylaws
  - Homicide involving students, staff, and/or faculty (on or off campus)
  - Rule of thumb: apprise the authorizer of any incident which could be reported to a news source

POLICY REVIEWED		2018		2019		2020		2021

HOPE ACADEMY
OCCURRENCE REPORT FORM

NAME OF PERSON INVOLVED _____

[ ] STUDENT [ ] VISITOR [ ] OTHER _____

_____
ADDRESS PHONE

NAMES/ADDRESSEES/PHONE #s OF WITNESSES, IF ANY

_____

_____

DATE OF OCCURRENCE _____ TIME OF OCCURRENCE _____

SPECIFIC LOCATION OF OCCURRENCE _____

TYPE OF OCCURRENCE (PLEASE CHECK):

STUDENT:

[ ] STUDENT: STUDENT VIOLENCE
[ ] ACCIDENT/MISHAP
[ ] CONTRABAND
[ ] OTHER _____
[ ] MEDICAL/HEALTH PROBLEM
[ ] PROPERTY DAMAGE/LOSS

VISITOR:

[ ] ACCIDENT/MISHAP
[ ] PROPERTY DAMAGE/LOSS
[ ] OTHER _____
[ ] MEDICAL/HEALH PROBLEM

DESCRIBE EXACTLY WHAT HAPPENED _____

_____

_____

DESCRIBE ACTION TAKEN _____

_____

_____

_____ _____
DATE OF REPORT SIGNATURE/TITLE OF PERSON REPORTING

_____ _____
DATE OF REVIEW SIGNATURE, SCHOOL DIRECTOR

_____ _____
DATE OF REVIEW SIGNATURE, RISK MANAGER

H-17 3/06

HOPE ACADEMY
OCCURRENCE REPORT FORM
EMPLOYEE

NAME OF PERSON INVOLVED: _____

ADDRESS/PHONE #: _____

SS#: _____ **DATE OF BIRTH:** _____

DATE OF OCCURRENCE: _____ **TIME OF OCCURRENCE:** _____

SPECIFIC LOCATION OF OCCURRENCE: _____

NAME/ADDRESS/PHONE # OF WITNESSES:

_____

_____

TYPE OF OCCURRENCE (PLEASE CHECK):

[ ] Student: Staff Violence [ ] Medical/Health Problem [ ] Accident/Mishap [ ] Slip/Fall

[ ] Boundary Violation [ ] Other _____

PARTS OF BODY AFFECTED: _____

EMPLOYEE TO DESCRIBE WHAT HAPPENED IN HIS/HER OWN WORDS:

_____

_____

_____

ACTIONS TAKEN TO PREVENT SIMILAR OCCURRENCES:

_____

_____

_____

EMPLOYEE STATUS:

[ ] Refused Treatment [ ] Returned to Work [ ] Sent Home [ ] Sent to Med Check [ ] Other _____

NUMBER OF LOST WORK DAYS: _____

ADDITIONAL COMMENTS, IF NEEDED:

_____

_____

DATE OF REPORT	SIGNATURE, EMPLOYEE
DATE OF REVIEW	SIGNATURE, SCHOOL DIRECTOR
DATE OF REVIEW	SIGNATURE, RISK MANAGER

BOMB THREAT CHECKLIST

Date and Time Call Received	
Exact words of person making threat (ask caller to repeat what he or she said - "I'm sorry, could you repeat that?"	
Questions to ask	
When is the bomb going to explode?	
Did you place the bomb?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Why?	
What is your name?	

Sex of Caller _____ **Age** _____ **Accent** _____ **Length of call** _____

Caller's Voice. Check all that are appropriate:

[ ] Calm [ ] Laughing [ ] Nasal

[ ] Angry [ ] Crying [ ] Raspy

[ ] Excited [ ] Normal [ ] Deep

[ ] Slow [ ] Distinct [ ] Ragged

[ ] Rapid [ ] Slurred [ ] Clearing Throat

[ ] Lisp [ ] Stutter [ ] Cracking Voice

[ ] Loud [ ] Deep Breathing [ ] Soft

[ ] Distinguished [ ] Whisper

[ ] Familiar? _____

(Who did it sound like?)

Background Noises. Check all that are appropriate:

[ ] Street noises [ ] House noises [ ] Dishes banging

[ ] Static [ ] Adult voices [ ] Children's voices

[ ] Local call [ ] Long distance [ ] PA systems

[ ] Factory noises [ ] Airport noises [ ] Phone booth

Language used. Check all that are appropriate:

[ ] Educated [ ] Incoherent [ ] Irrational

[ ] Foul/Swearing [ ] Message read by caller [ ] Message taped

Other:

_____

7/08

Name of Person Taking Call

CALL 911

GIVE THEM YOUR CELL PHONE NUMBER

TAKE YOUR CELL PHONE WITH YOU!!

HOPE ACADEMY

THE RECOVERY HIGH SCHOOL AT FAIRBANKS

Consent for Release of Photograph & Video

Student's Name: _____ **Grade:** _____

I, _____ ("Student"), understand that Hope Academy ("School") has captured, or will capture, a photograph or video of me during the school year. I understand that School may desire to publish such photograph or video for one or more of the purposes authorized by this Consent. I hereby consent to allow School to publish any photograph or video as indicated in this Consent for the duration of this Consent or until revoked by me or my guardian in writing. With this Consent, I further release all rights or claims I may have to the photograph or video.

This Consent begins on the date of the signature below and shall continue indefinitely until revoked by me or my guardian in writing. I understand that I or my guardian can revoke this Consent at any time, and that such revocation shall be effective immediately upon receipt. I also understand that such revocation shall not affect or apply to any photograph or video that School has published in reliance on this Consent form before its revocation. School shall not be liable to Student for any consequences, either foreseen or unforeseen, of School's publication of Student's photograph or video when published in accordance with this Consent.

I agree to the release of any photograph or video for use in any of the following:

Parent or Student to check all that apply

- ☐ TELEVISION/COMMERCIAL
- ☐ ADVERTISING OR PROMOTION
- ☐ FUND RAISING
- ☐ PUBLIC RELATIONS, PUBLICITY
- ☐ SOCIAL MEDIA
- ☐ GRANTS, AWARDS, RECOGNITION
- ☐ EDUCATIONAL PROGRAMS
- ☐ SPECIAL EVENT PROMOTION
- ☐ EDUCATION, RESEARCH OR TRAINING

_____ _____

Student's Signature **Date:**

_____ _____

Parent/Guardian's Name (Please Print) **Date:**

_____

Parent/Guardian's Signature (if student is under 18 years of age)

PROTOCOL FOR RESPONDING TO A SECURITY OR FIRE ALARM AT HOPE ACADEMY

MONDAY THROUGH FRIDAY
7 AM – 5 PM

Annunciator panel at nursing station or by loading dock alarms
Alarm is for Hope Academy building(s)
Staff member notifies Joe Sibert/designee or Susie Glowner/designee
Joe or Susie investigate and reset alarm(s)

MONDAY THROUGH FRIDAY
5 PM – 7 AM

Annunciator panel at nursing station or by loading dock alarms
Alarm is for Hope Academy building(s)
Staff member notifies housekeeper on duty at Fairbanks Hospital
Housekeeper investigates alarm
If false alarm, housekeeper resets alarm
If actual alarm, housekeeper notifies Joe Sibert/designee
Joe/designee notifies Rachelle Gardner/designee and Fairbanks Administrator-on-call
Rachelle will notify appropriate school personnel
If there is no housekeeper on duty, the staff member who read the alarm is to call Joe Sibert/designee. Joe will investigate, reset the system and notify appropriate persons, if needed.

SATURDAYS, SUNDAYS AND HOLIDAYS

Annunciator panel at nursing station or by loading dock alarms
Alarm is for Hope Academy building(s)
Staff member notifies housekeeper on duty at Fairbanks Hospital
Housekeeper investigates alarm
If false alarm, housekeeper resets alarm
If actual alarm, housekeeper notifies Joe Sibert/designee
Joe/designee notifies Rachelle Gardner/designee and Fairbanks Administrator-on-call
Rachelle will notify appropriate school personnel
If there is no housekeeper on duty, the staff member who read the alarm is to call Joe Sibert/designee. Joe will investigate, reset the system and notify appropriate persons, if needed.

HOPE ACADEMY
TUBERCULOSIS EXPOSURE CONTROL PLAN

This program has been designed to provide procedures and guidelines to protect employees against exposure to the tuberculosis bacteria. The plan offers a systematic method addressing the following points:

I. Authority

II. Risk Assessment

III. Employee Screening, Evaluation, Counseling, Management

IV. Reporting

I. AUTHORITY

The Board of Directors of Hope Academy has delegated supervisory responsibility for the TB Infection Control Program to the Safety/Infection Control Committee (SICC) of Fairbanks. The Committee has the authority to implement and enforce TB infection control policies. The Infection Control Nurse is assigned as the TB contact person who is responsible for the day-to-day operation of the Program.

II. RISK ASSESSMENT

Hope Academy classifies itself as a low-risk facility based on:

a. no clusters of PPD test conversions in staff; and
b. no person-to-person transmission of TB has been detected;

III. STAFF SCREENING, EVALUATION, MANAGEMENT, COUNSELING ***

TB skin tests are administered by nurses who have been trained in accordance with the Indiana State Board of Health guidelines; documentation of training is contained in the employee's personnel file.

1. New staff are required to provide documentation of a negative TB test in the prior 30 days; they then receive a second TB skin test.
2. If they can not provide documentation, they will be required to receive a 2-step TB test (TB skin test done and then repeated in 1-3 weeks).
3. Staff with a documented history of positive TB skin test, documented adequate treatment for disease, or documented adequate preventive treatment for infection, are exempt from skin testing. However, they must provide proof of a negative chest x-ray.
4. Staff are skin-tested whenever they are exposed to a person with active TB. The test is then repeated in 10 weeks to determine conversion status.
5. TB skin test/chest x-ray results. are contained in the medical file maintained on each staff member.
6. TB skin test results are reviewed by the Infection Control Nurse for monitoring of positive results, test conversions, and/or clusters of infection.

***** In the event of a shortage of TB sera, annual testing of staff will involve completion of a screening questionnaire. Based on the questionnaire results, staff with suspected TB will be sent for a chest x-ray. The staff member may not return to work until results of the x-ray have been received. If the x-ray is positive for TB, steps outlined below are followed.**

EVALUATION/MANAGEMENT OF STAFF WITH POSITIVE PPD RESULTS OR ACTIVE TB

1. Staff with newly recognized positive PPD test results or PPD test conversion receive a chest x-ray and clinical examination.
2. If the history, clinical exam, or chest x-ray are compatible with the presence of TB, additional diagnostic testing may be performed.
3. If symptoms compatible with TB are present, the staff member is excluded from the workplace until either:
   a. active TB is ruled out;
   b. a diagnosis of active TB is established, the staff member is being treated, and it is determined that he/she is not infectious.
4. Staff members who do not have active TB are evaluated for preventive therapy.
5. PPD converters complete an annual questionnaire regarding symptoms of disease.
6. All positive skin test results are reported to the Board of Health for follow-up.
7. Staff must provide proof of compliance with Board of Health recommendations (e.g. medication) on a routine basis (e.g. quarterly).

COUNSELING

1. Because of the increased risk for rapid progression from latent TB infection to active TB in HIV or otherwise severely impaired immunity, during new employee orientation, and annually, thereafter, staff are informed that the Indiana State Board of Health recommends that staff at risk for HIV/HBV/HCV should voluntarily seek counseling and testing for HIV/HBV/HCV.

IV. REPORTING OF POSITIVE TB SKIN TESTS

1. All cases of positive TB skin tests are reported promptly to the Indiana State Department of Health (ISDH); Fairbanks will follow recommendations made by the ISDH.
2. All cases of positive skin tests in staff (with the exception of pre-placement screening), are recorded on the OSHA 300 log and are reported to Fairbanks' Worker's Compensation carrier because there is a presumption of work-relatedness.

6/27/14

HOPE ACADEMY
BLOODBORNE PATHOGENS
EXPOSURE CONTROL PLAN

Definitions:

Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, Hepatitis B Virus (HBV), Hepatitis C Virus (HVC) and Human Immunodeficiency Virus (HIV).

Contaminated means the presence or reasonably anticipated presence of blood or other potentially infectious materials on an item or surface; these materials may not be visible to the naked eye.

Contaminated Sharps means any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, and broken glass.

Engineering Controls means controls that isolate or remove the bloodborne pathogens from the workplace and safer medical devices such as sharps with engineered sharps injury protections and needleless systems.

Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Other Potentially Infectious Materials means:

1. The following human fluids: semen, vaginal secretions, cerebrospinal fluid (CFS), synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood and all body fluids in situations where it is difficult or impossible to differentiate between body fluids.

Needleless Systems means a device that does not use needles for a) collection of bodily fluids or withdrawal of body fluids after initial venous or arterial access is established; b) the administration of medication or fluids; or c) any other procedure involving the potential for occupational exposure to bloodborne pathogens due to percutaneous injuries from contaminated sharps.

Personal Protective Equipment (PPE) is specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g. uniforms, pants, shirts, blouses) not intended to function as protection against a hazard are not considered to be personal protective equipment.

Regulated Waste means liquid or semi-liquid blood or other potentially infectious material; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; containing blood or other potentially infectious materials.

Sharps with Engineered Sharps Injury Protections means a nonneedle sharp or a needle device used for withdrawing body fluids, accessing a vein or artery, or administering medications or other fluids with a built-in safety feature or mechanism that effectively reduces the risk of an exposure incident.

Standard Precautions is an approach to infection control. According to the concept of Standard Precautions all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, HCV or other bloodborne pathogens.

Work Practice Controls means controls that reduce the likelihood of exposure by altering the manner in which a task is performed.

Exposure Plan

Exposure Control Plan:

During new employee orientation, employees will be provided with an Exposure Control Plan designed to eliminate or minimize employee exposure.

Exposure Determination:

Based upon recommendations from the U.S. Department of Labor, and guidelines from the Department of Health and Human Services, a work hazard category has been assigned to each position title.

Category I
Description
Tasks That Involve Exposure to Blood, Body Fluids, or Tissues
All procedures or other job related tasks that involve inherent potential for mucous membrane or skin contact with blood, body fluids, or tissues, or a potential for spills or splashes are Category I tasks.

Category I tasks include: blood drawing, intramuscular injections, exposure to infectious waste, greater potential for exposure to blood and body fluids than other categories. Clean up of blood spills and/or other body fluids, primary responders to psychiatric and/or medical emergencies.

Category II
Description
Tasks That Involve No Exposure to Blood, Body Fluids, or Tissues, But Employment May Require Performing Unplanned **Category I Tasks**
The normal work routine involves no exposure to blood, body fluids, or tissues, but exposure or potential exposure may be required as a condition of employment. Appropriate protective equipment is readily available to every employee engaged in Category II tasks.

Category III
Description
Tasks That Involve No Exposure to Blood, Body Fluids, or Tissues, and Category I Tasks Are Not a Condition of Employment
The normal work routine involves no exposure to blood, body fluids, or tissues (although work situations can be imagined or hypothesized under which anyone, anywhere, might encounter potential exposure to body fluids). Persons who perform these duties are not called upon as part of their employment to perform or assist in emergency medical care or first aid, or to be potentially exposed in some other way. Tasks that involve handling of implements or utensils, use of public or shared bathroom facilities or telephones, and personal contacts such as handshaking are Category III tasks. Category III tasks include minimal potential for exposure to blood and body fluids.

Staff placed in Category III are **NOT** to become involved in direct patient care or clean-up of blood/body fluid spills.

Methods of Compliance

All employees will practice Standard Precautions to prevent contact with blood or other potentially infectious materials.

Standard Precautions

1. Blood and body fluid precautions will be used consistently.
2. All employees will use barrier precautions (gloves, gowns, masks/eye shields) to prevent exposure to skin or mucous membranes when contact with blood or other potentially infectious materials is anticipated.
3. Disposable items (single use) will always be replaced as soon as practical when visibly contaminated or torn, punctured, or when their ability to function as a barrier is compromised. Disposable items will not be washed or decontaminated for reuse.
4. Hands or skin surfaces will be washed immediately and thoroughly if contaminated with blood or body fluid. Hands will also be washed after removing protective gloves.
4. Safety precautions will be followed to prevent injuries caused by needles or other sharp objects.
6. All sharps will be placed in rigid, red, puncture-proof containers, or rigid, puncture- proof containers of a different color that are marked with a biohazard label.
7. Pregnant employees will be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.

Engineering and Work Practice Controls

Engineering and work practice controls will be used to eliminate or minimize employee exposure.

1. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational exposure.
2. Food or beverages will be consumed only in a safe, designated area. Food and drink will not be kept on counter tops or bench tops where blood or other potentially infectious material is present.
3. Employees will wash hands immediately or as soon as feasible after removal of gloves or other personal protective equipment. Antiseptic hand cleaners, waterless soap, or towelettes, in conjunction with a clean cloth or paper towels, will be used if handwashing facilities are not available.

4. Employees will wash their hands or any other skin with soap and water or flush the mucous membrane with water immediately or as soon as possible following contact with blood or other potentially infectious materials.

   Handwashing facilities are located in the bathrooms and in the science lab area.

5. Smoking is not permitted within the facility.

6. Contaminated needles or other contaminated sharps will not be bent, recapped, sheared, broken, or removed. Immediately, or as soon as possible after each use, contaminated sharps will be placed in containers which are puncture resistant, leak resistant, and properly labeled. All glass and hard plastics (intact or broken), which are to be discarded, are to be treated as sharps.

   The only exception to this rule is a student or staff member who is self administering medication (e.g. insulin). In these cases, needles can be recapped **by the student or staff member** and then placed in the appropriate container.

   A sharps container is located in the nurse's office and is mounted 52-56 inches from the floor to minimize needlestick risk.

7. Any blood or body fluid-related accident (e.g. needlestick, blood or body fluid splatter or splash to the mucous membranes) will be reported immediately to the School Director/Principal/designee and the Safety Specialist/designee.

8. Equipment which has been contaminated with blood or other potentially infectious materials will be decontaminated before being serviced or shipped unless it can be shown that decontamination of the equipment is not feasible. Equipment, or portions thereof which are not decontaminated, require that a warning label be affixed.

9. Staff members who are breast-feeding may store breast milk in communal refrigerators or freezers if the milk is stored in a separate container that is labeled accordingly.

Personal Protective Equipment:

1. Gloves, pocket masks, gowns, masks/eye shields.
2. Personal protective equipment will be used for all occupational exposure situations unless:
   "Under rare and extraordinary circumstances the employee uses his/her professional judgment that, in a specific instance, its use would have prevented delivery of healthcare or public safety services or would have posed an increased hazard to the safety of the employee."
3. Situations in which personal protective equipment was temporarily or briefly declined will be investigated and documented to determine if changes can be instituted to prevent future occurrences.
4. Appropriate personal protective equipment will be readily accessible and will be kept in "mess kits." These kits will contain:
   a. one pair disposable gloves
   b. one disposable gown
   c. one disposable mask with face shield
   d. 8 grams of absorbent powder
   e. one clear, disposable bag
   f. one disinfecting towelette
   g. one absorbent towel
   i. one scoop/scraper
   j. 2 twist ties
   k. one antimicrobial hand wipe
   l. instructions.

   These kits are located in the nurse's office.

5. First aid supplies are available in the nurse's office.

6. Gloves will be worn when it can be reasonably anticipated that the employee may have contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin.

7. Hypoallergenic gloves, glove liners, powderless gloves, and other similar alternatives will be readily accessible to employees who are allergic to the gloves normally provided.

   Hand lotion containing petroleum products or mineral oil shall not be applied prior to donning gloves as these products may cause deterioration of the glove.

8. Cleaning, laundering, repairing, replacing, or disposal of personal protective equipment will be provided at no cost to the employee.

9. Personal protective equipment will be utilized when working with potentially infectious materials.

   Disposable protective gloves will be used during handling of contaminated disposable items and during direct physical care to students.

   It is recommended that employees wear at least two (2) pair of disposable gloves due to the possibility that viruses can permeate a wet glove within 15 minutes.

10. If a garment(s) is penetrated by blood or other potentially infectious material, the garment(s) must be removed immediately or as soon as feasible.

11. Personal protective equipment will be removed prior to leaving the work area where there is reasonable likelihood of occupational exposure.

Regulated Waste Management:

The following guidelines will be followed to meet the federal guidelines; however, if the Indiana medical/biohazardous waste regulations are more stringent, then the Indiana regulations will be followed.

1. Contaminated sharps will be discarded immediately or as soon as possible in containers which are closable, puncture resistant, and leakproof on the sides and bottom.

2. The sharps containers will be easily accessible to personnel and located as close as possible to the areas where sharps are used.

3. The sharps containers will be maintained upright throughout their use, replaced routinely, and not be allowed to be more than three quarters (3/4) full.

4. During replacement or removal from the work area, the sharps containers will be closed to prevent the spillage or protrusion of contents during handling, storage, transport, or shipping.

   The sharps container will be placed in a secondary container if leakage is possible.

5. Full sharps containers will be packaged in a corrugated fiberboard box or equivalent rigid container (provided by the contracted disposer). When the box is full, it will be closed, labeled with the name, address, and phone number of the facility, and picked up by the contracted disposer.

6. Items used to clean up spills of blood or body fluids (e.g. cloths, paper towels), will be sealed in red plastic bags and placed in a corrugated fiberboard box, or equivalent, (provided by the disposer). When full, the box will be closed, labeled with the name, address, and phone number of the facility, and picked up by the contracted disposer. Infectious materials collection boxes are located in designated areas of the facility.

Deliberate failure to comply with Standard Precautions and or approved methods for handling infectious waste will result in progressive disciplinary action.

Housekeeping Practices

The work site will be maintained in a clean and sanitary condition.

Housekeeping:

1. All equipment and environmental and working surfaces will be cleaned with an absorbent material and decontaminated after contact with blood or other potentially infectious material.

2. A solution of an EPA-approved germicide that is labeled as tuberculocidal or with specific inactivation claims against HIV and HBV will be used to clean surfaces that have been contaminated with blood or other body fluids. The solution will remain in contact with the contaminated area for the amount of time recommended by the manufacturer.

3. The process of decontamination will be conducted after completion of all procedures on surfaces are overtly contaminated or after the spill of blood or other potentially infectious material; at the end of the work shift if the surface may have become contaminated since the last cleaning.

4. Broken glassware must be handled with the aid of a mechanical device (e.g. brush and dust pan, tongs, or forceps).

Hepatitis B Vaccination:

Hepatitis B Vaccine

1. Employees who have occupational or inadvertent exposure will be provided, at no cost, the Hepatitis B vaccine series, as well as post exposure evaluation and follow-up, including laboratory testing.

   Vaccinations are administered on site.

2. Protocol for the above procedures will be performed under the supervision of the Medical Director of Fairbanks Hospital, Inc. and provided in accordance with the recommendations of the U.S. Public Health Service, the Centers for Disease Control or other designated authority.

3. The Hepatitis B vaccination will be offered to employees by the School Safety Specialist during general employee orientation. The initial vaccination will be administered within 10 calendar days of initial assignment, after the employees have received information on the following:

   a. efficacy of the vaccine;
   b. safety of the vaccine;
   c. method of administration;
   d. benefits associated with vaccination;
   e. acknowledgment of free vaccine.

4. The Hepatitis B vaccine and any future booster(s) will be available to employees who have an occupational or inadvertent exposure; unless they have previously received the complete Hepatitis B vaccine series or the vaccine is contraindicated for medical reasons.

5. An employee who initially declines the Hepatitis B vaccine will be allowed to receive the vaccine at a later date.

6. Category I and II employees who either accept or decline the Hepatitis B vaccination will be required to sign a statement.

   Category III employees who accept the Hepatitis B vaccination will be required to sign a statement.

7. Post vaccination testing for the presence of antibodies will be completed for all employees who receive the vaccination series 1-2 months after the third dose. Antibody titers will also be drawn on employees who have been vaccinated elsewhere and can not provide proof of having had the titer drawn.

   Those employees with no response to the initial series will be offered a second series and then are re-tested for antibody levels 1-2 months after the third dose. Non-responders to the second series will be considered susceptible to HBV infection.

Post-Exposure Evaluation and Follow-Up

Following a report of an exposure incident, Hope Academy will make a confidential medical evaluation immediately available to the employee and will follow-up on the incident.

The employee will be seen at Med-Check (a division of Community Hospitals, Indianapolis) or Community Hospitals- North emergency room.

Med Check/emergency room will follow established CDC guidelines for post-exposure evaluation and follow-up. These guidelines may include:

a. A baseline health history will be taken within 2 hours of the exposure.

b. The exposed employee's blood will be collected and tested after consent is obtained for determination of HIV and/or Hepatitis B, or C status.

c. The employee will be offered repeat blood testing 6 weeks post-exposure and on a periodic basis thereafter (12 weeks and 6 months after exposure).

d. Follow-up of the exposed employee will include counseling, medical evaluation of any acute febrile illness that occurs within 12 weeks post exposure, and use of safe and effective post-exposure measures according to recommendations for standard medical practices.

The employee and Hope Academy are provided with a written report of the medical evaluation.

Information and Training

Training:

1. A training program will be provided for all employees during working hours. This training will include:
   a. videotape;
   b. written materials.

2. The training will be provided before an initial assignment to a task involving a potential occupational exposure and annually thereafter.

3. Additional training will be provided when modification of tasks or procedures affects the employee's occupational exposure.

4. The training program will include:
   a. information on the Bloodborne Pathogens regulation and a copy of same;
   b. epidemiology and symptoms of bloodborne diseases;
   c. modes of transmission of bloodborne pathogens;
   d. access to a written copy of Hope Academy's Exposure Control Plan and an explanation of the plan;
   e. methods for recognizing tasks and other activities which may involve exposure to blood or other potentially infectious materials;
   f. methods of utilizing existing engineering controls, work practices, and personal protective equipment.

Information

1. The following information will be provided to the employee:
   a. types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment, including the basis for selection;
   b. the Hepatitis B vaccine: efficacy, safety, administration, benefits, no cost;
   c. procedures to follow in the event of an exposure;
   d. post-exposure follow-up;
   e. explanation of signs, labels, and/or color coding.

Record Keeping

Sharps Injury Log

1. Hope Academy shall document all sharps injuries on the OSHA 300 log. The log will document the type and brand of device involved in the incident, the department or work area where the exposure incident occurred, the route of exposure, HBV, HCV and HIV status of the source if known, and the circumstance under which the exposure occurred.

Employee Files

1. An accurate file will be maintained on each employee with occupational exposure; the file will contain the following:
    a. name and social security number;
    b. Hepatitis B vaccination status and dates;
    c. results of examinations, medical testing, and follow-up;
    d. copies of Agreement/Declination to Receive the Hepatitis B vaccine, Occupational Exposure Follow-up Forms: Employee and Medical.

2. All information contained in the employee file is confidential.

3. These files will be maintained for the duration of the employee's tenure plus 30 years.

4. In the event Hope Academy ceases operations, and there is no successor to retain the records for the proscribed period, Hope Academy will contact OSHA for direction on disposition of the records.

Training Records

1. Training records will be maintained by the Human Resources department and will contain the following:
    a. dates of training sessions;
    b. names and job titles of persons attending the training sessions;
    c. content/summary of the training sessions;
    d. names and qualifications of persons conducting the training.

2. Training records will be maintained for 30 years subsequent to the initial training period.

3. In the event Fairbanks ceases operations, and there is no successor to retain the records for the proscribed period, Fairbanks contacts OSHA for direction on disposition of the records.

X. COMPLAINTS TO THE BOARD OF HEALTH/ACADEMY ADMINISTRATION

Hope Academy, or any covered individual acting at or on behalf of the Academy, shall not retaliate against any person, including any professional, employee, or trainee for filing a complaint, in good faith, with the Academy Administration or the Indiana State Department of Health.

6/27/14

HEPATITIS B VACCINATION CHECKLIST

NAME _____ _____ DEPARTMENT _____ _____ _____

	1ST DOSE		2ND DOSE		3RD DOSE	
	Y	N	Y	N	Y	N
Are you pregnant?						
Are you planning on becoming pregnant in the next 6 months?						
Are you breast feeding?						
Are you allergic to yeast?						
Are you allergic to aluminum?						
Are you allergic to mercury or thimerosal?						
Do you currently have an infection, cold or flu?						

EMPLOYEE SIGNATURES	
1st Dose	Date
2nd Dose	Date
3rd Dose	Date

HEALTHCARE PROFESSIONAL OPINION

Based on the information provided and the potential for occupational exposure to blood and/or body fluids, administration of the Hepatitis B vaccination series in indicated.

_____ _____

Signature/Title Date

SIGNATURE, PERSON ADMINISTERING THE VACCINE			
1st Dose	Date	Lot #	Site
2nd Dose	Date	Lot #	Site
3rd Dose	Date	Lot #	Site

POST VACCINATION FOLLOW-UP

Hepatitis B antigen titer to be drawn 1-2 months post completion of HBV series.

Individual agrees to having titer drawn? [ ] Yes [ ] No

Date Drawn _____ Report attached? [ ] Yes [ ] No

Rev 11/06

WORK HAZARD CATEGORIES

CATEGORY I	TASKS
Access Center Admitting Specialist	Acupuncture
Access Center, Assessment Counselor	Bathing/personal care/skin care
Adolescent Guidance Specialist	Counseling/Patient Interview
Adolescent Guidance Specialist Supervisor	Medication Administration/Injections
Adolescent Services, Senior Adolescent Guidance Specialist	Physical Exam/assessment
Adolescent Services, Team Leader	CPR/First Aid
Adolescent Services Chemical Dependency Counselor	Specimen collection/handling
Adolescent Services Director	Suture/staple removal
Adult Services Chemical Dependency Counselor	Venipuncture
Adult Services, Clinical Manager	Wound Care
Adult Services Evening Coordinator	Behavior Management
Chemical Dependency Counselor, Jail Annex	
Chemical Dependency Counselor, Julian Center	
Chemical Dependency Technician	
Chemical Dependency Technician, LaVerna	
Clinical Supervisor, LaRue Carter	
Coordinator, First Step	
Coordinator, Medical Office	
Coordinator, SLP	
Coordinator, TRS	
Counselor, EAP	
Counselor-on-call, EAP	
Counselor, Family	
Counselor-in-Training	
Counselor, Smoking Cessation	
Curriculum Consultant	
Custodian	
Director, Program Development and Outreach	
Environmental Services Manager	
Financial Counselor	
House Supervisor	
House Supervisor, Nights	
Housekeeper	
Housekeeping Supervisor	
Inquiry Specialist	
Maintenance Worker	
Manager, LaVerna	
Manager, First Step	
Nurse Manager	
Nurse Practitioner	
Outpatient Services Chemical Dependency Counselor	
Physician	
Recovery Coach	
Recreation Therapist	
Registered Dietitian	
Resident Manager	
RN Educator	
Staff Nurse, LPN/LVN	
Staff Nurse, Infection Control	
Staff Nurse, RN	
Supervisor, LaVerna	
Teacher	
Unit Clerk	

CATEGORY II	TASKS
Associate Coordinator, Alumni/Volunteer	Reception/Patient Contact
Business Office Manager	Counseling/Patient Interview
Coordinator, Alumni/Volunteer	
Receptionist	

CATEGORY III

Aministrative Assistant, Marketing/EAP
AP Clerk
Biller
Chief Executive Officer
Chief Financial Officer
Chief Operating Officer
Clinical Researcher
Collection Representative
Communications Coordinator
Community Relations Coordinator
Coordinator, Education and Training
Corporate Compliance Officer
Director, Information Technology
Director, Marketing
Director, Quality Improvement
Director, Support Services
Executive Assistant
Grant Writer
Health Information Management Department Clerk
Health Information Management Department Supervisor
Health Information Management Department Technician
Help Desk Support
Human Resources Assistant
Manager, Development
MIS Manager
Precert Specialist
Privacy Officer
Special Projects Coordinator
Specialist, Data Entry
Staff Accountant
Transcriptionist
UM Manager
UM Specialist

Appendix 19

Student Handbook

Welcome to Hope Academy

On behalf of the Staff and Board of Directors of Hope Academy we are pleased to welcome you as part of our recovery school community. Hope Academy promises to be a journey of learning and growing awareness for recovering students in Indianapolis. As a charter school, we serve as a vehicle in innovative education options for parents and youth, as well as an environment with additional supportive services.

Our mission at 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.

You are here because of your commitment to remaining clean and sober, and to earning your high school diploma. That commitment includes acceptance of our core recovery values:

Recovery Values:

HONESTY	Be honest with yourself and those you care about.
RESPECT	Respect yourself and others.
SUPPORT	We help ourselves by helping others.
COMMITMENT	Keep an open mind and be willing to make healthy changes.
COMMUNITY	People are not for hurting.

The faculty and staff are also committed to our core values and to supporting you and your family in the recovery process. Our expectations for your academic achievement and recovery are high; and we will support you as coaches and facilitators in both the recovery and instructional process. Ultimately, the responsibilities of success lie with you, but know we will support you along each step. We are committed to maintaining the school culture by having school policies and procedures which are designed to support your recovery while at the same time providing a safe school environment for all.

We are pleased to have you as part of our recovery school community. *Welcome!*

Rachelle Gardner
Chief Operating Officer

HOPE ACADEMY
THE RECOVERY HIGH SCHOOL AT FAIRBANKS

Faculty and Staff

Chief Operating Officer	Ms. Rachelle Gardner	rgardner@fairbankscd.org
Principal/Director	Ms. Linda Gagyi	lgagyi@fairbankscd.org
Guidance Counselor	Ms. Amanda Buck	abuck@fairbankscd.org
English/Language Arts	Ms. Crystal Gilliam	cgilliam@fairbankscd.org
Math	Mr. Joe Dodridge	jdodridge@fairbankscd.org
Social studies/Safety Specialist	Mr. Jordan Mills	jmills@fairbankscd.org
PE Teacher	Ms. Carolee Vannatta	cvannatta@fairbankscd.org
Special Education	Ms. Janet Hauser	jhauser@fairbankscd.org
Art/S.T.A.R.R	Ms. Jane Drascic	jdrascic@fairbankscd.org
Administrative Assistant	Ms. Rossi Preissler	rpreissler@fairbankscd.org
Recovery Coach	Ms. Georgia Wynne	gwynne@fairbankscd.org
GPS Program Coordinator	Ms. Rachel Beehler	rbeehler@fairbankscd.org
Peer Specialist		
School Nurse		
Air Quality Specialist	Roland Hamilton	rhamilton@fairbankscd.org

Handbook Introduction

The purpose of this handbook is to provide academic and general information, expectations, and guidelines for all students and parents. Students and Parents are expected to read, understand, and comply with all provisions of this handbook.

The guidelines and expectations you are about to read in this handbook are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These guidelines and expectations support, but do not limit, our authority.

Handbook Contents

Section I Visitor and Volunteer Information (p.4)

Section II Academic Requirements and Guidelines (p. 5/6)

Section III Recovery Requirements and Guidelines (p. 8)

Section IV Clinic and Drug Screening Guidelines (p.9/10)

Section V Attendance Guidelines (p.11-15)

Section VI Behavior and Discipline Expectations (p. 15-18)

Section VII Miscellaneous Information and General Guidelines (p. 25)

Appendix A Non-Discrimination Policy (p. 25)

Appendix B Anti-Harassment and Bullying Policy (p.26/27)

Appendix C Search and Seizure Policy and Violations of the Law (p. 28/29)

Appendix D Technology Usage Policy (p.30/31)

Appendix E FERPA—Family Educational Rights and Privacy Act (p. 32)

Appendix F Hope Academy's Standard Measurement Package (p.33/34)

Daily School Schedule

Monday and Friday

Block One	9:00-9:40
Block Two	9:44-10:24
Block Three	10:28-11:08
Block Four	11:12-11:52
SRT/College and Career	11:56-12:25
Lunch	12:30-1:05
Block Five	1:12-1:52
Block Six	1:56-2:36
Block Seven	2:40-3:20

Daily School Schedule

Tuesday, Wednesday, Thursday

Block One	9:00-9:30
Block Two	9:34-10:14
Block Three	10:18-10:58
Block Four	11:02-11:42
SRT/College and Career	11:46-12:25
Lunch	12:30-1:05
Block Five	1:12-1:52
Block Six	1:56-2:36
Block Seven	2:40-3:20

School will begin promptly at 9:00 a.m. and will be dismissed at 3:20 p.m. The Recovery Center facility has a lounge and coffee shop on the first floor that students may have access to before school. Students may arrive before school but are asked to arrive no earlier than 8:00 a.m. unless prior arrangements have been made.

When students enter the school in the morning, they are to come into the quads, where they will be supervised by the Recovery Team. Students may not leave and return prior to 9:00 a.m. without permission from staff. Parents will be notified if a student is non-compliant.

Hope Academy encourages students to schedule appointments before/after school or during Student Resources Time/Lunch. Scheduling at these times will limit students missed class time and give students the greatest opportunity for educational success.

Dismissal is at 3:20 p.m. on most days, 2:04 p.m. on Early Release Days. Students are supervised by a Hope staff member until 5:00 p.m. and are expected to comply with the direction of that staff member. Students are expected to be picked up by 5:00 p.m. Any special circumstances regarding this pick up time need to be approved by the principal. Failure to comply with the direction of either the Hope or Recovery Center staff will result in the inability of the student to stay in the building past 3:20 p.m.

Section I

School Visitors Policy

The School Board welcomes and encourages visits to school by parents, other adult residents of the community, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to invoke visitor controls.

- The principal has the authority to prohibit the entry of any person to the school or to expel any person when there is reason to believe the presence of such person would be disruptive to the good order of the school. If such an individual refuses to leave the school grounds, or creates a disturbance, the principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Volunteers Policy and Procedures

Volunteers will be expected to follow the school's requirements as stated in the School Visitors Policy.

- All inquiries for volunteer services will be required to complete a Volunteer Interest Form. The form must be sent to the school or given to Volunteer Coordinator.
- Volunteers will be contacted by the Volunteer Coordinator to schedule a meeting time to obtain requirements and expectations.
- If the volunteer is chosen, the coordinator will complete all needed requirements and will then contact the school for placement of the volunteer. The documents requirements are:
    - Volunteer Interest Form
    - Limited Criminal History Check (Indiana)
    - National Sex Offender Registry Check

- The school will keep a volunteer spreadsheet and file for all volunteers.
- Volunteers will be issued a volunteer badge.
- Upon arrival for volunteer services the individual must sign in at the main office and show badge.

Section II

Student Resources Fee

Students will be charged an annual instructional fee for Recovery Materials, classroom supplies, testing materials, and/or other supplemental educational supplies. These fees will be collected at registration or upon enrollment. The total cost is $100.00 per semester. If a student enters Hope Academy after the second grade period during the semester, this fee will be prorated.

Textbook Fee

The textbook fee for all students is $25.00.These fees will be collected at registration or upon enrollment. The parent of a student enrolled in a public school who meets certain financial eligibility standards may have the fees for textbooks reduced by the school (IC 20-8, 1-9-3). Financial eligibility forms are available at the school office.

Drug Testing Fee

Parents are responsible for the cost of a maximum of 2 tests per month, regardless of the test results. The cost of each test is $20.00 therefore a maximum of $40.00 per month may be billed to the parent(s) of the student. Hope Academy has the right to give more than 2 tests per month but will cover the additional cost. If it is necessary for a student to have a UDS screen for spice or for confirmation, there will be an additional charge of $10 per test. Parents may also choose to pay an additional cost to have their student tested more frequently. Drug Testing Fees will be explained at registration.

*Any unpaid fees (Resource, Textbook, Drug Testing) will be sent to a collection agency for repayment. Please notify the school if necessary to avoid processing.

Early Release Days

As we strive to best serve our students and families, we feel that one way to continue to meet the needs of our students is through meaningful professional development. Our goal is to always provide supports and interventions that are research-based and are proven to work with our student population. Best practices in professional development include the imbedding of the training during the work day, as it allows for more continuous time for staff to participate in the activities. We will be following a model that is being implemented in many other schools and districts, which is the use of an early-release day schedule.

Students will be dismissed on certain Fridays at 2:04 p.m. These days have been identified on the one-page school calendar with all of the identified dates, holidays, etc. As always, we appreciate you as we work together to provide the necessary supports at school and at home to promote student success.

Academic Integrity

The core value of honesty is an integral part of Hope Academy. Honesty in word and deed remain critical to our success as a team. This includes, but is not limited to class resources, behavior tests, assignments, internet use and other class activities. Grades that are earned in classes will be based on the student's own work.

Plagiarism and cheating are dishonest and will not be tolerated. According to *Webster's New International Dictionary of the English Language*, to plagiarize is "to steal or purloin and pass off as one's own the ideas, words, artistic productions of another; to use without due credit the ideas, expressions or productions of another." Students are educated about plagiarism and notified of the obligations resulting from their actions. The following will occur if verification of plagiarism is found: 1st offense – loss of credit for the assignment. 2nd offense – loss of credit for the assignment. 3rd offense – the student will lose credit for the course for that semester.

Students who are taking a course while using the online software application, Edmentum, must not use other websites to obtain information to complete the Edmentum coursework. In the event that a student is found to complete their Edmentum coursework with the aid of online "cheating" websites, the following will occur:

1st offense – the assignment or test will be given a grade of 0 and will be locked. 2nd offense – the assignment or test will be given a grade of 0 and the test will be locked. 3rd offense – the student will lose credit for the course for that semester.

All Edmentum coursework must be completed in the Edmentum lab during assigned classroom times. Any work completed outside of the lab or assigned time will be considered cheating. In the event that a student is caught not following these expectations, the following will occur:

1st offense – the assignment or test will be given a grade of 0 and will be locked. 2nd offense – the assignment or test will be given a grade of 0 and the test will be locked. 3rd offense – the student will lose credit for the course for that semester.

Cell phone use is strictly prohibited during Edmentum instruction time. If a student is caught using a cellphone or similar device, the following will occur:

1st offense – the assignment or test will be given a grade of 0 and will be locked. 2nd offense – the assignment or test will be given a grade of 0 and the test will be locked. 3rd offense – the student will lose credit for the course for that semester.

Student work will be authentic and representative of their own effort and not a fabrication of other's work.

Community Days

Throughout the school year, students will participate in Community Days. The purpose of these days is to offer students an opportunity to build community, collaborate on projects, participate in service learning activities, and to offer special recovery activities. Attendance is required for all students, including December grads who are continuing to work on their Senior Capstone project.

Diploma and Graduation Requirements

As an Indiana Core 40 High School, students must complete a minimum of 40 credits. Requirements are graduation year specific and detailed information regarding these requirements may be obtained by contacting the school guidance counselor or visiting the following Department of Education Website: http://www.doe.state.in.us/core40/diploma_requirements.html

Hope Academy Graduation Requirements

In order to graduate from Hope Academy, a student must meet the Core 40 diploma requirements, complete a Senior Capstone project and pass the state required test in math and language arts, as determined by the Indiana Department of Education. Students must also complete the individual recovery requirements.

Students are encouraged to complete more than the minimum of Core 40 credits. Students should check admission requirements for specific colleges and universities or post-secondary programs, and work those requirements into their Senior Capstone project.

Some Core 40 courses may not be offered at Hope Academy. However, the guidance department will assist students in alternative arrangements, such as earning credits via on-line courses.

Each semester of enrollment all students are required to be enrolled in a minimum of four courses to be eligible for graduation. Exceptions to this requirement may be determined by school administration for students taking dual credit college courses.

Hope Academy requires for graduation that each student completes 8 semesters or equivalent of high school. Any student wanting to graduate in less than 8 semesters must petition the Principal.

To participate in graduation ceremonies, seniors must have earned all required Core 40 credits, must be in good standing with regards to recovery, behavior, and attendance and must participate in all of the graduation activities leading up to graduation, including the second semester Senior Capstone project.

Hope Academy's Valedictorian will be determined based upon their recovery and academic achievements. Length of sobriety and grade point average (G.P.A) will be used to determine eligibility.

Basic Skills Course

Students will be required to complete a Basic Skills course each semester at Hope Academy. This course will include the development of a Recovery Binder. Students may engage in career exploration, life skill training, financial literacy, service-learning, reflections regarding growth in academics and/or recovery, or other relevant content. The student may earn elective credit each semester. Additionally, students in the basic skills class will be meeting weekly with the Hope Academy Recovery Coach to assist in their goal setting, monitoring, and recovery progress. The basic skills grade earned will be a combination of the curricular and recovery assignments, as well as demonstration of leadership and the Hope Academy Core Values.

S.T.A.R.R. Program

The **S.T.A.R.R.** (**S**upportive, **T**herapeutic, **A**ction-focused **R**ecovery **R**oom) Program at Hope Academy will offer students early in recovery and those that have struggled to maintain long-term sobriety additional recovery supports. More individualized education and an increased focus on recovery will be the foundation for the program. Hope Academy believes it is imperative students be provided with the opportunity and the support to be successful. Components of the program include: therapeutic recovery groups, additional art opportunities, individualized educational instruction, recovery coaching, and increased accountability. Students will be placed in the program via team recommendation and will be required to complete the program to return to the general school community.

Early Graduation Requirements

Early graduation is possible if all graduation and recovery requirements are met, and the student is in good standing with regards to recovery and discipline. Families may contact the guidance office for details and requirements. Early graduation is at the discretion of the school principal. All early graduates who wish to receive a diploma from Hope Academy, whether graduation after their 3rd year, or finishing their credits in December, must complete the Senior Capstone project. Students finishing in December will continue to be enrolled in a Basic Skills class for the second semester, and must complete the Capstone project, come in for a minimum of two UDS per month, turn in their meetings sheets documenting a minimum of two meetings per week, and show documentation of working with their sponsor.

Withdrawing from a Course

Students may withdraw from a course the first ten (10) days of a semester without penalty. After this time students will need to be granted permission from the director/principal. Students withdrawing after 10 days and without permission will be withdraw fail (WF) for the semester.

Credit

Course credit is awarded when a student has met all course requirements with a passing grade (see grading scale) for an individual course.

Grading System

Grades and credits are awarded on achievement at the following levels:

100%	A+
94-99 %	A
90 – 93%	A-
87 - 89%	B+
84 - 86%	B
80 - 83%	B-
77 - 79%	C+
74 - 76%	C

70 - 73%	C-
67 – 69%	D+
64 – 66%	D
60 – 63%	D-
Below 60%	F

Hope Academy operates on a 4.00 scale. Percentage grades will be converted to a Grade Point Average (GPA) for official course transcripts. Report Cards will be issued each 6 weeks and the semester grade will be calculated from three 6 week grading periods and a final examination. The Final grade is determined using the following formula- 2/7 for each six week grade period and 1/7 for the course final exam.

Homework Help

Rose-Hulman Institute of Technology's Homework Hotline provides free math and science homework help to Indiana students in grades 6-12. Students may call the Homework Hotline from 7 p.m. to 10 p.m. (Eastern Daylight Time) toll free at 1-877-ASK-ROSE. It's a free service and a free call.
The program is funded by Lilly Endowment, Inc., 3M Corporation and Rose-Hulman Institute of Technology.

Tutoring assistance is also available both before and after school by appointment with the classroom teacher(s).

Section III

Recovery Requirements

All students at Hope Academy sign The Hope Academy Recovery Commitment to show their intentions and dedication to be a student in recovery at Hope Academy.

Along with the recovery commitment, students must comply with specific recovery expectations. The recovery requirements are stated as minimum expectations and Hope Academy staff has the authority to modify these requirements as needed to assist students with recovery issues.
Students are required to:

- Attend and show verification of attendance for a minimum of **2** Twelve-Step meetings a week. Attendance at the Monday/Thursday Young People's All Recovery meetings may count for one of those two meetings.
- Have a sponsor verified by Hope Academy staff, and make a minimum of 2 contacts weekly with this sponsor. Student will schedule an introductory meeting between the sponsor and Recovery Coach. Recovery Coaches will have consent to communicate with sponsor.
- Engage in the use of recovery tools and Basic Skills Recovery Binder.
- Report relapses within 24 hours to Hope Academy Recovery Coach.
- Be actively working one of the Twelve Steps, and share documentation pertaining to the step work during Basic Skills class.

New students will be given **7 days** to attend their first meeting and **21 days** to obtain a sponsor. Non-compliance may result in being assigned to the STARR program.

Non-Compliance of the Recovery Requirements

- The Recovery Coach will have an impromptu meeting discussing concerns with the student. At this time the Recovery Coach will identify the area of need and offer support, develop a plan for compliance, and reset goals for skill building and resource development.

- If noncompliance continues, the Recovery Coach will contact parent at which time the area(s) of non-compliance will be stated, and the written plan that was developed between the student and the Recovery Coach will be shared.

- If noncompliance continues, a conference with the student, parents, administrator, and Recovery Coach will be scheduled.

- Failure to complete and execute the written plan will result in the student being assigned to a before and/or after school meeting/service learning opportunity. If the non-compliance continues, other measures will be taken, up to and including removal from Hope Academy.

- In the event of a positive UDS or a report of a relapse, parents will be contacted by a Recovery Coach as soon as possible.

Section IV

Clinic

A clinic is provided for general first aid and other health-related issues. Students are to have permission from a classroom teacher to visit the clinic. In the clinic, the school nurse will assess the student's wellness and determine if the student needs to be sent home. A parent will be notified if it is determined the student is unable to attend class. Parents will be required to make arrangements for the student to be picked up or may give permission for them to transport themselves home.

Medication

Medication Policy

When it is necessary for a student to take medication during the school day, Indiana State Code 34-4-16.5-3.5 must be followed. No prescription medication shall be administered without the written and dated consent of the student's legal guardian and his/her physician. All prescription or nonprescription medication to be administered to a student must be accompanied by a parent/guardian's statement describing the medication, dosage and time for it to be administered to the student, and must be in the original pharmacy container. A student cannot have any medications in their possession while at school; all medications must be kept in the clinic of Hope Academy. A student found carrying over-the-counter medications or prescription medications while at school is subject to disciplinary action by school administration.

Medications must be transported to and from the nurse by a parent/guardian and will be kept in a locked storage unit at Hope Academy. Students will need to see the school nurse to take the appropriate medicines.

Drug Testing

Hope Academy is a school of choice. Choosing to attend this school means that students voluntarily agree to submit to drug testing in accordance with the school's established policy. To ensure an alcohol and drug free community, drug testing will occur on a weekly basis. The testing may include breathalyzers or urinary drug screens. Also, to ensure validity of urinary drug screens, all screens will be visually observed by a licensed professional. All test results regardless of outcome will be sent to parents monthly. **Parents are responsible for the cost of a maximum of 2 tests per month, regardless of the test results.** The cost of each test is $20.00 therefore a maximum of $40.00 per month may be billed to the parent(s) of the student. If it is necessary for a student to have a UDS screen for spice or for confirmation, there will be an additional charge of $10 per test. Hope Academy has the right to give more than 2 tests per month but will cover the additional cost. Parents will be notified by a recovery coach within 24 hours, upon verification of a positive test result. A urine drug screen will be considered positive if:

- The screen detects a banned substance.
- The screen is diluted as determined by the lab.
- The student fails to give a urine screen in 1 hour.

Urine Sample Collection Procedures

- The school nurse shall escort the student to the toilet facility.
- Once in the toilet facility the student must remove all clothing between the waist and knee, in order that the school nurse has an unobstructed view of sample provision. Sleeves should be rolled up so that the student's arms and hands are also clearly visible.
- The school nurse shall directly observe the student providing the urine sample, adjusting his/her position so as to have a clear view of the sample leaving the student's body.
- The volume of urine collected should be that specified by the relevant laboratory.
- Once a urine sample which satisfies the volume requirements has been collected, or the student has provided a partial sample and is unable to provide any more urine at that time, the school nurse shall escort the student back to the classroom.
- If the school nurse observes any unusual behavior by the student while witnessing the passing of the sample, the sample will be discarded and another sample will be collected.
- If a student wishes to wash his/her hands after passing the sample, the sample should be placed in cold storage by student or staff prior to washing hands.
- Students giving a partial or no sample will return to the clinic with the nurse and must comply within one hour of the original sample collection time.
- The principal will be contacted if the student is unable to give a urine sample within 60 minutes at which time a parent will be called and positive result will be determined.
- Students must attempt to provide a urine sample at the time the sample is requested. Student may request up to four 8 ounce glasses of water before providing a sample. Carbonated beverages or juice will not be allowed.

Section V

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 an 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

Section VI

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

To respect the other groups and individuals that use the Fairbanks cafeteria, Hope Academy students and staff will gather at the office door 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 hospital at Fairbanks. Students must follow all guidelines established by Fairbanks 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, IPads, laptops, and headphones) Items will be confiscated by staff and may be 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 instructional or lunch time. Students will be encouraged to turn in their cell phones in the front office each morning and will pick them up at the end of the day. Cell phones will be confiscated if use is observed in the classroom or cafeteria. Confiscated phones may be picked up at the end of the day. After the second time a phone is confiscated, the phone must be picked up by a parent or guardian. Phones may be checked in at the office, left at home, or left in the student's vehicle during the school day. A community phone will be available for student use at designated times.

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 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

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 devises from the school office for the 1st and 2nd offenses. For the 3rd and subsequent offenses, the devises 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. The chart is only a guideline, as the administration will make all final decisions regarding disciplinary obligations regarding student behavior. The chart includes minimum and maximum obligations for specific behaviors. These obligations will be used in conjunction with the restorative practice techniques described above. The Hope Academy Administration has the right to modify obligations to ensure safety and the educational process.

(Major) Behavior	First Offense		Second Offense		Repeated Offenses	
Major behaviors will require Principal (or designee) intervention and may require immediate action(s)						
	Minimum	**Maximum**	**Minimum**	**Maximum**	**Minimum**	**Maximum**
Possession, Sale, and/or Distribution of illegal substances or other known intoxicants on school grounds	Expulsion	Expulsion				
Under the influence of alcohol, drugs, and/or other known intoxicants on school grounds	Long Term Suspension with Parent Conference	Expulsion	Expulsion	Expulsion		
Possession of prescription medication and/or non-prescription medication without required documentation	Confiscation with Parent Notification and/or Suspension	Expulsion	Confiscation with Parent Notification and Suspension	Expulsion	Expulsion	Expulsion
Verbal or Physical Abuse to Staff	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Suspension with Parent Conference	Expulsion
Fighting	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Suspension with Parent Conference	Expulsion

Sexual Relations or Misconduct	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Expulsion	Expulsion
Bullying and Harassment: Threats and Intimidation	Referral to Administrative Staff	Suspension	Suspension with Parent Conference	Suspension with Parent Conference	Suspension with Parent Conference	Expulsion
Destruction of Property	Restitution	Suspension with Restitution	Suspension with Restitution	Suspension, Restitution and Parent Conference	Suspension, Restitution and Parent Conference	Suspension, Restitution and Parent Conference
Possession of a Weapon on School Grounds	Long Term Suspension	Expulsion	Expulsion	Expulsion		

*Administrative Staff includes: Guidance Counselor, Recovery Coach and/or Principal Designee

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administration Staff for disciplinary action.						
Dress Code Violation	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Exclusion from school with Parent Conference
Leaving School without Permission	Suspension with Parent Notification	Suspension with Parent Notification	Suspension with Parent Conference	Suspension with Parent Conference	Suspension with Parent Conference	Expulsion
Possession or Use of Tobacco, ECigs, or Vaping Devices	Confiscated with Parent and School Nurse Notification *device returned to student at end of day	Confiscated with Parent and School Nurse Notification *device returned to parent at end of day	Confiscated with Parent and School Nurse Notification *device returned to parent at end of semester	Confiscated with Parent and School Nurse Notification; Referred to Admin. Staff *device returned to parent at end of semester	Confiscated with Parent and School Nurse Notification; Referred to Principal *device returned to parent at end of semester	Suspension
Distribution of Tobacco	Confiscated with Parent and School Nurse Notification	Confiscated with Parent and School Nurse Notification	Confiscated with Parent and School Nurse Notification; Referred to Administrative Staff	Confiscated with Parent and School Nurse Notification; Referred to Principal	Confiscated with Parent and School Nurse Notification; Referred to Principal	Suspension
Inappropriate and/or Disrespectful Language	Redirection	Redirection and/or Impromptu Meeting	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Suspension

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action.						
Horseplay Running in Hallway	Redirection	Redirection	Redirection, and/or Parent Notification	Redirection, Parent Notification and/or Administrative Staff Referral	Redirection, Parent Notification and/or Administrative Staff Referral	Suspension
Cell Phone and/or Electronic Devices (Confiscated Items are to be Placed w/ Admin. Asst.)	Confiscation (Returned at the end of the day)	Confiscation (Returned at the end of the day)	Confiscation (Returned at the end of the day)	Confiscation and referral to counselor (Returned to parent at the end of the day)	Confiscation and referral to counselor (Returned to parent at the end of the day)	Suspension
Public Display of Affection	Redirection	Redirection	Redirection, Parent Contact, and/or Counselor Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Suspension
Parking Violation	Verbal Warning (School Secretary Notified)	Verbal Warning (School Secretary Notified)	Verbal Warning (School Secretary Notified), and Parent Notified	Parent Notified of Suspension of Driving Privileges	Parent Notified of Suspension of Driving Privileges	Suspension
Non-participatory Behaviors	Redirection	Redirection	Redirection, Parent Contact, and/or Guidance Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Referral to Office

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action.						
Tardy to Blocks 2-7	Verbal Warning given by teacher	Verbal Warning given by teacher	Verbal Warning and Parent Contact by teacher	Verbal Warning, Parent Contact, and/or Administrative Staff Referral	Verbal Warning, Parent Contact, and/or Administrative Staff Referral	Suspension
Tardy to Block 1	Verbal warning given by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal warning given by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal warning and parent contact by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Parent conference with student, guidance counselor, and principal to develop an intervention plan	Loss of driving privilege, possible suspension and/or after school detention	Loss of driving privilege, possible suspension and/or after school detention
Absences	Refer to Student Handbook					
Food and/or drink in the classroom	Return it to Locker and be Counted Tardy and/or Confiscate and Discarded	Return it to Locker and be Counted Tardy and/or Confiscate and Discarded	Confiscated and Discarded	Confiscated and Discarded	Confiscated and Discarded with Parent Contact	Referral to Administrative Staff
Using Computer for Non-Educational Activities (Facebook, etc.)	Redirection	Redirection and/or Computer Use Lost for Remainder of Class Period	Redirection and/or Computer Use Lost for Remainder of Class Period	Redirection and/or Computer Use Lost for Remainder of Class Period w/ Parent Notification	Computer Use Suspended for 3 days with Parent Notification	Suspension
Behaviors Non-conducive to Educational Process and/or Safety	Staff Discretion	Staff Discretion	Staff Discretion	Staff Discretion	Staff Discretion	Referral to Office

Section VII

Parking Privileges

Parking on the Hope Academy/Fairbanks campus is available for students who possess a valid driver's license and are in good standing with Hope Academy administration. Students will receive a parking tag that must be displayed in the vehicle at all times. Parking spaces have been designated "Student Parking", and any student found parking in non-designated spaces may be subject to loss of parking privileges or the risk of their vehicle being towed. Parking on Hope Academy/Fairbanks campus is a privilege not a necessity and may be revoked for failure to comply with parking regulations, school policies, and community expectations. Please note: Hope Academy/Fairbanks is not responsible for damage or loss of contents incurred to a vehicle on school grounds. Vehicles are parked and left at the discretion of the owner and driver. Access to vehicles is prohibited during instructional hours – failure to adhere to this policy will result in possible loss of parking privileges.

Search of motor vehicle—A student may be denied the privilege of bringing a motor vehicle on school grounds unless the student, the owner of the vehicle, and the parents of the student consent to the search of that vehicle when there is reasonable grounds for that search. If possible, the student whose vehicle is to be searched shall be present at the time of the search. The search may be conducted by the school administration, or designee, or school officials may contact law enforcement for assistance.

Students are not to transport or have other students in their vehicles while on the school's campus. Students will only be allowed to ride with another student to or from school if written permission has been received by both parents (the parent of the driver, and the parent of the student who is riding with the driver).

Transportation

Hope Academy is committed to accessibility to all students and families who are in need of a recovery-focused educational experience. Our transportation plan will consist of the following:

- Hope Academy is located in an area of the city that makes ease of access to all students and families.
- Parents are encouraged to bring students to school or develop car pools.
- The school is located at 8102 Clearvista Parkway which is accessible to the IndyGo bus system. Hope Academy students can apply for a half fare card through IndyGo. Applications are available in the school office for submission to IndyGo.
- If a student has a valid driver's license his/her parent can complete a permission form for him/her to drive to school. Once the permission to drive to school is completed and returned to Hope Academy, the student will receive a parking permit to display in his/her car.
- Students riding the school bus must have a signed permission slip on hand and must follow all rules and regulations outlined.

Lost and Found

All lost articles are turned in at the office. Students who have lost items of clothing, books, money, etc., should claim them in the office. Unclaimed items will be given to charitable organizations at the end of each semester.

Severe Winter Weather / Winter Storm

It may be necessary for the school to close or delay opening upon occasion because of weather conditions. *Please do not call the school or school officials* if a closing seems possible. The following television stations will provide closing information for Hope Academy. Hope Academy will be listed on the closing messages as **"Hope Academy".** We do not follow any other school districts weather related closings.

TV Stations:

WRTV – 6 WISH-TV—8 WTTV – 4 WTHR – 13 Fox59

Appendix A

Nondiscrimination Policy

Hope Academy shall NOT discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, sexual orientation, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, sexual orientation, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Appendix B

Anti-Harassment and Anti-Bullying Policy

Harassment Policy

Harassment of any type has no place in the school setting. The school will endeavor to maintain a learning and working environment that is free from harassment. Hope Academy expects administrators and supervisors to make it clear to students and staff that harassment in the school building, on school grounds, and at school functions will not be tolerated and will be grounds for disciplinary action up to and including suspension or expulsion or students and termination of employment of employees.

Harassment may include but not limited to sexual harassment, racial harassment, or harassment because of a physical condition or disability. It may also include but is not limited to hostile, demeaning, or intimidating behavior or conversation.

Sexual Harassment Policy

Sexual harassment is a violation of policy for any student or member of the Hope Academy staff to harass another student or staff member through conduct or communications of a sexual nature. Sexual harassment may include, but is not limited to unwelcome sexual advances, requests for sexual favors, sex-oriented verbal "kidding," repeated remarks to a person with a sexual or demeaning implications, unwelcome touching, patting, pinching, or repeated brushing against another's body.

Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964. It is policy of the school to maintain a learning and working environment that is free from sexual harassment. Hope Academy prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the school to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. Hope Academy will act to investigate all complaints and to discipline any student or employee of the school. Violators may be suspended, expelled, and/or terminated.

Bullying/Cyber bullying

Hope Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The school encourages the promotion of positive interpersonal relations between members of the school community. Bullying behavior toward a student whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal,

and psychological abuse as provided herein. The school will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school.

Bullying as defined in State law means overt, repeated acts or gestures, including verbal or written communications transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Any student who believes s/he has been or is currently the victim of bullying should immediately report the situation to the building principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. Complaints against the building principal should be filed with the Chief Operating Officer.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All complaints about bullying behavior that may violate this policy shall be promptly investigated.

If the investigation finds an instance of bullying behavior has occurred, it will result in prompt and appropriate disciplinary action. This may include up to expulsion for students. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

Retaliation against any person, who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Confidentiality—to the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Appendix C

Search and Seizure Policy

1. The School Board recognizes that the privacy of students and their belongings may not be violated by unreasonable search and seizure, and directs that no student be searched without reasonable cause for a search.
    a. As used in this policy, "reasonable cause for a search" means any circumstances, which would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:
        i. Evidence of a violation of the student expectations contained in the student handbook; or
        ii. Anything, which, because of its presence, presents an immediate danger of physical harm or illness to any person; or
        iii. An unlawful act.

2. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this policy. A student who uses a locker that is the property of a school is presumed to have no expectation of privacy in that locker or the locker's contents. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed. The school reserves the right to conduct random locker searches, during which time all lockers will be searched.

3. The principal, or a member of administrative staff designated by the principal, may search a locker and its contents where either the person conducting the search or the person designating the search believes there is reasonable cause. Where the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.

4. The principal, a member of the administrative staff designated by the principal may search a student's vehicle on school premises when the person conducting the search has reasonable cause for a search.

5. The principal, or another member of the administrative staff designated by the principal and acting at the direction of the principal, may search the person of a student during a school activity if the principal has reasonable grounds for a search of that student.
    a. Searches of the person of a student shall be limited to:
        i. Searches of the pockets, socks, shoes, and/or waistband of the student,
        ii. Any object in the possession of the student such as a purse, backpack, gym bag, or cell phone,
        iii. A "pat down" of the exterior of the student's clothing.
6. Searches of the person of a student that require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer in accordance with this policy. A person of the same sex as the student being searched shall conduct searches of the person of a student in a private room. At least one, but not more than three, additional persons of the same sex as the student being searched shall witness, but not participate, in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.

7. Anything found in the course of a search conducted in accordance with this policy which is evidence of a violation of the student conduct standards contained in the student handbook may, as deemed appropriate by school authorities, be:
    a. Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing,
    b. Returned to the parent or guardian of the student from whom it was seized,
    c. Destroyed if it has no significant value, or
    d. Turned over to any law enforcement officer in accordance with this policy.

8. Anything found in the course of a search conducted in accordance with this policy which by its presence presents an immediate danger of physical harm or illness to any person may be seized and, as considered appropriate by school authorities, may be:
    a. Returned to the parent or guardian of the student from whom it was seized,
    b. Destroyed, or
    c. Turned over to any law enforcement officer in accordance with this policy.

9. The principal, or a member of the administrative staff designated by the principal, may request the assistance of a law enforcement officer to:
    a. Search any area of school premises, any student, or any motor vehicle on school premises;
    b. Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

Violations of the Law

Some student actions/behaviors are violations of the law and will be addressed as required by Indiana Code. If unlawful activities occur on school grounds (before, during, or after school) or at a school function regardless of location, Hope Academy may contact law enforcement. As a public high school, Hope Academy is required to inform students and their parents, in the student handbook, that Indiana law (IC 20-33-8 Student Discipline) defines actions that may result in suspension or expulsion of a student and the procedures for suspension, expulsion, and re-enrollment. These actions include, but are not limited to, bullying, possession of firearms, deadly weapons, or destructive devices, possession or use of alcohol/illegal drugs, or drug paraphernalia. Law enforcement officials may be contacted if students are engaging in unlawful activity. Students may be suspended or expelled for activity that may interfere with school purposes and education function. Students should have no expectation of privacy in the student's locker, locker's contents, book bags, cell phones, or personal belongings.

Appendix D

Technology Usage Policy

Use of technology is essential to the curriculum and learning at Hope Academy. Students may be held financially responsible for intentional damage to Hope Academy technology equipment.

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, Hope Academy considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to prepare citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school expects that faculty will blend thoughtful use of the Internet throughout the curriculum, and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways that point students to those that have been evaluated prior to using the Internet. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

The purpose of school-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of Hope Academy. Access is a privilege, not a right. Access entails responsibility.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Students utilizing school-provided Internet access must first have the permission of, and must be supervised by Hope Academy's professional staff. Students utilizing school-provided Internet access are responsible for appropriate behavior online just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- to access, upload, download, or distribute pornographic, obscene, or sexually explicit material
- to transmit obscene, abusive, sexually explicit, or threatening language
- to violate any local, state, or federal statute
- to vandalize, damage, or disable the property of another individual or organization
- to access another individual's materials, information, or files without permission
- to violate copyright or otherwise use the intellectual property of another individual or organization without permission
- to visit web sites that promote alcohol and drug use
- to access Facebook or other social media web site pages used for meeting, blogging and talking, and/or messaging friends

Any violation of school policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Hope Academy makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information stored on school devices, hard drives, or servers, nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. The school will not be responsible for personal property used to access school computers or networks or for school-provided Internet access. The school will not be responsible for unauthorized financial obligations resulting from school-provided access to the Internet.

Parents of students enrolled in Hope Academy shall be provided with the following information:

- Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

- While the intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even if the school instituted technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with the school's acceptable use policy. That notwithstanding, the school believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their student should follow when using media and information sources. Toward that end, Hope Academy makes the school's complete Internet policy and procedures available on request for review by all parents, guardians, and other members of the community; and provides parents and guardians the option of requesting for their minor student alternative activities not requiring Internet use.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

Appendix E

FERPA (Family Educational Rights and Privacy Act)

Parents have the right to see all records that pertain to their individual student. The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education reports. Further information may be found in Appendix C.
If you desire to view your student's records, contact the school secretary or school director. Student records may not leave the office area. You will be given a private area to view the records. By law, student records must be kept confidential and viewed only by school personnel dealing with the student directly.

Non-custodial Parent Rights
Unless a court order is on file preventing a parent from visiting or receiving information concerning a student, non-custodial parents have the right to visit students, view records, and take part in communications regarding the student. Please contact the school director concerning any problems with custodial and non-custodial parents that would affect our school.

Special Education
Parents of students identified with disabilities have certain legal rights. Please contact the office for a copy of those rights and safeguards. Parents who suspect that a student may have a disability have the right to request testing and can do so by contacting the school director.

Communication
Hope Academy encourages participation of parents/guardians in the education process of their student. Achieving maximum progress for your student necessitates a close line of communication and understanding between teacher and parent. Parent-teacher conferences are the best means of accomplishing this. A teacher or parent/guardian can initiate conferences to discuss student achievement throughout the school year. Conferences held with teachers should happen outside of class time as to not disrupt teaching time. Conferences can be scheduled by calling the school office or by sending a note to the teacher.

Parents are welcome at school and should sign in at the office prior to visiting a classroom or meeting with a teacher. Visitors must sign in at the administration office. Classroom visits must be approved by the principal and may be limited at the discretion of the principal, in alignment with instructional activities.

Appendix F

Notification of Hope Academy's Standard Measurement Package

To continue to operate as a Mayor's Office public charter high school, Hope Academy is required to measure empirically student academic progress as well as student recovery engagement and growth—the school's two purposes as stated in its mission. To demonstrate student growth in these two areas Hope Academy students will take a battery of tests, questionnaires, and instruments that will give a picture of their academic and recovery standing.

Academic Measures

The academic measures consist of the Northwest Evaluation Association Measure of Academic Progress--MAP and the Indiana Department of Education (IDOE) mandated End of Course Assessments—ECAs (which have replaced statewide Graduation Qualifying Exams). The NWEA-MAP is a standardized, nationally normed achievement test that measures student academic progress made between two administrations in the school year, one in the fall (September), and one in the spring (May). The IDOE's ECAs are given when a student completes Algebra I, English 10, and Biology. Hope Academy's school counselor administers all academic testing in accordance to state and national guidelines.

Recovery Measures

With the recovery school movement in its adolescence, few standardized recovery engagement and progress measures have been developed. Hope Academy is taking the leadership among recovery schools in assembling a package of measures that gauge key areas of the student's life that are inherently involved in the recovery process (called operations measures—i.e., how the student operates), as well as assembling measures that demonstrate the level of student engagement with recovery along with success and failure. These measures include:

- one of the few nationally normed measures which assesses students' general recovery, sobriety, and behavioral health needs (Global Appraisal of Individual Needs—Short Screener, GAIN-SS)
- a nationally normed developmental measure appraising students' developmental strengths and vulnerabilities (Attitude & Behaviors Survey, Search Institute ABS);
- a computerized emotional intelligence and management test that measures how well the student perceives and uses his/her emotions to promote attention, problem solving , and personal adjustment (Mayer, Salovey, Caruso, Emotional Intelligence Test, MSCEIT)
- relational/attachment inventories that portray how the student establishes and maintains relationships (Experiences in Close Relationships-Revised, ECR-R; & Parent Bonding Instrument, PBI)
- two spirituality questionnaires that measure the student's attraction/repulsion to spirituality—a key factor in 12-step meeting attendance, getting and maintaining a recovery sponsor, and working a personal recovery program--(Loving Controlling Higher Power/God Scales, LCHP/G Scales; & Parent Spirituality Questionnaire)

The School Counselor, Clinical Specialist and Recovery Coach will administer all recovery oriented tests, screens, questionnaires, surveys, and scales. Parents and students may request a schedule of all testing.

Confidentiality and Access to Individual Results

All test results are confidential and will only be accessed by faculty and staff on a need-to-know basis for the provision of educational and recovery services to the student. Parents and students alike are welcomed to request a meeting through the School Principal to review the results—the review may also involve the School Counselor, Clinical Specialist, and Recovery Coach.

Aggregated and Anonymous Results

This data will be aggregated in anonymous form and used for official reports, studies, grant requests, public and professional presentations, as well as use for school board approved research (conducted within state and federal ethical guidelines). Recovery data is being gathered in cooperation with Indiana Wesleyan University's departments of Psychology and Addictions Studies, which will use the aggregated data (along with other sources) to establish data pool norms from which current and future data will be compared.

PLATO EXPECTATIONS AND GUIDELINES

1. Each student's Plato progress will be monitored by their in-class Plato instructor. ***ONLY YOUR ASSIGNED LAB TEACHER WILL UNLOCK TESTS, AND ONLY DURING YOUR ASSIGNED LAB.***

2. If a student completes a Plato course before the end of the semester, the Plato instructor will forward the student's final grade (via an email or Plato's grade report printout) to the school counselor for transcript recording and grade tracking updates.

3. Students who finish a course before the end of the semester **MUST CONTINUE TO RE-READ TUTORIALS AND IMPROVE GRADES ON MASTERY TESTS. ONCE IMPROVEMENT IS NO LONGER POSSIBLE, THE FINAL GRADE WILL BE RECORDED ON THE TRANSCRIPT, AND THE STUDENT, LAB TEACHER, AND GUIDANCE COUNSELOR WILL DETERMINE THE STUDENT'S COURSE OF ACTION FOR THE REST OF THE SEMESTER.**

4. Students who fail to achieve the following minimum standards will not receive credit for the course:

    a. Students must complete (100%) of the Mastery Tests in order to receive a credit.
    b. Students must receive at least a 70% GRADE (not completion) in the overall course to receive a credit.
    c. Students must complete all discussion activities (located at the beginning of each unit) to receive credit for the course.
    ****Students DO NOT have to complete offline activities****

5. Students **may use** any notes/activities/practice problems on Plato assessments. **Students are expected to take notes in order to achieve success on tests. Tests will not be unlocked until students show notes to the instructor.**

6. DO NOT Use the internet to search for answers for any Plato assessment. This is considered cheating. In fact, if any other web browser or web browser tab is open, and is not part of a PLATO assignment, it will also be considered cheating.
    a. One infraction will result in a zero on the assessment with parent notification. The test cannot be retaken.
    b. Any further infraction will result in a withdrawal/fail in the Plato course.

Students will:

1. Turn in any cell phone or similar electronic device. If a student is caught on any such device, it will be considered cheating ,and the student will lose credit for that assignment/test. Students will not receive credit for assignment/tests under these circumstances.
2. Work on all PLATO **during school hours ONLY and ONLY during the assigned class time in the PLATO lab**. Teachers will be monitoring login/use time to ensure work is being completed during assigned times. If students are working on assignments outside of class time or the PLATO lab, any work completed will be lost and a grade of 0 will be entered. All tests will be locked initially. Students will notify the Plato instructor when he/she is ready to take a test. If a student does not finish a test during class time, the test will be re-locked until the next time the student has a Plato lab.
3. Budget time wisely. Students **will not** receive extensions for incomplete Plato courses. Staff will assist students to make sure they are on track to finish before the end of the semester. All coursework must be finished by the assigned due date.

4. Receive a progress report that indicates the percentage of the course that has been completed. **IF, BY THE END OF THE FIRST (6-WEEK) GRADING PERIOD, A STUDENT HAS NOT REACHED 33% IN ALL PLATO CLASSES, STUDENT WILL MEET WITH THE GUIDANCE COUNSELOR TO SET UP A CALENDAR TO CATCH UP ON MATERIAL. PARENTS WILL ALSO BE NOTIFIED, AND IF NECESSARY, EXTRA SUPPORTS WILL BE UTILIZED IN CLASS TO MAINTAIN ON-TASK BEHAVIOR.**

Plato Rubric:

Mastery Tests:	25%	
Discussions:	15%	
Unit Post Tests:		25%
End of Semester Tests:		20%
Participation:	15%	

Please initial next to the following:

_____ I understand that I must receive at least a 70% (C-) grade and complete ALL of the tests (Mastery, Unit and End of Semester) AND discussions in order to receive a credit for my Plato class.

_____I have read through the Plato Expectations and Guidelines handout and understand what is expected of me as a student in a Plato class. I am aware of the consequences for any actions that go against Hope Academy or Plato protocol.

Student Signature: _____ Date: _____

You will need network logon information to get onto the computers in the lab. Rossi will give you this info as soon as it is supplied by IT.

Your Plato login information is:
https://login.edmentum.com/

Account login: rhsf
PLATO Name: firstinitiallastname (ex: jdoe)
Password: student1

Computer login:

Appendix 20

References

Appendix 20 References

1. Results from the 2013 National Survey on Drug Use and Health: Summary of National Findings. 2014.

2. Behavioral health trends in the United States: Results from the 2014 National Survey on Drug Use and Health. 2015.

3. State Estimates of Substance Use and Mental Disorders from the 2009-2010 National Surveys on Drug Use and Health, in NSDUH Series H-43, HHS Publication No. (SMA) 12-4703. 2012.

4. Botzet, A.M., et al., Data collection strategies and measurement tools for assessing academic and therapeutic outcomes in recovery schools. Peabody journal of education, 2014. **89**(2): p. 197-213.

5. Winters, K.C., et al., The effectiveness of the Minnesota Model approach in the treatment of adolescent drug abusers. Addiction, 2000. **95**(4): p. 601-612.

6. Fairbanks. *Recovery High School*. 2016; Available from: http://www.fairbankscd.org/program/recovery-high-school/.

7. *Accreditation: Association of Recovery Schools*. Accreditation 2016; Available from: https://recoveryschools.org/accreditation/.

8. *About ARS*. 2015; Available from: https://www.recoveryschools.org/about-ars/mission-and-vision.

9. Gibson, J., Rekindling the spirits of throw-away children. New Directions for School Leadership, 1997. **6**: p. 1-9.

10. Young, S., et al., Substance use, abuse and dependence in adolescence: prevalence, symptom profiles and correlates. Drug and alcohol dependence, 2002. **68**(3): p. 309-322.

11. Quality, C.f.B.H.S.a., Key substance use and mental health indicators in the United States: Results from the 2015 National Survey on Drug Use and Health. 2016.

12. French, M.T., I. Popovici, and L. Tapsell, The economic costs of substance abuse treatment: Updated estimates and cost bands for program assessment and reimbursement. Journal of substance abuse treatment, 2008. **35**(4): p. 462-469.

13. Whiteford, H.A., et al., Global burden of disease attributable to mental and substance use disorders: findings from the Global Burden of Disease Study 2010. The Lancet, 2013. **382**(9904): p. 1575-1586.

14. Sacks, J.J., et al., 2010 national and state costs of excessive alcohol consumption. American journal of preventive medicine, 2015. **49**(5): p. e73-e79.

15. Johnston, L.D., et al., Monitoring the Future: National Results on Adolescent Drug Use. Overview of Key Findings, 2009. NIH Publication No. 10-7583.

National Institutes of Health, 2010.

16. The CBHSQ Report: A Day in the Life of American Adolescents: Substance Use Facts Update. Rockville, MD. Lewis, D.A., Development of the prefrontal cortex during adolescence: insights into vulnerable neural circuits in schizophrenia. Neuropsychopharmacology, 1997. **16**(6): p. 385-398.

17. Chambers, R.A., J.R. Taylor, and M.N. Potenza, Developmental neurocircuitry of motivation in adolescence: a critical period of addiction vulnerability. American Journal of Psychiatry, 2003.

18. Breda, C. and C.A. Heflinger, Predicting incentives to change among adolescents with substance abuse disorder. The American Journal of Drug and Alcohol Abuse, 2004. **30**(2): p. 251-267.

19. NIDA, Principles of Adolescent Substance Use Disorder Treatment: A Research-Based Guide. 2014.

20. Jainchill, N., Understanding and treating adolescent substance use disorders. 2012.

21. Dennis, M., et al., Changing the focus: the case for recognizing and treating cannabis use disorders. Addiction, 2002. **97**(s1): p. 4-15.

22. Cohen, P., et al., Personality disorders in early adolescence and the development of later substance use disorders in the general population. Drug and

Alcohol Dependence, 2007. **88**: p. S71-S84.

23. Newcomb, M.D. and P.M. Bentler, Impact of adolescent drug use and social support on problems of young adults: A longitudinal study. Journal of abnormal psychology, 1988. **97**(1): p. 64.

24. Brown, S.A. and S.F. Tapert, Adolescence and the trajectory of alcohol use: basic to clinical studies. Annals of the New York Academy of Sciences, 2004. **1021**(1): p. 234-244.

25. Larm, P., et al., Long-term outcomes of adolescents treated for substance misuse. Drug and Alcohol Dependence, 2008. **96**(1): p. 79-89.

26. Squeglia, L.M., J. Jacobus, and S.F. Tapert, The influence of substance use on adolescent brain development. Clinical EEG and neuroscience, 2009. **40**(1): p. 31-38.

27. Thoma, R.J., et al., Adolescent substance abuse: the effects of alcohol and marijuana on neuropsychological performance. Alcoholism: Clinical and Experimental Research, 2011. **35**(1): p. 39-46.

28. Association, A.P., Diagnostic and statistical manual of mental disorders (DSM-5®). 2013: American Psychiatric Pub.

29. Patrick, M.E., J.E. Schulenberg, and P.M. O'Malley, High school substance use as a predictor of college attendance, completion, and dropout: A national multicohort longitudinal study. Youth & society, 2013: p.

0044118X13508961.

30. Homel, J., K. Thompson, and B. Leadbeater, Trajectories of marijuana use in youth ages 15–25: Implications for postsecondary education experiences. Journal of studies on alcohol and drugs, 2014. **75**(4): p. 674-683.

31. Lisdahl, K.M., et al., Considering cannabis: the effects of regular cannabis use on neurocognition in adolescents and young adults. Current addiction reports, 2014. **1**(2): p. 144-156.

32. Menasco, M.A. and S.L. Blair, Adolescent Substance Use and Marital Status in Adulthood. Journal of Divorce & Remarriage, 2014. **55**(3): p. 216-238.

33. CHIA, *SUD Continuum of Care*. 2015, Massachusetts Center for Health Information and Analysis.

34. Kann, L., et al., Center for Disease Control and Prevention. Youth risk behavioral surveillance–United States. CDC Surveillance Summaries, 2000. **49**: p. 22-25.

35. Spear, S.F. and S.Y. Skala, Posttreatment services for chemically dependent adolescents. NIDA research monograph, 1995. **156**: p. 341-363.

36. Vaillant, G.E., What Can Long-Term Follow-Up Teach Us about Relapse and Prevention of Relapse in Addiction? British journal of addiction, 1988. **83**(10): p. 1147-1157.

37. Resnick, M.D., et al., Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. Jama, 1997. **278**(10): p. 823-832.

38. Bryant, A.L., et al., How Academic Achievement, Attitudes, and Behaviors Relate to the Course of Substance Use During Adolescence: A 6-Year, Multiwave National Longitudinal Study. Journal of research on adolescence, 2003. **13**(3): p. 361-397.

39. Anderson, K.G., et al., Substance use treatment outcomes for youth: integrating personal and environmental predictors. Drug and alcohol dependence, 2007. **88**(1): p. 42-48.

40. Hawkins, J.D., R.F. Catalano, and J.Y. Miller, Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: implications for substance abuse prevention. Psychological bulletin, 1992. **112**(1): p. 64.

41. Svensson, R., Risk factors for different dimensions of adolescent drug use. Journal of Child & Adolescent Substance Abuse, 2000. 9(3): p. 67-90.

42. Derzon, J.H., Using correlational evidence to select youth for prevention programming. The journal of primary prevention, 2007. 28(5): p.

43. Finch, A. and H. Wegman, Recovery High Schools: Opportunities for support and personal growth for students in recovery. The Prevention Researcher, 2012. **19**(5): p. 12-17.

44. Gonzales, R., et al., Understanding recovery barriers: Youth perceptions about substance use relapse. American journal of health behavior, 2012. **36**(5): p. 602.

45. White, W. and A. Finch, The recovery school movement: Its history and future. Counselor, 2006. **7**(2): p. 54-57.

46. *About: Association of Recovery Schools*. 2015; Available from: https://www.recoveryschools.org/about-ars/mission-and-vision.

47. ARS, The State of Recovery High Schools, 2016 Biennial Report. 2016, Association of Recovery Schools: Decton, TX.

48. Karakos, H., A. Finch, and E. Fisher, Accessing recovery: An ecological analysis of barriers and opportunities for adolescents through recovery high schools, in Biennial Meeting of the Society for Research on Adolescence. 2014: Austin, TX.

49. McLellan AT, et al. Drug dependence, a chronic medical illness: Implications for treatment, insurance, and outcomes evaluation. Journal of the

American Medical Association. 2000;284(13):1689–1695.

50. Cobb, S. (1976). Social support as a moderator of life stress. Psychosomatic Medicine, 38(5), 300-314.

51. Mark S. Salzer (2002) Consumer-Delivered Services as a Best Practice in Mental Health Care Delivery and The Development of Practice Guidelines, Psychiatric Rehabilitation Skills, 6:3, 355-382, DOI: 10.1080/10973430208408443

52. Nash, A. and C. Collier, The Alternative Peer Group: A Developmentally Appropriate Recovery Support Model for Adolescents. Journal of addictions nursing, 2016. 27(2): p. 109-119.

OFFICE of
EDUCATION INNOVATION

July 21, 2020

Patrick McAlister
City of Indianapolis - Office of Education Innovation
200 E Washington Street
Indianapolis, IN 46204

To Whom it May Concern:

Please let this letter serve as notice that Hope Academy, Inc. was granted a charter by the Indianapolis Charter School Board on November 21, 2019. They will begin serving students in grades 9-12 under this charter starting in the 2020-2021 school year.

Please do not hesitate to reach out if you have any questions.

Sincerely,

Patrick McAlister

Patrick McAlister
Director, Office of Education Innovation
City of Indianapolis

CSP APPENDIX B: BUDGET WORKSHEET

Indiana Department of Education

Budget Request Summary

Federal Program	Charter Schools
Federal Agency	U.
CFDA Number	84.282A
Award Name	Quality Counts
Grantee	Hope Academy
Grantee DUNS#	16599559
State Bidder Number	

Budget Categories	**Planning Year**	**Year 1 Implementation**	**Year 2 Implementation**				**Total**
Salary Cert	$ -	$ 102,500.00	$ 25,000.00	$ -	$ -	$ -	$ 127,500.00
Salary Non Cert	$ -	$ 80,000.00	$ 130,000.00	$ -	$ -	$ -	$ 210,000.00
Benefits Cert	$ -	$ 15,000.00	$ -	$ -	$ -	$ -	$ 15,000.00
Benefits Non Cert	$ -	$ 17,000.00	$ 31,500.00	$ -	$ -	$ -	$ 48,500.00
Professional Services	$ -	$ 145,850.00	$ 95,050.00	$ -	$ -	$ -	$ 240,900.00
Rentals	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Purchases	$ -	$ 13,500.00	$ 12,500.00	$ -	$ -	$ -	$ 26,000.00
General Supplies	$ -	$ 90,740.00	$ 58,990.00	$ -	$ -	$ -	$ 149,730.00
Property	$ -	$ 40,500.00	$ 41,870.00	$ -	$ -	$ -	$ 82,370.00
Other	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total	$ -	$ 505,090.00	$ 394,910.00	$ -	$ -	$ -	$ 900,000.00

Reimbursement will only be made for charges specificially permitted under the scope of funding and in accordance with federal and Indiana State Lav under the approved grant agreement.

Year 1 Budget

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	800 - 899	
	Expenditure	Salary		Benefits		Professional	Rentals	Other Purchase	General	Property	Other	**Line Totals**
Account Number	Account	Cert	Noncert	Cert	Non Cert	Services		Services	Supplies			
11000	Instruction	$ 37,500.00	$ -	$ -	$ -	$ 10,000.00	$ -	$ 7,000.00	$ 74,240.00	$ -	$ -	**$ 128,740.00**
21000	Support Services - Student	$ 65,000.00	$ 20,000.00	$ 15,000.00	$ 2,000.00	$ 11,500.00	$ -	$ -	$ -	$ -	$ -	**$ 113,500.00**
22100	Improvement of Instruction (Professional Development)	$ -	$ -	$ -	$ -	$ 1,550.00	$ -	$ 5,500.00	$ -	$ -	$ -	**$ 7,050.00**
22900	Other Support Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,500.00	$ -	$ -	**$ 1,500.00**
26000	Operation & Maintenance	$ -	$ -	$ -	$ -	$ 97,800.00	$ -	$ 1,000.00	$ -	$ 25,500.00	$ -	**$ 124,300.00**
27000	Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
33000	Community Service Operations	$ -	$ 60,000.00	$ -	$ 15,000.00	$ 25,000.00	$ -	$ -	$ 15,000.00	$ 15,000.00	$ -	**$ 130,000.00**
	Column Totals	**$ 102,500.00**	**$ 80,000.00**	**$ 15,000.00**	**$ 17,000.00**	**$ 145,850.00**	**$ -**	**$ 13,500.00**	**$ 90,740.00**	**$ 40,500.00**	**$ -**	**$ 505,090.00**
Indirect Cost Rate %:			**Subtract the amount above $25,000 (per individual contracted service) from your total budget:**									
											Total after deducting Property:	**$ 505,090.00**
											Total Available for Indirect Costs:	**$ -**
											Amount of Indirect Cost to be used:	**$ -**
											Grand Total After Indirect Cost:	**$0.00**

CSP Staffing

Instructions: Complete the CSP Staffing information below.

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Marianne Williams	Director of Development	Non-Certified	1	No	No		Hope Academy will hire a Director of Developme
Alex Shafer	Peer Specialist	Non-Certified	1	No	No		The Peer Specialist supports the APG Program, Su
TBD	Recovery Coach	Certified	1	No	No		The Recovery Coach will monitor student sobriety
TBD	Social Worker	Certified	0.5	No	No		Hope Academy intends on hiring a Part-time Soci

Item	Number of Units	Cost per Unit	Vendor	Rationale	Budget Category	Total
AED (Automated External Defibrillator)	1	$1,500.00	Amazon	Funds will be used to purchase an automat	Other Support Services: General Supplies	$ 1,500.00
Applecare for iPads	10	$100.00	Apple	Funds will be used to purchase Applecare f	Instruction: General Supplies	$ 1,000.00
ARS Annual Membership Fee	1	$300.00	Association of Recovery School, Inc.	Funds will be used to purchase an annual m	Improvement of Instruction: Professional Ser	$ 300.00
ARS Conference Flight	5	$750.00	Delta Airlines	Funds will be used to cover the cost of airli	Improvement of Instruction: Other Purchase	$ 3,750.00
ARS Conference Ground Transportation	2	$250.00	Uber, Lyft	Funds will be used to cover the cost of grou	Improvement of Instruction: Other Purchase	$ 500.00
ARS Conference Hotel Fee	5	$250.00	Holiday Inn Express	Funds will be used to cover the cost of lodg	Improvement of Instruction: Other Purchase	$ 1,250.00
ARS Conference Registration Fee	5	$250.00	Association of Recovery School, Inc.	Funds will be used to pay for the Associatio	Improvement of Instruction: Professional Ser	$ 1,250.00
Building Signage	1	$7,500.00	Sign Craft Industries	Funds will be used to purchase exterior sig	Operations and Maintenance: Property	$ 7,500.00
Cafeteria Tables	14	$1,500.00	School Outlet	Funds will be used to purchase cafeteria ta	Instruction: General Supplies	$ 21,000.00
Classroom Bookshelves	20	$200.00	School Outfitters	Funds will be used to purchase classroom b	Instruction: General Supplies	$ 4,000.00
Classroom Science Lab Tables	10	$400.00	School Outfitters	Funds will be used to purchase science lab	Instruction: General Supplies	$ 4,000.00
Classroom Supplies	1	$15,000.00	Amazon	Funds will be used to purchase classroom s	Instruction: General Supplies	$ 15,000.00
Data Analyst Consultant	1	$5,000.00	Mary Jo Ratterman	Funds will be used to provide professional	Instruction: Professional Services	$ 5,000.00
Digital Learning Platform	1	$7,000.00	Canvas via Instructure	Hope Academy will purchase Canvas, a digi	Instruction: Other Purchased Services	$ 7,000.00
Director of Development - Benefits	1	$15,000.00	Marianne Williams	Funds will be used to cover the cost of ben	Community Services Operations: Benefits (N	$ 15,000.00
Director of Development - Salary	1	$60,000.00	Marianne Williams	Funds will be used to cover the cost of Sala	Community Services Operations: Salary (Non	$ 60,000.00
ELL Consultant/ Translator	1	$2,500.00	Luna Language Services	Funds will be used to cover the cost of tran	Support Services (Student): Professional Serv	$ 2,500.00
Financial Consultant	12	$3,000.00	nter for Innovative Education Solutio	Funds will be used to cover the cost of Fina	Operations and Maintenance: Professional S	$ 36,000.00
iPad Cases	10	$100.00	Apple	Funds will be used to cover the cost of App	Instruction: General Supplies	$ 1,000.00
iPad Charging Cart	1	$500.00	School Outfitters	Funds will be used to cover the cost of iPad	Instruction: General Supplies	$ 500.00
iPad Pens	15	$100.00	Apple	Funds will be used to cover the cost of iPad	Instruction: General Supplies	$ 1,500.00
iPads	10	$399.00	Apple	Funds will be used to cover the cost of iPad	Instruction: General Supplies	$ 3,990.00
IT Consultation	12	$1,900.00	Electronic Stragtegies, Inc.	Funds will be used to cover the cost of mor	Operations and Maintenance: Professional S	$ 22,800.00
IT Set Up and Implementation	1	$30,000.00	Electronic Strategies, Inc (ESI)	Funds will be used for initial set up and imp	Operations and Maintenance: Professional S	$ 30,000.00
LCD Screen	3	$5,000.00	Electronic Strategies, Inc (ESI)	Funds will be used to cover the cost of thre	Community Services Operations: Property	$ 15,000.00
Marketing Supplies	1	$15,000.00	Bright Ideas Marketing	Funds will be used to cover the cost of mar	Community Services Operations: General Sup	$ 15,000.00
Marketing/ Recruitment Consultant	1	$25,000.00	Bright Minds Marketing	Funds will be used to purchase professiona	Community Services Operations: Professiona	$ 25,000.00
Non-Violent Crisis Intervention	1	$2,000.00	Crisis Prevention Institute (CPI)	Hope Academy will have staff members pa	Support Services (Student): Professional Serv	$ 2,000.00
Peer Specialist - Benefits	1	$2,000.00	Alex Shafer	Funds will be used to hire a Peer Specialist	Support Services (Student): Benefits (NonCer	$ 2,000.00
Peer Specialist - Salary	1	$20,000.00	Alex Shafer	Funds will be used to hire a Peer Specialist	Support Services (Student): Salary (NonCert.)	$ 20,000.00
Public Relations (PR) Firm	12	$750.00	Caldwell Van Riper	Funds will be used to purchase outward fac	Operations and Maintenance: Professional S	$ 9,000.00
Recovery Coach - Benefits	1	$15,000.00	TBD	Funds will be used to pay for the benefits o	Support Services (Student): Benefits (Cert.)	$ 15,000.00
Recovery Coach - Salary	1	$40,000.00	TBD	Funds will be used to pay for a salary of a R	Support Services (Student): Salary (Cert.)	$ 40,000.00
Security Cameras/ System	1	$18,000.00	Electronic Strategies, Inc (ESI)	Funds will be used to cover the cost of a se	Operations and Maintenance: Property	$ 18,000.00
Social Emotional & Trauma Informed Trainin	2	$3,500.00	Dr. Lori DeSautels, Ph.D	Funds will be used to cover the cost of Trau	Support Services (Student): Professional Serv	$ 7,000.00
Social Worker	1	$25,000.00	TBD	Hope Academy intends on hiring a Part-tim	Support Services (Student): Salary (Cert.)	$ 25,000.00
Storage Cabinets	10	$400.00	Amazon	Hope Academy will purchase storage cabin	Instruction: General Supplies	$ 4,000.00
Student Information System (SIS)	1	$5,000.00	Power School	Hope Academy will purchase Power School	Instruction: Professional Services	$ 5,000.00
Teacher Desks	8	$500.00	School Outfitters	Funds will be used to cover the cost of Tea	Instruction: General Supplies	$ 4,000.00
Teacher Implementation/ Retention Bonus	15	$2,500.00	Various	Funds will be used to issue an additional st	Instruction: Salary (Cert.)	$ 37,500.00
Teacher Laptops	10	$1,200.00	Apple	Funds will be used to purchase ten Teacher	Instruction: General Supplies	$ 12,000.00
Teacher/ Office Chairs	15	$150.00	School Outfitters	Funds will be used to cover the cost of Tea	Instruction: General Supplies	$ 2,250.00
Visitor/Staff Management System	1	$1,000.00	Safe Visitor Solutions	Funds will be used to purchase a Visitor Ma	Operations and Maintenance: Other Purchas	$ 1,000.00
						$ -
						$ -
						$ -

Year 2 Budget

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	800 - 899	
	Expenditure	Salary		Benefits		Professional	Rentals	Other Purchase	General	Property	Other	**Line Totals**
Account Number	Account	Cert	Noncert	Cert	Non Cert	Services		Services	Supplies			
11000	Instruction	$ -	$ -	$ -	$ -	$ 50,000.00	$ -	$ 7,000.00	$ 42,490.00	$ -	$ -	**$ 99,490.00**
21000	Support Services - Student	$ 25,000.00	$ 70,000.00	$ -	$ 16,500.00	$ 2,000.00	$ -	$ -	$ -	$ -	$ -	**$ 113,500.00**
22100	Improvement of Instruction (Professional Development)	$ -	$ -	$ -	$ -	$ 1,550.00	$ -	$ 5,500.00	$ -	$ -	$ -	**$ 7,050.00**
22900	Other Support Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
26000	Operation & Maintenance	$ -	$ -	$ -	$ -	$ 11,500.00	$ -	$ -	$ -	$ -	$ -	**$ 11,500.00**
27000	Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 41,870.00	$ -	**$ 41,870.00**
33000	Community Service Operations	$ -	$ 60,000.00	$ -	$ 15,000.00	$ 30,000.00	$ -	$ -	$ 16,500.00	$ -	$ -	**$ 121,500.00**
	Column Totals	**$ 25,000.00**	**$ 130,000.00**	**$ -**	**$ 31,500.00**	**$ 95,050.00**	**$ -**	**$ 12,500.00**	**$ 58,990.00**	**$ 41,870.00**	**$ -**	**$ 394,910.00**
Indirect Cost Rate %:			**Subtract the amount above $25,000 (per individual contracted service) from your total budget:**									
											Total after deducting Property:	**$ 394,910.00**
											Total Available for Indirect Costs:	**$ -**
											Amount of Indirect Cost to be used:	**$ -**
											Grand Total After Indirect Cost:	**$0.00**

CSP Staffing

Instructions: Complete the CSP Staffing information below.

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
TBD	APG Coordinator	Non-Certified	1	No	No		APG Coordinator will be responsible for Afterscho
Marianne Williams	Director of Development	Non-Certified	1	No	No		Hope Academy will hire a Director of Developme
Alex Shafer	Peer Specialist	Non-Certified	1	No	No		The Peer Specialist supports the APG Program, Su
TBD	Social Worker	Certified	0.5	No	No		Hope Academy intends on hiring a Part-time Soci

Item	Number of Units	Cost per Unit	Vendor	Rationale	Budget Category
APG Coordinator - Benefits	1	$15,000.00	TBD	Funds will be used to cover the cost of ben	Support Services (Student): Benefits (NonCert.)
APG Coordinator - Salary	1	$52,000.00	TBD	Funds will be used to cover the cost of the	Support Services (Student): Salary (NonCert.)
Apple Care for iPads	10	$100.00	Apple	Funds will be used to purchase Apple Care	Instruction: General Supplies
ARS Annual Membership Fee	1	$300.00	Association of Recovery School, Inc.	Funds will be used to purchase and annual	Improvement of Instruction: Professional Servic
ARS Conference Flight	5	$750.00	Delta	Funds will be used to cover the cost of airli	Improvement of Instruction: Other Purchased Se
ARS Conference Ground Transportation	2	$250.00	Uber, Lyft	Funds will be used to cover the cost of grou	Improvement of Instruction: Other Purchased Se
ARS Conference Hotel Fee	5	$250.00	Holiday Inn	Funds will be used to cover the cost of lodg	Improvement of Instruction: Other Purchased Se
ARS Conference Registration Fee	5	$250.00	Various	Funds will be used to pay for the Associatio	Improvement of Instruction: Professional Servic
Classroom Supplies	1	$20,000.00	Amazon	Funds will be used to purchase classroom s	Instruction: General Supplies
Curriculum Consultant	1	$50,000.00	Linda Gagyi	Funds will be used to cover the cost of a Cu	Instruction: Professional Services
Digital Learning Platform	1	$7,000.00	Canvas via Instructure	Hope Academy will purchase Canvas, a digi	Instruction: Other Purchased Services
Director of Development - Benefits	1	$15,000.00	Marianne Williams	Funds will be used to cover the cost of ben	Community Services Operations: Benefits (NonC
Director of Development - Salary	1	$60,000.00	Marianne Williams	Funds will be used to cover the cost of Sala	Community Services Operations: Salary (NonCer
E-Rate Consultant	1	$2,500.00	E-Central	Funds will be used to cover the cost of an e	Operations and Maintenance: Professional Servi
Folding Tables	10	$150.00	School Outfitters	Funds will be used to purchase folding tabl	Community Services Operations: General Suppli
iPad Cases	10	$100.00	Apple	Funds will be used to cover the cost of App	Instruction: General Supplies
iPad Charging Cart	1	$500.00	School Outfitters	Funds will be used to cover the cost of iPad	Instruction: General Supplies
iPad Pens	15	$100.00	Apple	Funds will be used to cover the cost of iPad	Instruction: General Supplies
iPads	10	$399.00	Apple	Funds will be used to cover the cost of iPad	Instruction: General Supplies
Marketing Supplies	1	$15,000.00	Bright Ideas Marketing	Funds will be used to cover the cost of mar	Community Services Operations: General Suppli
Marketing/ Recruitment Consultant	1	$30,000.00	Bright Minds Marketing	Funds will be used to purchase professiona	Community Services Operations: Professional Se
Non-Violent Crisis Intervention	1	$2,000.00	Crisis Prevention Institute (CPI)	Hope Academy will have staff members pa	Support Services (Student): Professional Service
Office Printer	5	$500.00	Amazon	Hope Academy will purchase five printers (	Instruction: General Supplies
Peer Specialist - Benefits	1	$1,500.00	Alex Shafer	Funds will be used to hire a Peer Specialist	Support Services (Student): Benefits (NonCert.)
Peer Specialist - Salary	1	$18,000.00	Alex Shafer	Funds will be used to hire a Peer Specialist	Support Services (Student): Salary (NonCert.)
Public Relations (PR) Firm	12	$750.00	Caldwell Van Riper	Funds will be used to purchase outward fac	Operations and Maintenance: Professional Servi
Social Worker	1	$25,000.00	TBD	Hope Academy intends on hiring a Part-tim	Support Services (Student): Salary (Cert.)
Student Transportation Bus	1	$41,870.00	Midwest Transit	Funds will be used to purchase a small stud	Transportation: Property
Teacher Laptops	10	$1,200.00	Apple	Funds will be used to purchase ten Teacher	Instruction: General Supplies

Budget Category
Instruction: Salary (Cert.)

CSP APPENDIX C: ANNUAL PERFORMANCE REPORT

Hope Academy

2019 Annual Performance Report

Hope Academy, Indianapolis 9655

	Corporation Results				State
Indicator	**'15-'16**	**'16-'17**	**'17-'18**	**'18-'19**	**Total**
Student Enrollment	28	25	28	25	1,141,247
Non-Waiver Grad Rate	***	57.9	***	80.0	76.47
Percentage of Career and Technical Diplomas	0	0	0.0	0.0	7.6
Number of Certified Teachers	6	5	6	6	59,981
Teacher Salary Range - Minimum	$32,000	$38,000	$42,000	$43,260	$35,024.11
Teacher Salary Range - Maximum	$48,000	$48,000	$49,447	$50,930	$66,009.75
Number of Students in Special Education	4	3	4	3	177,462
Percent of Students in Special Education	14.3	12.0	14.3	12.0	16.2
Percent of Students in Gifted and Talented Education	0.0	4.0	0.0	0.0	13.3
Number of Students Receiving Free or Reduced Lunches	13	9	7	8	540,272
Percent of Students Receiving Free or Reduced Price Lunches	46.4	36.0	25.0	32.0	48.8
Percent of Limited English Proficiency Students					5.9
Percent of Students in Foster Care	N/A	N/A	3.6	20.00	1.97
Number of Students in Alternative Education	60	61	55	69	18,017
Percentage of Students in Alternative Education	214.2	244	196.4	276	1.7
Intra District Mobilty	0	0	0	0	0
Inter District Mobility	75	63.5	54.5	65.2	0
Graduation Rate	***	57.9	***	86.7	87.0
Number of Incidents of Restraint		0	0	0	9,766
Number of Incidents of Restriant Involving a School Resource Officer		N/A	0	0	1,125
Number of Incidents of Seclusion		0	0	0	8,017
Number of Incidents of Seclusion Involving a School Resource Officer		N/A	0	0	296

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

***** Suppressed**

Hope Academy

2019 Annual Performance Report

Hope Academy, Indianapolis 5292

	School Results				State
Indicator	**'15-'16**	**'16-'17**	**'17-'18**	**'18-'19**	**Total**
A-F Accountability Grade	No Grade		No Grade	No Grade	
Student Enrollment	28	25	28	25	1,141,247
Non-Waiver Grad Rate	***	57.89	***	80.00	76.47
College and Career Readiness Rate		18.10	10.50	N/A	
Number of Certified Teachers	6	5	6	6	59,981
* Grade 10 Percent Passing ISTEP+/ ILEARN Math Standard	33.3	20.0	***	***	35.3
* Grade 10 Percent Passing ISTEP+/ ILEARN Language Arts Standard	50.0	10.0	***	***	62.4
Percent of Graduates Who Have Passsed Both ECA Standards	100.0	100.0	***	***	92.5
Percent of Graduates Granted Waivers	0.0	0.0	***	7.7	12.1
Percent of graduates receiving Academic Honors Diploma	0.0	9.1	***	0.0	39.8
Number of graduates receiving Core 40 Diploma	7	11	***	13	67211
Pupil Enrollment to Certified Employee Ratio	2.7	3.5	3.1	3.1	13.6
Graduation Rate	***	57.9	***	86.7	87.0
Attendance Rate	90.8	89.8	94.0	93.4	95.1
Number of Students with More Than 10 Unexcused Days Absent	9	12	4	2	76,150
Number of Students absent greater than 10% of School Year	6	11	2	2	80423
Number of Students Retained in the 9th Grade	***	***	***	***	0
Number of Students Who Have Dropped Out	***	7	4	0	5,025
Number of Students Suspended	8	14	10	12	100,597
Number of Students Expelled		1	1	1	2,682
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	2	4	3	3	6,269
Number of Out of School Suspensions	10	14	10	12	67,434

* In 2018-19 Indiana transitioned to a new statewide assessment (ILEARN) for Grades 3-8. Therefore, results are not comparable to previous data.

***** Suppressed**

CSP APPENDIX D: NON-PROFIT STATUS

IRS Department of the Treasury
Internal Revenue Service
P.O. BOX 2508
CINCINNATI OH 45201

007194.856385.351125.24983 1 AB 0.412 536

THE HOPE ACADEMY INC
SCOTT C FRISSELL
12800 N MERIDIAN ST STE 300
CARMEL IN 46032

007194

IRS Department of the Treasury
Internal Revenue Service
P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Oct. 04, 2019 LTR 3367C SO
84-2099551 000000 00
00024853
BODC: TE

THE HOPE ACADEMY INC
SCOTT C FRISSELL
12800 N MERIDIAN ST STE 300
CARMEL IN 46032

007194

Employer identification number: 84-2099551
Tax form: 1023
Document locator number: 29053-262-32203-9
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you re exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

* Your name
* Your employer identification number (EIN)
* The document locator number listed above and assigned to your request
* A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return

9999999999
Oct. 04, 2019 LTR 3367C SO
84-2099551 000000 00
00024854

THE HOPE ACADEMY INC
SCOTT C FRISSELL
12800 N MERIDIAN ST STE 300
CARMEL IN 46032

(Form 990, Form 990-EZ, or Form 990-PF) or electronic notice (Form 990-N, the e-Postcard) while their applications for exemption or miscellaneous determination requests are pending. If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked. Visit www.irs.gov and type "annual exempt organization return: who must file" in the search box for information on the types of organizations that are required to file annual returns or notices.

To receive the Exempt Organizations' EO Update, an electronic newsletter with information for tax-exempt organizations and tax practitioners, go to www.irs.gov/charities and click on "Free e-Newsletter."

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

Sincerely yours,

Stephen A. Martin

Stephen A. Martin
Director, EO Rulings & Agreements

CSP APPENDIX E: ENROLLMENT POLICY

Hope Academy Enrollment Process

We have created a school environment that is focused on recovery and academic success. Enrolling in Hope Academy can be a life-changing experience for parents and students. Our enrollment process ensures students and parents will have the necessary information to make an informed decision.

Get started today:

1. **Fill out the Initial Enrollment Application.** If you have any questions while filling out your enrollment application, please email Linda Gagyi (lgagyi@fairbankscd.org) or call (317) 572-9356. Once we review your application, we will contact you to set up an interview.
2. **Interview.** We want to learn about you, and we want you to learn about us. During this time, we ask that you be honest and open. Hope Academy is a very nonjudgmental environment. Our priority is to best serve each student. Together, we will decide if Hope is the right fit for your family. If it is, we will ask you to complete the rest of the enrollment packet.
3. **Enrollment Packet.** Fill out a packet with further enrollment information including waivers, health information, demographic information, academic information and a parking permit application. You and your student will need to read the student handbook and sign off that you understand all rules and regulations that come with attending Hope Academy.
4. **Academic Transfer Records.** Please be sure to return the Academic Transfer of Records form to Deb Leser as soon as possible so that we may request academic records from your previous school in a timely manner. The process of transferring records generally takes 1-3 days, so the sooner we receive records, the sooner we can schedule a new student.
5. **Get Ready for Hope.** There is usually a waiting period of 1-5 days before a student is scheduled and ready to start school at Hope Academy. The length of the wait depends on how quickly records are requested and sent from the previous school. Once we have transcripts and other pertinent academic information, we will contact you with a schedule and start date.

CSP APPENDIX F: NOT APPLICABLE

CSP APPENDIX G: DISCIPLINE POLICY

(Major) Behavior	First Offense		Second Offense		Repeated Offenses	
Major behaviors will require Principal (or designee) intervention and may require immediate action(s)						
	Minimum	**Maximum**	**Minimum**	**Maximum**	**Minimum**	**Maximum**
Possession, Sale, and/or Distribution of illegal substances or other known intoxicants on school grounds	Expulsion or a 45 day out of school placement with a contract to follow recommendation of an assessment for treatment	Expulsion				
Under the influence of alcohol, drugs, and/or other known intoxicants on school grounds	Suspension with Parent Conference or a 45 day out of school placement with a contract to follow recommendation of an assessment for treatment	Expulsion	Expulsion	Expulsion		
Possession of prescription medication and/or non-prescription medication without required documentation	Confiscation with Parent Notification and/or Suspension or a 45 day out of school placement with a contract to follow recommendation of an assessment for treatment	Expulsion	Confiscation with Parent Notification and Suspension	Expulsion	Expulsion	Expulsion
Verbal or Physical Abuse to Staff	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Suspension with Parent Conference	Expulsion

Fighting	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Suspension with Parent Conference	Expulsion
Sexual Relations or Misconduct	Suspension with Parent Notification	Expulsion	Suspension with Parent Conference	Expulsion	Expulsion	Expulsion
Bullying and Harassment: Threats and Intimidation	Referral to Administrative Staff	Suspension	Suspension with Parent Conference	Suspension with Parent Conference	Suspension with Parent Conference	Expulsion
Destruction of Property	Restitution	Suspension with Restitution	Suspension with Restitution	Suspension, Restitution and Parent Conference	Suspension, Restitution and Parent Conference	Suspension, Restitution and Parent Conference
Possession of a Weapon on School Grounds	Long Term Suspension	Expulsion	Expulsion	Expulsion		

*Administrative Staff includes: Guidance Counselor, Recovery Coach and/or Principal Designee

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administration Staff for disciplinary action.						
Dress Code Violation	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Compliance or Exclusion from School	Exclusion from school with Parent Conference
Leaving School without Permission	Suspension with Parent Notification	Suspension with Parent Notification	Suspension with Parent Conference	Suspension with Parent Conference	Suspension with Parent Conference	Expulsion
Possession or Use of Tobacco, ECigs, or Vaping Devices	Confiscated with Parent and School Nurse Notification *device returned to parent at end of school year	Confiscated with Parent and School Nurse Notification *device returned to parent at end of school year	Confiscated with Parent and School Nurse Notification *device returned to parent at end of school year	Confiscated with Parent and School Nurse Notification; Referred to Admin. Staff *device returned to parent at end of school year	Confiscated with Parent and School Nurse Notification; Referred to Principal *device returned to parent at end of school year	Suspension
Distribution of Tobacco	Confiscated with Parent and School Nurse Notification	Confiscated with Parent and School Nurse Notification	Confiscated with Parent and School Nurse Notification; Referred to Administrative Staff	Confiscated with Parent and School Nurse Notification; Referred to Principal	Confiscated with Parent and School Nurse Notification; Referred to Principal	Suspension
Inappropriate and/or Disrespectful Language	Redirection	Redirection and/or Impromptu Meeting	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Redirection, Impromptu Meeting, Parent Notification, and/or guidance referral	Suspension

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action.						
Horseplay Running in Hallway	Redirection	Redirection	Redirection, and/or Parent Notification	Redirection, Parent Notification and/or Administrative Staff Referral	Redirection, Parent Notification and/or Administrative Staff Referral	Suspension
Cell Phone and/or Electronic Devices (Confiscated Items are to be Placed w/ Admin. Asst.)	Confiscation (Returned at the end of the day)	Confiscation (Returned at the end of the day)	Confiscation (Returned at the end of the day)	Confiscation and referral to counselor (Returned to parent at the end of the day)	Confiscation and referral to counselor (Returned to parent at the end of the day)	Suspension
Public Display of Affection	Redirection	Redirection	Redirection, Parent Contact, and/or Counselor Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Suspension
Parking Violation	Verbal Warning (School Secretary Notified)	Verbal Warning (School Secretary Notified)	Verbal Warning (School Secretary Notified), and Parent Notified	Parent Notified of Suspension of Driving Privileges	Parent Notified of Suspension of Driving Privileges	Suspension
Non-participatory Behaviors	Redirection	Redirection	Redirection, Parent Contact, and/or Guidance Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Redirection, Parent Contact, and/or Administrative Staff Referral	Referral to Office

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Office Referral
Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administrative Staff for disciplinary action.						
Tardy to Blocks 2-7 Tardy to Block 1	Verbal Warning given by teacher Verbal warning given by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal Warning given by teacher Verbal warning given by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal Warning and Parent Contact by teacher Verbal warning and parent contact by principal or guidance counselor. Teacher marks attendance when student comes to class with late pass from office	Verbal Warning, Parent Contact, and/or Administrative Staff Referral Parent conference with student, guidance counselor, and principal to develop an intervention plan	Verbal Warning, Parent Contact, and/or Administrative Staff Referral Loss of driving privilege, possible suspension and/or after school detention	Suspension Loss of driving privilege, possible suspension and/or after school detention
Absences	Refer to Student Handbook					
Food and/or drink in the classroom	Return it to Locker and be Counted Tardy and/or Confiscate and Discarded	Return it to Locker and be Counted Tardy and/or Confiscate and Discarded	Confiscated and Discarded	Confiscated and Discarded	Confiscated and Discarded with Parent Contact	Referral to Administrative Staff
Using Computer for Non-Educational Activities (Facebook, etc.)	Redirection	Redirection and/or Computer Use Lost for Remainder of Class Period	Redirection and/or Computer Use Lost for Remainder of Class Period	Redirection and/or Computer Use Lost for Remainder of Class Period w/ Parent Notification	Computer Use Suspended for 3 days with Parent Notification	Suspension
Behaviors Non-conducive to Educational Process and/or Safety	Staff Discretion	Staff Discretion	Staff Discretion	Staff Discretion	Staff Discretion	Referral to Office

CSP APPENDIX H: SCHOOL SAFETY PLAN

Hope Academy Emergency Response Procedures
Staff Responsibility Guidelines

The first responsibility of all staff is the safety of our students. These guidelines are meant as suggestions on how to proceed before and/or during very difficult emergency circumstances that require strong attention to safety.

Administration Duties for Emergencies

1.Planning in Advance

-Establish an emergency evacuation site and backup outside of the building where students/staff can gather during evacuations.
-Ensure all staff are briefed about emergencies/disasters/drills at the start of each new school year or for all mid-year hires.
-Ensure that all staff understand their responsibilities during any Emergency; Special Attention should be given to the administration team and support staff.
-Set of a "Check out" system and designated location for students in the AFTERMATH of any disaster.
-Be sure that proper supplies/safety equipment are available in the aftermath of any emergency.
-Establish a room or location where media representative are to be placed in the event of an emergency and establish a building representative who maintains this space as needed.
-Work closely with the designated safety representative, security and fire monitoring service to carry out various drills and to make plans for drills and emergencies.

2. During a Disaster/Emergency
-Implement the emergency guidelines for the specific emergency.
-Maintain consistent communication links with the school and with the outside agencies.
-Oversee evacuation(if necessary) and ensure that injured students/staff are being treated.\
-Oversee the emergency evacuation site(if evacuation occurs)
-Cooperate with and assist the police and emergency personnel
-Will work with media representatives if necessary
- Will contact the Chair of the Board of Directors
-Direct staff to assist in whatever ways are necessary at the time.

Hope Academy
Policy and Procedure

Policy Number: H 1	Title of Policy: Bioterrorism Agents	Page 1 of 1
Effective Date: 6/13	Supersedes: 3/06	

POLICY STATEMENT:

Students, staff or visitors suspected of having been exposed to an agent of bioterrorism will be transferred to area hospitals for evaluation and treatment.

Bioterrorism agents include but are not limited to: Anthrax, Botulism, Plague and Smallpox.

Designated school staff will notify parents/responsible parties if a student requires transportation to a hospital.

POLICY REVIEWED	x	2011	x	2012	x	2013	x	2014

Policy and Procedure

Policy Number: H 2	Title of Policy: Bomb Threat	Page 1 of 1

Effective Date: 7/15	Supersedes: 12/14

POLICY

In order to ensure the safety of students, visitors and staff, Hope Academy will establish a plan for managing bomb threats.

PROCEDURE

I. Staff Member Receiving Bomb Threat

A. Attempt to elicit the location, time of detonation and type of bomb from the caller;

B. Make note of any detail that might assist the police in an investigation of the threat (e.g. gender of caller, background noise, etc.) using the attached checklist;

C. If the above cannot be ascertained within 1 minute of conversation, hang up the phone;

D. Call 911 to notify the police of the threat and the fact that evacuation will be to the far end of the employee parking lot in the back of the main building and give a cell phone number for police to contact school personnel.

E. Notify the School Director/Principal/designee.

II. Principal/Designee

A. Make decisions as to evacuation, relocation and student management.

III. Evacuation of the Building

A. Evacuation will be accomplished by accessing the overhead paging system and announcing a "Code Black" and the location 3 times.

B. All individuals will exit through the first floor back door on the west side of the building and assemble at the far end of the employee parking lot in the back of the main building; head count will be taken.

C. If students are out of the classroom, a designated staff member is to locate the students and bring them to the assembly site and/or use group text on personal cell phones to notify staff of the relocation.

D. Once cleared by police/fire personnel, re-entry into the building will begin.

E. If re-entry is not possible, students/staff will be sent home.

F. Designated school staff will notify parents/responsible parties if students are sent home. School staff will maintain a list of when and with whom/how the student left the school.

POLICY REVIEWED	x	2020		2021		2022		2023

BOMB THREAT CHECKLIST

Date and Time Call Received	
Caller's phone number (if able to identify)	
Exact words of person making threat (ask caller to repeat what he or she said - "I'm sorry, could you repeat that?"	
Questions to ask	
When is the bomb going to explode?	
Did you place the bomb?	
Where is the bomb right now?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Why?	
What is your name?	

Sex of Caller _____ **Age** _____ **Accent** _____ **Length of call** _____

Caller's Voice. Check all that are appropriate:

[ ] Calm [ ] Laughing [ ] Nasal

[ ] Angry [ ] Crying [ ] Raspy

[ ] Excited [ ] Normal [ ] Deep

[ ] Slow [ ] Distinct [ ] Ragged

[ ] Rapid [ ] Slurred [ ] Clearing Throat

[ ] Lisp [ ] Stutter [ ] Cracking Voice

[ ] Loud [ ] Deep Breathing [ ] Soft

[ ] Distinguished [ ] Whisper

[ ] Familiar? _____

(Who did it sound like?)

Background Noises. Check all that are appropriate:

[ ] Street noises [ ] House noises [ ] Dishes banging

[ ] Static [ ] Adult voices [ ] Children's voices

[ ] Local call [ ] Long distance [ ] PA systems

[ ] Factory noises [ ] Airport noises [ ] Phone booth

[ ] Music [ ] Office Machinery [ ] Clear

[ ] Other _____

Language used. Check all that are appropriate:

[ ] Educated [ ] Incoherent [ ] Irrational

[ ] Foul/Swearing [ ] Message read by caller [ ] Message taped

Name of Person Taking Call CALL 911 – GIVE THEM YOUR CELL PHONE NUMBER – TAKE YOUR CELL PHONE WITH YOU WHEN YOU EVACUATE

Hope Academy
Policy and Procedure

Policy Number: H 3	**Title of Policy:** Lockdown Due to A Violent Intruder (Active Shooter)	**Page 1 of 1**
Effective Date: 7/15	**Supersedes:** 1/14	

POLICY

Hope Academy will ensure the safety and well-being of all persons present in the building or on the grounds during any incident that requires a lockdown.

Definition: A lockdown is a response to a violent intruder that necessitates intervention required to maintain student and staff safety.

NO TALKING – OUT OF SIGHT- LIGHTS OUT – CLOSE BLINDS

PROCEDURE

6. Any staff member who becomes aware of the presence of a violent intruder who might endanger the school staff or students will immediately notify the School Director/Principal/designee.
7. The Director/Principal/designee will immediately notify staff via overhead page, cell phone, e-mail or other expedient method and assign the following:
   a. Classrooms and the doors to any adjoining rooms are locked at all times.
   b. Furniture should be placed in front of the classroom door as a barricade.
   c. Teachers are to take a head count to determine that all persons are accounted for.

d. Teachers are to keep students away from the classroom door.
e. Teachers are to explain the situation to the students and maintain calm.
f. Designated individual is to call 911.
g. If possible, designated individual is to send an "all" e-mail notifying all staff of the intruder and include a description of the individual, if known. The e-mail should also state that 911 should be called if the intruder is located; pushing a panic button is also an acceptable way to summon the police.
h. It is also acceptable to access the overhead paging system and announce "Active Shooter" and the location 3 times.
i. If students are out of the classroom, a designated staff member locates the students and quickly brings them to the nearest room and notifies administrator of the location via group texting on personal cell phones.

8. No persons are to enter or leave the school until it is deemed safe to do so by the local police department or other civil authority.
9. Evacuation will not occur unless deemed necessary and at the direction of the local police department or other civil authority.
10. An all clear is to be communicated from the police to the principal/designee who will then notify the teachers via cell phone to ensure the validity of the call.
11. Designated school staff will notify parents/responsible parties of this event.

POLICY REVIEWED	**x**	**2020**		**2021**		**2022**		**2023**

Hope Academy
Policy and Procedure

Policy Number: **H 4**	**Title of Policy:** **EARTHQUAKE**	**Page 1 of 1**
Effective Date: **7/08**	**Supersedes:** **3/06**	

POLICY:

While the risk of major damage to facilities is low, general rules and procedures to follow in the event of an earthquake will be applied.

PROCEDURE:

A. <u>During the earthquake</u>

1. Take cover under a table or desk.
2. Stay away from windows and furniture which might slide or fall over.
3. Stay where you are; do not run outside.

B. <u>Once the earthquake stops</u>

1. Do not use candles or matches or produce an open flame.
2. Do not turn on any utilities (lights, etc.).
3. Move to an area of the building with the least damage.
4. A designated staff will take a head count of staff and students.
5. Staff will monitor radio broadcasts for information.
6. Designated staff will assess injuries to staff and students.
6. Staff and students will wait for further instructions from the School Director/Principal/designee or local police or other civil authority.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 5	**Title of Policy:** Hostage Situation	**Page 1 of 1**
Effective Date: 2/12	**Supersedes:** 7/08	

POLICY: In the event of a hostage situation, school staff will attempt to minimize the threat of injury or death to those individuals involved and to other persons in the building at the time of the incident.

PROCEDURE:

12. Staff Member Who First Becomes Aware of the Situation
    1. If hostage taker is unaware of your presence, do not intervene.
    2. Call 911 immediately. Give dispatcher details of the situation. Follow the dispatcher's instructions.
    3. Notify School Director/Principal/designee.

13. Staff Member or Student Taken Hostage
    1. Attempt to communicate the situation to an individual outside of the area (e.g. code word to passerby)
    2. Keep calm. Follow hostage taker's instructions.

3. ***DO NOT ATTEMPT TO DISARM THE HOSTAGE TAKER.***
4. Direct any other persons in the area to:
   a. Sit away from the hostage taker;
   b. Sit away from windows and exits;
   c. Be quiet;
   d. Avoid heroics or any abrupt movements;
   e. Follow the hostage taker's instructions.
5. Follow the directions of the police/security.

14. Other

School Director/Principal/designee should:

1. Secure the perimeter by locking entry doors so additional persons do not enter the area.
2. Move or evacuate staff, students and visitors to a safe area away from the scene.
3. Arrange to meet police at a predesignated location (either front or back door so they can be promptly escorted or directed to the scene.
4. Make floor plans available to the police (located at the annunciator panel in the building vestibule).

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 6	**Title of Policy:** Fire Plan	**Page** 1 **of** 2
Effective Date: 7/08	**Supersedes:** 3/06	

POLICY

A fire in a school is a serious threat to safety. Therefore, any person who discovers smoke or fire, no matter how small or insignificant, must immediately remove people from danger, pull the nearest fire alarm and implement the fire plan.

I. General Information

1. Fire alarm pull stations and portable fire extinguishers are located throughout the building.
2. An automatic sprinkler system is connected to the fire alarm system.
3. There are ceiling-mounted smoke and heat detectors located throughout the building
4. When activated, the fire alarm system automatically transmits an alarm to a monitoring service. Unless notified to the contrary, the monitoring company will immediately notify the fire department of the alarm details.

II. Fire Extinguisher

To use a Class A-B-C fire extinguisher: **P-A-S-S**

1. Pull the pin in the handle.

2. Aim the hose at the base of the flames.
3. Squeeze the lever in the handle to activate the dry chemical discharge.
4. Keep the canister in an upright position and slowly sweep the discharge across the base of the flames to cover all of the burning material and thus smother the fire.
5. The dry chemical extinguisher has a smothering effect on fires and the chemical dust in the air can also make it difficult to breathe. Therefore, never discharge an A-B-C extinguisher towards other people and, after putting out a fire with a dry chemical extinguisher, make sure people stay clear of that area, particularly people with respiratory problems.

III. Fire Alarm System Operation

1. When an alarm pull station or automatic fire detection device senses fire/smoke, a loud buzzer will sound to notify personnel of a fire. Wall-mounted visual alarms will begin flashing in synchronization with the audio alarms.
2. In the event the alarm system is not functioning, the person first noting the fire should access the overhead paging system and announce: "Code Red" and the location of the fire three times.

IV. Procedure

R - Rescue
A- Alarm
C- Contain
E- Extinguish or evacuate

1. Assemble all students and staff and proceed to the evacuation site located by the marquee in the end of the parking lot and complete a head count.
2. Staff should check all rooms, closets, bathrooms to ensure that everyone is accounted for.
3. Close doors and turn off lights.
4. Do not assemble patients in classrooms or other areas within the building that do not have an exit to the outside.
5. Never assume that students, staff, or visitors are safe until there is absolute confirmation of the fact they are secure.
6. Staff and students are to slowly and quietly proceed through the hall way and out the door into the parking lot where another head count will be taken.
7. Staff and students are to wait for further instructions from the School Director/designee or Fire Department personnel.
8. If students are out of the classroom, a designated staff member locates the students and brings them to the assembly site and/or uses the school "walkie-talkies" to notify staff of the relocation.

VI. Notification of all clear

1. The School Director/Principal/designee or Fire Department Personnel will declare an all clear when it is safe for staff and students to return to their areas. During evacuation, all personnel will remain outside the building until the all clear is given.
2. If re-entry into the building is not possible, students will be sent home.
3. Designated school staff will notify parents/responsible parties if students are sent home.
4. School staff will maintain a list of when, with whom/how a student leaves the school.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 7	**Title of Policy:** Severe Weather Plan	**Page** 1 **of** 2
Effective Date: 7/11	**Supersedes:** 7/08	

POLICY
It is Hope Academy's policy to monitor severe weather to protect the students, staff and visitors that are in the building during severe weather.

PROCEDURE
A. Severe Weather Plan
1. Severe Weather conditions (or the potential for same) can be considered in the following four (4) categories:
   a. Thunderstorm Watch
   b. Thunderstorm Warning
   c. Tornado Watch
   d. Tornado Warning
2. Warnings of severe or potentially severe weather conditions will be issued by the National Weather Service (NWS) Station KEC-74 (162.55MHz).
3. These messages may be received via outdoor sirens emitting a three to five (3-5) minute steady sound, weather-alert radios, regular radios, television sets and/or via the Internet. If an alert is broadcast, listen for information and instructions. The regular radio should

be turned to WIBC FM 93.1 (operates 24 hours a day). TV sets should be turned to Channels 6, 8 or 13.

II. Tornadoes

Tornadoes can occur in Indiana during any month of the year and at any hour of the day or night. They occur most frequently during the months of April and June, during late afternoon and early evening hours. Severe weather can approach from any direction. However, tornadoes generally approach from a southwesterly direction. The following will be procedures for tornado warnings:

1. Warning to students, visitors, and staff will be made via the Public Address (PA) System.
2. The school secretary/designee will page the warning.
3 In order to eliminate confusion, a standard announcement will be made:

ATTENTION:
The National Weather Service has issued a tornado warning effective immediately for this area. All students and staff assemble in your assigned areas and await further instructions.

(REPEAT THE MESSAGE THREE [3] TIMES)

4. Upon receiving the warning, teachers assemble all students, staff and visitors and proceed to the designated area. Once assembled, a head count will be taken.
5. Students/staff are to stand/sit on the floor with backs against the walls.
6. Weather-Alert Radios will remain on the "weather" setting.
7. Students and staff will wait for an "all clear" from the NWS or further instructions from the School Director/Principal/designee.
8. If students are out of the classroom, a designated staff member locates the students and quickly brings them to the safe area or uses the group text on personal cell phones to notify staff of the relocation.

III. BUILDING DAMAGE

1. If the building is damaged to a point that resumption of normal activities is not possible, students will be sent home.
2. If injuries have been sustained, those injured will be transported to the nearest hospital for treatment.

IV. NOTIFICATION OF PARENTS/RESPONSIBLE PARTIES

1. If students are to be sent home, a designated school staff member will notify parents/responsible parties.

2. If injured students are sent to a hospital, a designated school staff member will notify

parents/responsible parties.

2. Designated school staff will maintain a list of when and with whom/how the student left the school

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 8	**Title of Policy:** Unauthorized Removal of a Student (Attempted Kidnapping)	**Page 1 of 1**
Effective Date: 7/08	**Supersedes:** 3/06	

POLICY
Hope Academy is committed to ensuring the safety and well-being of all students while on school grounds.

PREVENTION:

1. The school will maintain a list of students who are not to be released to anyone other than a specific parent or other person.
2. School staff will obtain approval from the parent/responsible party prior to releasing a student to a person other than the person on the approved list. Approval will be documented.
3. Phone requests for a student's release will be verified by a return a call to the parent/responsible party using the phone number listed in the student's school file. Verification will be documented.
4. Disputes between custodial and non-custodial parents will require a file-stamped copy of the most current court order governing custody of the child.

ATTEMPTS:

1. Students who appear uncomfortable being released to a person who is picking them up will not be released to that person without positive identification and reconfirmation with the parent/responsible party that release to the particular person is approved.
2. If the person picking up the student insists on taking the student and leaves with the student, 911 is to be notified.
3. Police should be supplied with a description of the student, the kidnapper, the vehicle and license plate number.

4. Parents/responsible parties are notified.
5. Follow directions of police personnel.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 9	**Title of Policy:** Suspicious Vehicle	**Page** 1 **of** 1
Effective Date: 7/08	**Supersedes:** 3/06	

POLICY
Hope Academy is committed to ensuring the safety and well-being of all students while on school grounds.

DEFINITION: A suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved; one that appears to be abandoned; or one that has been occupied for a period of time without any apparent school-related purpose.

PROCEDURE:
1. Notify the School Director/Principal/designee.
2. Do not approach the vehicle.
3. Get a description of the vehicle, the license plate and the driver, if possible
4. Notify the police and follow their directions.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 10	Title of Policy: Air Contamination/Hazardous Material Spill	Page 1 of 1
Effective Date: 3/06	**Supersedes:** New	

POLICY
If an odor of unknown origin, gas smell or hazardous material spill occurs/is noticed inside/outside the building, the following procedure should be observed.

PROCEDURE:

A. INSIDE THE BUILDING

2. Call 911.
3. Do not operate light switches or electrical equipment.
4. Evacuate students from the classrooms starting with the room closest to the odor/spill.
5. Assemble students and staff at the stairwell door furthest from the odor. Complete a head count.
6. Descend the stairs to the first floor and out the door into the parking lot. Complete another head count.
7. Await instructions from the Fire/Police Department.
8. Persons developing breathing difficulties or injuries from the spill should be transported to the nearest hospital.
9. Parents/responsible parities of students who require emergency treatment will be notified by designated school staff.
10. If reentry into the building is not possible, students will be sent home.
11. School staff will maintain a list of when, with whom/how the students left the school.

B. OUTSIDE THE BUILDING

1. Call 911.
2. Do not operate light switches or electrical equipment.

3. Assemble students and staff in an interior room. Complete a head count.
4. Await instructions from fire/police personnel.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 11	**Title of Policy: Suspicious Mail Procedures**	**Page 1 of 1**
Effective Date: 3/06	**Supersedes: NEW**	

POLICY
Hope Academy will ensure the safety and well-being of all persons present in the building when suspicious mail is received.

The following are keys for suspicion:
Bulk or weight unusual for mail;
Strange odor stains or has protruding wires;
Lopsided or oddly shaped;
Postal location different from return address;
No return address;
Loose material inside;
Excessive postage;
Restricted endorsement such as Personal or Private;
Displays distorted handwriting; or
Letter feels powdery (**DO NOT SHAKE)**

PROCEDURE

Suspect letter/package **NOT OPENED**

1. Do not open the package.
2. Place letter/package in double plastic bag, seal and maintain chain of custody. Zip lock bags or garbage bags are fine but must be completely sealed. Treat as criminal evidence.
3. Cleanse exposed body parts with an antibacterial hand sanitizer or soap and water if available within the immediate area.
4. Notify School Director/designee of the situation.
5. Persons responding to a suspected anthrax incident should attempt to avoid going directly into the suspect area and/or having direct contact with the individual(s) who have handled the package. If possible, establish contact via a telephone in a different part of the building.

6. The Director/designee will call 911 and follow directions from the dispatcher.

Suspect letter/package **OPENED**

1. Place letter/package in double plastic bag, seal and maintain chain of custody. Zip lock bags or garbage bags are fine but must be completely sealed. Treat as criminal evidence.
2. Cleanse exposed body parts with an antibacterial hand sanitizer or soap and water if available within the immediate area.
3. Notify School Director/designee of the situation.
4. Persons responding to a suspected anthrax incident should attempt to avoid going directly into the suspect area and/or having direct contact with the individual(s) who have handled the package. If possible, establish contact via a telephone in a different part of the building.
5. The Director/designee will call 911 and follow directions from the dispatcher.
7. Individuals exposed should be quarantined in the area where the exposure occurred. Local Hazardous Materials personnel will determine the need for decontamination procedures.

POLICY REVIEWED	**x**	**2020**		**2021**		**2022**		**2023**

Hope Academy
Policy and Procedure

Policy Number: H 12	**Title of Policy: Contaminated Water Supply**	**Page 1 of 1**
Effective Date: 7/08	**Supersedes: 3/06**	

POLICY

Hope Academy will ensure the safety and well-being of all persons present in the building when warning of the possibility of a contaminated water supply is received.

PROCEDURE

1. School Director/Principal/designee will notify students and staff of the possible contamination.
2. Students and staff will be told not to drink the water from the public supply or wash hands/faces with water from the public supply.
3. School Director/Principal/designee will notify students/staff when the contamination warning has been lifted.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 13	**Title of Policy:** Security Management	**Page 1 of 1**
Effective Date: 2/12	**Supersedes:** 7/11	

POLICY
Hope Academy will provide a secure environment for students, staff, and visitors.

PROCEDURE

I. Personnel
- A. Each staff member is issued a picture identification badge, and is to wear the badge while on duty.
- B. Each student wears a uniform so as to be quickly identified as a student.
- C. Visitors are required to sign in and wear a name tag while in the building and must be escorted by a staff member.

II. Building
- A. Anyone requesting entrance to the school will use the intercom located outside the facility. They will announce themselves and their purpose for entering the building. Once they have been given access they will report to the office. They will sign in and get a visitors name badge. They may be asked to show ID. .
- B. All storage areas are locked when unoccupied.
- C. All mechanical service rooms are locked at all times; only authorized personnel have access.
- D. All offices in the building are locked at the close of each business day.
- E. All staff members are issued keys for those areas to which they are authorized access.

III. Weapons
Weapons of any kind, including but not limited to firearms, knives, brass knuckles, clubs, numchucks and darts are not allowed in the building or on the premises, except on the person of a Law Enforcement Officer. This weapons restriction includes persons with a permit to carry a firearm.

V. Records
Student records are filed in a fire proof, locked cabinet.

V. Emergencies

A. In an emergency, staff are to call 911.

B. Emergency procedures for fire, severe weather, etc. are addressed in Emergency Protocols.

VI. Security Personnel

A. The Manager of Environmental Services of Fairbanks Hospital is the designated Security Officer.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 15	Title of Policy: Power Outage	Page 1 of 1
Effective Date: 1/12	Supersedes: 7/08	

POLICY

Hope Academy will ensure the safety and well-being of all persons present in the building during a power outage.

In the event of a power failure:

1. the ceiling lights in the hallways have a battery back-up and will remain lit for approximately 90 minutes:
2. the exit lights in the hallways have a battery back-up and will remain lit for approximately 90 minutes; and
3. all classrooms and offices have windows.

PROCEDURE:

1. Staff member who first becomes aware of the power outage will notify the School Director/Principal/designee.
2. The School Director/Principal/designee will notify the maintenance on-call person.
3. Teachers will explain the outage to the students and continue with class. If computers were in use, the teacher will switch to an alternative method of teaching, if possible.
4. If the power is out for longer than 2 hours and it is not known how soon the power will be restored, the principal/designee will make a determination regarding sending the students and teachers home.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number: H 16	**Title of Policy:** First Aid/Medical Emergencies	**Page** 1 **of** 2
Effective Date: 3/06	**Supersedes:** NEW	

POLICY
It is the policy of Hope Academy that physical health emergencies will be handled in such a manner as to provide for optimal health and safety of students.

PROCEDURE
I. Abrasions
A. Caused by rubbing or scraping off the outer layer of skin or mucous membrane.
1. Thorough cleaning with soap and water;
2. Application of a sterile compress *(face wounds may be left open)*;
3. Topical antibiotics are optional (*Check for allergies)*.
II. Lacerations
A. Incised wounds and puncture wounds- usually produced by blunt, sharp instruments or falls against sharp objects.
1. If bleeding is not severe, wash with soap and water;
2. Apply a sterile compression dressing;
3. If bleeding is severe, apply pressure with a sterile dressing, elevate the injured site and transfer to emergency room.
III. Electric Shock
A. Injury resulting from the passage of electric current through the body.
1. Separate the individual from the current source;
Cutting off the current by turning off the switch or unplugging the appliance, OR
Removing the person from the contact with the current.
DO NOT TOUCH THE PERSON. Use cloth, leather belt, or some other insulating material.
2. Initiate CPR if needed;
3. Dial 911.
IV. Contusions
A. A bruise; the act of bruising. Damage to the soft tissue resulting in swelling and discoloration of the involved tissues.
1. Immobilize the affected area;
2. For severe contusions to the extremities, elevate and apply snug elastic bandage;
3. Transfer to emergency room if indicated.

V. Investigation of Foreign Objects

A. Contrary to popular belief, unless actual obstruction or danger of perforation is present, foreign bodies in the respiratory and alimentary tracts do not represent urgent danger.

1. If obstructed airway *(the individual cannot talk, respiratory distress, or cyanosis)* perform Heimlich maneuver and/or CPR;
2. Dial 911;
3. Try to determine size, shape, nature, and number of object(s) ingested;
4. Transfer to emergency room.

V. Suspected Joint Injuries and Suspected Fractures

1. **DO NOT** remove the injured individual unless there are enough people to support the joints on either side of the injury;
2. Immobilize and elevate the affected joint;
3. Apply cold compress, if tolerated;
4. Dial 911;
5. Transfer to emergency room.

VI. Diabetic Coma/Insulin Shock

A. The signs and symptoms of these two medical conditions are similar, and often it is difficult to determine which physiological condition is responsible for the affected individual's present status.

1. Give juice with sugar and observe for an improvement in clinical status in 5-10 minutes;
2. Review individual's history of eating, exercise, last insulin dosage, possibility of infection, and onset of symptoms;
3. Transfer to emergency room.

VII. Anaphylaxis or Anaphylactic Shock

A. Usually develops within a few seconds or minutes after exposure to the allergen, but may be delayed for a few hours. This condition can be rapidly fatal despite treatment attempts. The individual may complain of a sense of uneasiness, then become agitated and flushed. Palpitations, paresthesia, pruritus, throbbing in the ear, coughing, sneezing, and dyspnea are other typical complaints. The signs and symptoms of shock may develop within one to two (1-2) minutes.

1. Position the affected individual to avoid aspiration of vomitus and secretions.
2. Trained staff member will prepare and administer EpiPen 0.3mg per manufacturer directions.
3. Dial 911 for EMS.
4. Maintain an airway and cardiac function. Perform CPR if indicated.
5. If injected allergen is responsible, place a tourniquet above the injection site to minimize systemic effect.

VIII. Cardiac/Respiratory Arrest

1. Initiate CPR or perform Heimlich maneuver if airway blockage is suspected;
2. Dial 911;

IX. Over-dosage

A. Accidental or Intentional

1. Try to determine when, how much, and what was taken
2. Call 911/Notify Principal or designee.
3. Start CPR if patient is unresponsive and/or has slow, shallow, or no breathing is present-it is best practice to place patient on back and on hard surface prior to starting CPR.
4. Narcan will be prepared and administered as an intranasal spray by a trained staff member-follow the kit instructions for preparing the medication.
5. If the initial dose of Narcan is ineffective a second dose may be given 2-3 minutes after the first dose.
6. If the second dose of Narcan is ineffective the patient could be experiencing a different medical emergency. Continue to provide the patient CPR and any other supportive measures within the staff member's scope of practice until EMS arrives.
7. Notify Principal of suspected overdose and use of Narcan.
8. Complete occurrence report.
9. Report Narcan use to Indiana Department of Education per Senate Bill 392.

X. Seizures

A. Paroxysmal disorder of cerebral function; sudden in onset and of brief duration (usually) involving change in the state of consciousness, motor activity, or sensory phenomenon.

1. Protect the affected individual from injury by clearing the area around him/her;
2. Place padding under head;
3. Position individual in prone position with head turned to one side during post-ictal stage;
4. Dial 911:
5. Transfer to emergency room.

XI. Burns

A. An injury caused by contact with dry heat (fire) or wet heat (water, hot beverage, etc).

Remove person from source of burn;

Cool the burned area with large amounts of cool water;

Then cover the burn with dry, clean dressings to help prevent infection;

4. Transfer to emergency room.

POLICY REVIEWED	**x**	**2020**		**2021**		**2022**		**2023**

Hope Academy
Policy and Procedure

Policy Number: H 17	Title of Policy: Occurrence Reports	Page 1 of 1
Effective Date: 3/06	Supersedes: New	

POLICY
Details of all incidents/occurrences/accidents involving students, staff and visitors will be documented, reported and reviewed.

PROCEDURE

1. An Occurrence Report Form (attached) is to be completed by the staff person involved in or witnessing the incident. If the incident involves an unwitnessed event, the staff member first notified of the occurrence will gather information concerning the event from the person reporting the occurrence and any witnesses.

2. The Report Form is to be signed by the person completing the form who will then forward the form to the immediate supervisor who will review, investigate, sign and forward the form to the Risk Manager.

3. The Risk Manager will review the report(s), clarify any missing or unclear data, sign and file the report.

4. On a monthly basis, the Risk Manager aggregates and analyses the data for any trends/patterns/opportunities for improvement.

5. A staff member who sustains an injury or illness while on the job should inform his/her supervisor immediately. In no case should the supervisor be informed later than the end of the staff member's regularly scheduled work shift.

6. If the injury/illness requires more than first aid, the staff member is required to be seen by a physician at Med-Check, or in case of a more serious injury or when Med-Check is closed, at Community Hospital North (CHN) emergency room.

7. Students and visitors whose injury involves more than first aid should also be seen

per # 6, above.

POLICY REVIEWED	**x**	**2020**		**2021**		**2022**		**2023**

Hope Academy
Policy and Procedure

Policy Number: H 18	Title of Policy: Field Trip Vehicle Accident Procedures	Page 1 of 1

Effective Date: 7/09	Supersedes: 3/06

POLICY

Hope Academy will establish a procedure to be followed in the event of an automobile accident involving students.

PROCEDURE

A. Ascertain the degree of injury to passengers and driver.

B. Notify the police and obtain a case number.

C. Do not leave the scene unless released by the police.

D. Notify the School Director/designee.

E. If another vehicle is involved in the accident note as much detail as possible:

1. vehicle make, model, color, other distinguishing marks
2. names and descriptions of driver and/or passengers.

. F. Registration and insurance provider documents and other pertinent documentation are located in each vehicle.

G. In the event the driver or patient(s) sustain a life threatening injury, the responding ambulance will take them to the nearest Hospital for treatment.

H. In the event injuries are sustained but are not life threatening, the injured person(s) should be taken to one of the following hospitals:

Methodist Hospital of Indiana
1701 North Senate Boulevard
Indianapolis, IN
317-929-2000

St. Francis Hospital Center
8111 S Emerson Ave, Indianapolis, IN 46237
317-528-5000

I. In the event that alternate transportation for return to the school is necessary and staff are not available for transport, the School Director/designee will arrange for transportation through a local cab service.

J. Upon return to the school, an occurrence report will be completed.

POLICY REVIEWED	**x**	**2020**		**2021**		**2022**		**2023**

Hope Academy
Policy and Procedure

Policy Number: H34	Title of Policy: Student Disruption	Page 1 of 1
Effective Date: 7/15	Supersedes: N/A	

POLICY
In order to ensure the safety of students, visitors and staff, Hope Academy will establish a plan for managing physical student disruptions.

PROCEDURE

I. Staff Member(s) present during student disruption

A. Attempt to diffuse situation before it becomes physical, using verbal commands, telling student(s) to leave area accompanied by a staff member.
B. Call for administrative assistance.
C. If necessary, call for police assistance.

2. A staff member's responsibility is not to physically intervene during a physical altercation between two students. However, should a staff intervene, they are protected by the following Indiana Code under Education law:

IC 20-33-8-8 Duty and powers of school corporation to supervise and discipline students
Sec. 8. (a) Student supervision and the desirable behavior of students in carrying out school purposes is the responsibility of:
(1) a school corporation; and
(2) the students of a school corporation.
(b) In all matters relating to the discipline and conduct of students, school corporation personnel:
(1) stand in the relation of parents to the students of the school corporation;
(2) have the right to take any disciplinary action necessary to promote student conduct that conforms with an orderly and effective educational system, subject to this chapter; and
(3) have qualified immunity with respect to a disciplinary action taken to promote student conduct under subdivision (2) if the action is taken in good faith and is reasonable.
(c) Students must:
(1) follow responsible directions of school personnel in all educational settings; and
(2) refrain from disruptive behavior that interferes with the educational environment.
As added by P.L.1-2005, SEC.17. Amended by P.L.121-2009, SEC.12.

POLICY REVIEWED	x	2020		2021		2022		2023

Policy and Procedure

Policy Number: H 35	**Title of Policy:** Animal Assisted Therapy at Hope Academy	**Page** 1 of 2
Effective Date: 8/18	**Supersedes:**	

PROGRAM DESCRIPTION:

The mission of Animal Assisted Therapy (AAT) at Hope Academy is to provide students with an evidence-based, alternative therapy to increase engagement and willingness to make changes for recovery. The benefits to the patients include the following:

- Engagement in the to make healthy changes
- Reduction in stress and anxiety
- Introduction of appropriate physical touch in a therapeutic and healthy manner
- Social support and attachment
- Development of responsibility for something other than oneself.

The AAT program involves a dog which is owned by Hope Academy. Hope Academy is responsible for veterinary costs and all other costs related to grooming, flea and tick treatments, bathing, and obedience training.

Copies of the dog's vaccination records are kept with the Director of Operations.

Liability insurance does not exclude this program and is checked annually.

A disclosure and informed consent form describing AAT is provided to all students. The disclosure includes information about the dog: training and credentials, the relationship of the dog to the school and the types of activities involving the dog in which a student may choose to participate. The consent form also informs the student of his or her right to request that the dog not be present during the school day. The form will be signed by the student and the parent/guardian.

The students and staff are educated on proper hygiene (hand washing) before and after interaction with the dog. New students receive training during orientation to the program.

The boundaries for the dog are the Administration area, the school hallways and the classrooms.

The dog will use designated entrances when entering and leaving the building and is on a leash at all times when not on the unit or in the school area

In case of injury, the dog will be safely secured in his/her crate or in an office as soon as possible in order to manage the situation and avoid any additional harm to the animal and/or humans. If a human is injured, the nursing department will be contacted to determine the need for medical care and to provide direction. An incident report will be completed. The incident will also be reported to the Executive Director of Hope Academy. If a student is injured, family members will be notified of the circumstances and there will be no more therapy work involving the dog for the remainder of the day.

Any patients with severe dog allergies will be reported to staff. When appropriate, the dog will be removed from the areas on which the allergic student is attending.

POLICY REVIEWED	x	2020		2021		2022		2023

Hope Academy
Policy and Procedure

Policy Number:	Title of Policy:	Page 1

H36	Incidents Warranting Notification to OEI	of 1
Effective Date: 9/2019	**Supersedes:** N/A	

POLICY

In order to ensure timely and important communications to the Charter School Office regarding issues listed below.

- The Organizer shall notify the Charter Schools Director within five (5) business days of either the Charter School or any member of the School Board (acting in his or her capacity as a member of the School Board) being named as a plaintiff or defendant in any court proceeding or as the subject of any administrative enforcement proceeding arising from the operation of the Charter School.
- The Organizer shall notify the Charter Schools Director immediately as to any of the following:
  - Any material change in the availability or condition of the physical plant, such as through flood, fire, or other unanticipated circumstance;
  - Any allegation that the Organizer or the lessor has breached any lease, deed or other land use agreement concerning the physical plant; or
  - Any proposal to move the Charter School from its current facility to another or from its current location to another.
  - Building-level safety threats
  - Presence of the following on-campus: guns, drugs, weapons, bombs
  - Inappropriate teacher-student relations (verbal, virtual, and/or physical outlawed behaviors)
  - Evidence of current or potential threat to students during field trips/excursions while affiliated with the School
  - Student body/staff discourse that results in school lock-down
  - Any threat to endanger the life of school staff, students, and/or administration
  - Any foreseeable threat of school dissolution or closure
  - Threats/physical harm to the school building
  - Theft
  - Significant vandalism
  - Building or software malfunction that could potentially endanger students, staff, and/or Administration
  - Loss of or lapse in insurance coverage
  - Loss of or lapse in 501c3 status
  - Number of active board members falls below the minimum threshold required in the bylaws
  - Homicide involving students, staff, and/or faculty (on or off campus)
  - Rule of thumb: apprise the authorizer of any incident which could be reported to a news source

POLICY REVIEWED	x	2020		2021		2022		2023

HOPE ACADEMY
OCCURRENCE REPORT FORM

NAME OF PERSON INVOLVED_____

[ ] STUDENT [ ] VISITOR [ ] OTHER _____

_____ _____
ADDRESS PHONE

NAMES/ADDRESSEES/PHONE #s OF WITNESSES, IF ANY

_____

_____

DATE OF OCCURRENCE _____ TIME OF OCCURRENCE _____

SPECIFIC LOCATION OF OCCURRENCE _____

TYPE OF OCCURRENCE (PLEASE CHECK):

STUDENT:

[ ] STUDENT: STUDENT VIOLENCE
[ ] ACCIDENT/MISHAP
[ ] CONTRABAND
[ ] MEDICAL/HEALTH PROBLEM
[ ] PROPERTY DAMAGE/LOSS
[ ] OTHER _____

VISITOR:

[ ] ACCIDENT/MISHAP
[ ] PROPERTY DAMAGE/LOSS
[ ] MEDICAL/HEALH PROBLEM
[ ] OTHER _____

DESCRIBE EXACTLY WHAT HAPPENED _____

_____

_____

DESCRIBE ACTION TAKEN _____

_____

_____

_____ _____
DATE OF REPORT SIGNATURE/TITLE OF PERSON REPORTING

_____ _____
DATE OF REVIEW SIGNATURE, SCHOOL DIRECTOR

_____ _____
DATE OF REVIEW SIGNATURE, RISK MANAGER

H-17 3/06

HOPE ACADEMY
OCCURRENCE REPORT FORM
EMPLOYEE

NAME OF PERSON INVOLVED: _____

ADDRESS/PHONE #: _____

SS#: _____ DATE OF BIRTH: _____

DATE OF OCCURRENCE: _____ **TIME OF OCCURRENCE:** _____

SPECIFIC LOCATION OF OCCURRENCE:

_____

NAME/ADDRESS/PHONE # OF WITNESSES:

_____

_____

TYPE OF OCCURRENCE (PLEASE CHECK):

[ ] Student: Staff Violence [ ] Medical/Health Problem [ ] Accident/Mishap [ ] Slip/Fall

[ ] Boundary Violation [ ] Other _____

PARTS OF BODY AFFECTED: _____

EMPLOYEE TO DESCRIBE WHAT HAPPENED IN HIS/HER OWN WORDS:

_____

_____

_____

ACTIONS TAKEN TO PREVENT SIMILAR OCCURRENCES:

_____

_____

_____

EMPLOYEE STATUS:

[ ] Refused Treatment [ ] Returned to Work [ ] Sent Home [ ] Sent to Med Check [ ] Other _____

NUMBER OF LOST WORK DAYS: _____

ADDITIONAL COMMENTS, IF NEEDED:

_____

_____

_____ _____

DATE OF REPORT **SIGNATURE, EMPLOYEE**

_____ _____

DATE OF REVIEW **SIGNATURE, SCHOOL DIRECTOR**

_____ _____

DATE OF REVIEW **SIGNATURE, RISK MANAGER**

TABLE OF CONTENTS

***red indicates Emergency Protocol**

H 1 Bioterrorism Agents

H 2 Bomb Threat

H 3 Lockdown Due to a Violent Intruder

H4 Earthquake

H 5 Hostage Situation

H 6 Fire Plan

H 7 Severe Weather

H 8 Unauthorized Removal of a Student (Attempted Kidnapping)

H 9 Suspicious Vehicles

H 10 Air Contamination/Hazardous Material Spill

H 11 Suspicious Mail Procedure

H 12 Contaminated Water Supply

H 13 Security Management

H 14 Consent for Audio and Video Recording

H 15 Power Outage

H 16 First Aid/Medical Emergencies

H 17 Occurrence Reports

H 18 Field Trip Accident Procedures

H19 Urine Drug Testing

H 20 Use of the Intoximeter Portable Breath Test (PBT) Device

H 21 Reporting of Child Abuse and Neglect

H 22 Access to Electronic Information

H 23 Immunizations

H 24 Family Education Rights and Privacy (FERPA)

H 25 Media Inquiries

H 26 Field Trips

H 27 Vehicle Breakdown During Field Trips

H 28 Student or Staff Death or Serious Injury

H 29 Indoor Air Quality

H 30 Use of the Company Credit Card

H 31 Harassment and Bullying

H 32 Use of Wireless Panic Fobs

H33 Fee Collection Guidelines

H34 Student Disruption

Forms

A Occurrence Report Form – visitor

B Occurrence Report Form – staff

C Bomb Threat Checklist

D Consent for Audie-Video Taping

Protocols/Plans

A Protocol for Responding to a Security or Fire Alarm at Hope Academy

B Tuberculosis Exposure Control Plan

C Bloodborne Pathogens Exposure Control Plan

I have been provided with a copy of these policies and procedures which I have read, understood, signed and agreed to comply with in all respects and at all times.

Signature _____

Date _____

Printed Name _____

Hope Academy
Policy and Procedure

Policy Number: H 7	Title of Policy: Severe Weather Plan	Page 1 of 2
Effective Date:	Supersedes:	

7/11	7/08

POLICY
It is Hope Academy's policy to monitor severe weather to protect the students, staff and visitors that are in the building during severe weather.

PROCEDURE
L. Severe Weather Plan
1. Severe Weather conditions (or the potential for same) can be considered in the following four (4) categories:
   a. Thunderstorm Watch
   b. Thunderstorm Warning
   c. Tornado Watch
   d. Tornado Warning
2. Warnings of severe or potentially severe weather conditions will be issued by the National Weather Service (NWS) Station KEC-74 (162.55MHz).
3. These messages may be received via outdoor sirens emitting a three to five (3-5) minute steady sound, weather-alert radios, regular radios, television sets and/or via the Internet. If an alert is broadcast, listen for information and instructions. The regular radio should be turned to WIBC FM 93.1 (operates 24 hours a day). TV sets should be turned to Channels 6, 8 or 13.

II. Tornadoes
Tornadoes can occur in Indiana during any month of the year and at any hour of the day or night. They occur most frequently during the months of April and June, during late afternoon and early evening hours. Severe weather can approach from any direction. However, tornadoes generally approach from a southwesterly direction. The following will be procedures for tornado warnings:
1. Warning to students, visitors, and staff will be made via the Public Address (PA) System.
2. The school secretary/designee will page the warning.
3 In order to eliminate confusion, a standard announcement will be made:

ATTENTION:
The National Weather Service has issued a tornado warning effective immediately for this area. All students and staff assemble in your assigned areas and await further instructions.

(REPEAT THE MESSAGE THREE [3] TIMES)

4. Upon receiving the warning, teachers assemble all students, staff and visitors and proceed to their designated shelter area. Once assembled, a head count will be taken.
5. Students/staff are to stand/sit on the floor with backs against the walls.
6. Weather-Alert Radios will remain on the "weather" setting.
7. Students and staff will wait for an "all clear" from the NWS or further instructions from the School Director/Principal/designee.

8. If students are out of the classroom, a designated staff member locates the students and quickly brings them to the safe area or uses the group text on personal cell phones to notify staff of the relocation.

V. BUILDING DAMAGE

1. If the building is damaged to a point that resumption of normal activities is not possible, students will be sent home.
2. If injuries have been sustained, those injured will be transported to the nearest hospital for treatment.

VI. NOTIFICATION OF PARENTS/RESPONSIBLE PARTIES

1. If students are to be sent home, a designated school staff member will notify parents/responsible parties.

2. If injured students are sent to a hospital, a designated school staff member will notify parents/responsible parties.

2. Designated school staff will maintain a list of when and with whom/how the student left the school

POLICY REVIEWED	x	2020		2021		2022		2023

EMERGENCY PHONE NUMBERS

Police – Fire - Ambulance

Sheriff……..911 or 1-(317) 327-1700
State Police……..……..……...1- (317) 232-8248
City Police……..……..…….911 or 1-(317) 327-6200
Fire Department……..…911
Ambulance……..911

Here is the link to find the local Indiana State Police district - http://www.in.gov/isp/2382.htm

Hospitals

Community South Hospital……..……1-(317) 887-7000
St. Francis Hospital…...…….…… 1-(317) 528-5000

Utilities

Electric Company…….. 1-(317) 261-8222
Water/Gas Company…… 1-(317) 924-3311
Phone Company……
Fire Alarm Monitoring…….
Security Alarm Monitoring (if separate from fire alarm) ….…….

Other Important Numbers

Relocation/Reunification Site Contact……
Indiana Poison Control Center ……....1-800-222-1222
Child Abuse and Neglect Hotline……. 1-800-800-5556
Indiana State Department of Health……1-(317) 233-1325

School District assumes responsibility for issuing public statements during an emergency.

All staff must refer media to district spokesperson.

District spokesperson Rachelle Gardner Executive Director 317-572-9382

Alt. District spokesperson Linda Gagyi Principal 317-572-9356

Hope Academy Safety/Crisis Team

Position	Name	Phone #	**Personal #**	**School Safety Specialist**
Executive Director	Rachelle Gardner	317-572-9382	317-908-9846	
Principal	Linda Gagyi	317-572-356	317-726-7904	
Director of Operations	Jane Panyard	317-572-9440	317-965-6619	

Director of Guidance	Deb Leser	317-572-9425	317-652-8874	
School Safety Specialist	Jordan Mills	317-572-9404	812-604-1879	
Director of Development	Mariann Williams	317-572-9391		

School Profile

Hope Academy
July 1, 2020

School Address
3919 Madison Avenue Suite 100
Indianapolis, IN 46227

School Information
Executive Director: Rachelle Gardner
Principal: Linda Gagyi
Number of Students: 34

For more information contact Rachelle Gardner at (317) 572-9382