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Charter School Application

*Providing high-quality educational opportunities
for students in the state of Indiana*

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The application questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. **Education One staff reserves the right to reject applications that do not adhere to the application specifications.**

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via email.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials**. If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications
- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with a minimum of 11-point font. Utilize the provided text boxes to answer application questions. If a particular question does not apply to your team or proposal, simply respond "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- Do not exceed 70 pages for the narrative. Attachments do not count toward the page limit. Applicants completing the optional section on innovations (Section V) may use an additional five pages, in which case the total narrative should not exceed 75 pages total.
- Please do not exceed the page limit specified for each attachment. Templates for each attachment (1-34) required in the application can be found starting on page 30.
- When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
- Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
- Review your application for completeness before submitting. Each subsection provides a list of what should be including in an answer(s) to meet expectation standards.

Submission Instructions
- Send an electronic copy of the application as one PDF to lindsay@education1.org.

Education One, L.L.C utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at www.qualitycharters.org.

Application Attachments

Instructions:
- Within the Applicant's application Google Drive folder is a folder titled "Application Attachments."
- Save each attachment in the list below that is applicable to the school as one PDF and upload to the "Application Attachments" folder. Attachments should be saved as the attachment number (i.e., Attachment 1).
- Link the attachment in the table below. To link the attachment, follow these steps:
    - Right click on the attachment.
    - Click "Get shareable link."
    - Click the drop down arrow next to 'Restricted' and choose 'Anyone with the link.'
    - On the right, make sure 'Viewer' is chosen.
    - Click the blue 'Copy link.'
    - Paste the link into the table below.
    - Add a space after the link to activate for viewers to click and be directed to the attachment.

Attachment	Description	Link
Attachment 1	**School's Leadership Team and Governing Board** *List the members of the school's proposed leadership team and governing board, including the role with the school, current job title, and current employer. Include full resumes that contain contact information and professional biographies for each individual listed.*	Attachment 1
Attachment 2	**Planned Curriculum** *Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.*	Attachment 2A Attachment 2B
Attachment 3	**Plan for Development of Curriculum** *Provide a plan for how the curriculum will be developed between approval and opening, including the person responsible and key stages for completion.*	Attachment 3
Attachment 4	**Grade Level Learning Standards** *Provide a complete set of the school's proposed learning standards for one subject for one grade level for each division (elementary, middle, high) the school would serve.*	Attachment 4A Attachment 4B
Attachment 5	**Exit Standards for Graduation** *Provide the school's exit standards for graduating students from the last grade served by the school.*	Attachment 5
Attachment 6	**Proposed School Calendar** *Provide the proposed school calendar for the first year of operation, including the number number of days/hours of instruction.*	Attachment 6
Attachment 7	**Proposed Daily & Weekly Schedules** *Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.*	Attachment 7
Attachment 8	**Enrollment Policy** *Provide the school's proposed enrollment policy.*	Attachment 8
Attachment 9	**Discipline Policy** *Provide the school's proposed discipline policy.*	Attachment 9
Attachment 10	**Evidence of Community Support** *Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).*	Attachment 10
Attachment 11	**Principal/School Leader Information** *Provide the qualifications, resume, and professional biography for the proposed principal/school leader.*	Attachment 11
Attachment 12	**Principal/School Leader Posting Information** *Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.*	Attachment 12
Attachment 13	**Additional Leadership Team Information** *Provide the qualifications, resume, and professional biography for any identified leadership team members.*	Attachment 13

Attachment 14	**Non-Profit Status Proof/Board Policies** *Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.*	Attachment 14
Attachment 15	**Signed Statement of Assurances** *Submit completed and signed Statement of Assurances for representative. Use the template provided by Education One.*	Attachment 15
Attachment 16	**Organizational Charts for Governing, Managing & Staffing** *Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.*	Attachment 16
Attachment 17	**Board Member Information Sheets** *Submit completed and signed information sheets for each board member. Use the template provided by Education One.*	Attachment 17
Attachment 18	**Board Code of Ethics & Conflict of Interest** *Provide the board's proposed Code of Ethics and Conflict of Interest policy.*	Attachment 18
Attachment 19	**Term Sheet for Contract** *Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.*	Attachment 19
Attachment 20	**Complete Staffing Chart for School** *Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.*	Attachment 20
Attachment 21	**Personnel Policy/Employee Manual** *Provide a personnel policy or an employee manual if developed.*	Attachment 21
Attachment 22	**Leadership Evaluation Tool** *Provide leadership evaluation tools that have been developed.*	Attachment 22
Attachment 23	**Teacher Evaluation Tool** *Provide teacher evaluation tools that have been developed.*	Attachment 23
Attachment 24	**Proof of Secured Facility** *Provide proof of commitment for the facility.*	Attachment 24
Attachment 25	**Facility Description** *Provide supporting documents that detail the facility (10 page limit).*	Attachment 25
Attachment 26	**Start-up Plan/Timeline** *Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*	Attachment 26
Attachment 27	**Completed Budget and Staffing Workbook** *Use the workbook provided by Education One.*	Attachment 27
Attachment 28	**Insurance/Levels of Coverage** *Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.*	Attachment 28
Attachment 29	**Budget Narrative** *Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.*	Attachment 29 Attachment 29b
Attachment 30	**Summary of Every School in Organization** *Provide a summary of every school in the organization's portfolio. Use the template provided by Education One.*	Attachment 30
Attachment 31	**3 Years of Audited Financials for IN Schools** *Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements*	Attachment 31
Attachment 32	**3 Years of Audited Financials for Whole Organization** *Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements*	Attachment 32
Attachment 33	**Litigations**	Attachment 33

	Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.	

COVER SHEET AND ENROLLMENT PROJECTION

Name of proposed school:	PSOE 4 (Name still under consideration)
Primary contact person:	Tommy Reddicks
Mailing address:	3000 East New York Street, Indianapolis, IN 46201
Phone number:	317-519-4588
Email address:	treddicks@paramountindy.org
Fax:	317-423-0569

Primary contact for facilities planning:	Jess Monk
Phone number:	317-519-4588
Email address:	jmonk@paramountindy.org

Name of team or entity applying:	Paramount Schools of Excellence

Names, roles, and current employment of all persons on applicant team *(you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Tommy Reddicks	CEO/Paramount Schools of Excellence	Central Office Support
Jess Monk	COO/Paramount Schools of Excellence	Central Office Support
Kyle Beauchamp	CAO/Paramount Schools of Excellence	Central Office Support

Does this application team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes   **X** No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide the proposed school(s) opening information, adding lines as needed.

Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2021	New Start	Indianapolis, Marion County	K-8	K-8

*Please indicate the city/town and, if known, the potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Model or Focus of Proposed School: **(e.g., Arts, College Prep, Dual-Language, etc.)**	Indiana academic standards-based K-8 virtual school

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly?   ☐ Yes   **X** No

If yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? **X** Yes ☐ No

If yes, identify the CMO or other partner organization: Paramount Schools of Excellence, LLC

PROPOSED PRINCIPAL/HEAD OF SCHOOL INFORMATION

Name of proposed Principal Candidate:	TBD
Current employment:	TBD
Daytime phone:	TBD
Cell phone:	TBD
Email address:	TBD

The School Overview should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school give the above considerations.

Mission and Vision

1. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

   The mission and vision statements, taken together, should:
   - Identify the students and community to be served;
   - Illustrate what success will look like; and
   - Align with the purposes of the state charter school law and the authorizer's stated priorities for new schools.

Mission
Inspire learning through an unparalleled academic approach and transform communities by changing lives. PSOE 4 Vision Love Learning: Embrace the Journey Through high engagement, consistent collaboration, and data-driven instruction, PSOE 4 offers the highest functioning and highest performing K-8 virtual option for school students and their families in Indianapolis, Indiana.

Leadership and Governance

1. As **Attachment 1**, list the members of the school's proposed leadership team and governing board with the following information:
   - Role with the school;
   - Current job title;
   - Current employer; and
   - Full resumes (including contact information and professional biographies for each individual listed)

Enrollment Summary

1. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025	At Capacity 2028
Pre-K	N/A	N/A	N/A	N/A	N/A	N/A
K	15	15	20	25	30	62

1	15	15	20	25	30	62
2	15	25	30	30	30	62
3	15	25	30	40	35	62
4	15	25	35	40	45	62
5	15	25	35	40	45	62
6	15	20	35	40	45	62
7	15	20	30	35	45	62
8	15	20	30	35	40	62
Total	135	190	265	310	345	558

2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

PSOE 4 anticipates a full K-8 start in the initial year. While higher enrollment demand is met with an experienced staff, the PSOE 4 model is budgeted and prepared for slow growth. By lowering anticipated annual targets, the school can focus on high quality instruction without the added pressure of lofty enrollment (and thus financial) targets. This slow-growth model moves to capacity over eight years, with an initial K-8 enrollment of 135 in year one and a full-capacity enrollment of 558 by year eight. Additionally, PSOE 4 celebrates a hard, ethical enrollment cap as a mirror image to the classroom caps and school sizes of its brick and mortar settings in Indianapolis.

Program Overview

1. Summarize the educational program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success of this program with the anticipated student population.

Paramount understands the urgency in providing students with continuous and real-time instruction in a changing landscape of family educational needs. PSOE 4 virtual learning utilizes standards-based, data-driven work, an intentional daily schedule, frequent communication, and school-provided 1-1 technology (grades K-8) allowing students to continue to grow in a manner consistent with Paramount's on-campus instructional frameworks.

Paramount utilizes the following four fundamental frameworks for the virtual learning process:

1. Be forward-focused and prepared to implement high quality virtual learning that aligns to the on-campus instructional model.
2. Be prepared to rigorously provide data-driven, standards-based instruction to students every school day.
3. Be committed to maintaining constant communication with school families and the school community.
4. Be constantly striving to maintain the position as an educational exemplar.

PSOE 4 academic programming aligns with the on-campus model. Paramount's academic success is based on intentional, focused instruction of grade-level standards in a safe, controlled learning environment. Key concepts within the instructional frameworks are student understanding of the learning target, prioritized independent practice over lecture or group work. The PSOE 4 model mirrors this approach that has been used at our high performing on-campus schools. Students receive 8 structured live mini-lessons per week that align to the week's learning targets. After each mini-lesson, students grapple with academic concepts using PSOE approved digital curriculum (Pearson, McGraw Hill, IXL) for independent practice. Each lesson culminates with a standards-based assessment that aligns to the learning target so that teachers can measure academic mastery of the concept. Teachers maintain office hours after each live lesson but also provide students real-time academic feedback through the google classroom portal.

PSOE 4 utilizes research-based formative assessments that align to Indiana standards as well as the Indiana state assessment program ILEARN. Students in grades K-8 take Cambium Clearsight (Formerly AIRWAYS*)* 3 times per year to measure growth and proficiency in E/LA, math, science, and social studies. These assessments closely align to the complexity and rigor of ILEARN, ensuring students are being assessed for college and career readiness throughout the year. Students in grades K-2 participate in DIBELS/mClass testing 3 times throughout the year to measure reading fluency and comprehension. Based on the data, PSOE 4 staff provides intense and supportive interventions to close learning gaps throughout the year. This includes daily targeted progress monitoring using *Amplify Education* small group strategies for fluency and comprehension.

Paramount ensures the fidelity of this data through the use of weekly strategic planning sessions focused on data spreadsheets, specifically on one theme (e.g. special education or ELL). All grade level teachers, administration, and the person accountable for the specific area, (e.g. the special education teacher or ELL coordinator), attend these meetings. Discussions revolve around data, interventions and supports for the identified students. The strategic planning sessions are conducted in grade level clusters and include the PSOE virtual teachers and their on-campus grade level teammates in order to further ensure fidelity of instructional scope and sequence in all Paramount school's.

Within a week of standardized testing, all of PSOE 4's classroom data is delivered in an updated 1-pager (per classroom) of all standardized test scores for the entire school year. Students are labeled as red (below grade level), yellow (bubble), and green (at or above grade level). An outside consultant from the Rooney Foundation evaluates the data, observes teachers,

and uses the data collected in both arenas to deliver timely (quarterly) professional development (focusing on school-wide trends and refinement areas). This spreadsheet is referred to as The Rooney Foundation Spreadsheet.

Student longitudinal data is also maintained in order to track long-term trends and student growth. Teachers receive class, grade level, and school longitudinal data tracking student growth and student proficiency (ILEARN, mClass, and Clearsight). This impacts teacher evaluations, renewals, promotions, and professional development leadership responsibilities. This spreadsheet is referred to as the Student Longitudinal Data Spreadsheet.

Curriculum and Instructional Design

> **Meets Standard Expectation**
> - Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
> - Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
> - Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
> - Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

One key distinctive of successful schools is their ability to maintain a healthy learning environment for both students and staff. This involves creating not only a "safe and orderly climate", but also a responsive and supportive classroom where students feel affirmed and welcomed. The structure of the PSOE instructional model ensures that a consistent set of expectations are maintained throughout the school, while the affirmative management overlay means that students are supported, praised, and motivated to engage in complex and standards-based work on the Google Classroom platform daily.

Google Classroom was chosen by a panel of PSOE administrators and teachers as the primary platform for PSOE 4. Google Classroom is utilized by all teachers and provides familiarity to both staff and students. The platform allows teachers to upload daily assignments, add students, assess and grade daily work, and incorporate learning videos. Teachers are expected to provide real-time feedback and support students through the live chat feature and via Zoom video. Below are the 3 areas of focus for PSOE 4 instructional frameworks:

- Work Continuity
  - Weekly virtual lesson plans align to the rigor of state standards and the scope and sequence of PSOE on-campus instruction. In order to ensure fidelity of alignment between the two modes of learning, PSOE virtual and on-campus staff meet for strategic planning sessions once per week to align lesson planning, ensure curriculum maps are on pace, and review student data.
- Learning Targets
  - All students are informed of their learning targets for the day. Lesson designs include an instructional component, practice, application, and assessment.
- Accommodation Support
  - All students who have accommodations for instruction are provided with or have access to those accommodations, per their ILP/ IEP/504 plan.

The PSOE lesson plan template was designed by PSOE teachers to align to the on-campus instructional setting while meeting the needs of students digitally. The daily agenda is set up to emphasize the academic standards being taught. The mini-lesson and support resources are embedded to provide students with proper scaffolding, and assessments are linked to allow teachers to gauge student mastery levels. Lesson plan templates are slightly differentiated for K-2, 3-5, and middle school (6-8) to accommodate the instructional frameworks and pie charts for each grade level.

Each learning target for the day is focused on key Indiana standards. These targets align to IDOE approved state blueprints, ensuring that PSOE 4 students are being exposed to complex and high depth of knowledge materials. The instructional model is cyclical and consistent. The teacher provides a 15 minute live mini-lesson where the learning target and specific standard are isolated. After the live-lesson, the teacher conducts a gradual release process with a checkpoint for mastery. Students who demonstrate mastery during the gradual release process immediately begin independent practice with any students still struggling receiving additional live teacher support. During whole class independent practice, the teacher provides live academic feedback through the Google Classroom platform and maintains office hours in order to continue remediating any struggling students. The cycle for that learning target ends with a summative, short-burst assessment that measures student mastery of the skill.

To document student mastery of the learning target, the yearly curriculum map allows for checkpoints of mastery. If there was not at least an 80% mastery rate for the learning target, the skill within the learning target is flagged for re-teaching. Additionally, PSOE 4 teachers collaborate weekly with on-campus teachers in their grade level to document student mastery of aligned learning targets. This allows PSOE 4 teachers to remain data-driven and ensures students are meeting or exceeding standard expectations.

2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with applicable state standards.

The PSOE 4 grade level curriculum maps are designed to maintain a standards-based learning environment with a specific focus on the following:

● Standard breakdowns that align yearly scope and sequence to IDOE power-standards and state assessment blueprints.
● "Whole Brain" statements that ensure students understand what they need to learn in each learning target.
● 3 points of entry for each learning target, ensuring all students have a starting point with each academic standard and students are being challenged with higher DOK iterations of the same standard
● Data-driven checks to ensure at least 80% of students have mastered a learning target. Those targets that have not been marked as at least 80% mastery are flagged for a re-teach.
● Aligned resources and digital curricular materials that allow students to be independent while getting important repetition with the academic skill and learning target.
● Alignment to the formative assessment schedule, allowing teachers to modify cycles of instruction between formative assessments to maximize student growth and target specific instructional gaps.

3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

During Paramount Schools' most recent curriculum adoption in 2017, all curricular materials were vetted to ensure that they offered a robust digital platform in order to build student capacity for technology based skills and college and career readiness. For this reason, PSOE 4 has adopted an aligned curricular program that allows all primary curriculums to be codified among our on-campus and virtual schools. PSOE 4 enhances the Indiana College and Career Readiness Standards with the Savvas (formerly Pearson), McGraw Hill, and Core Knowledge curriculum to create an overall program of study that includes the depth and breadth necessary to meet the needs of all students. In addition to the primary curricular materials, PSOE 4 utilizes a library of research-based supplemental digital curriculum platforms to enhance the primary curriculum and offer a wide variety of questions and item-types. The platforms also sync with Google Classroom, our primary student learning portal.

PSOE 4 utilizes the following curriculum platforms:

- Amplify Core Knowledge: E/LA; grades K-1
- Savvas MyView: E/LA; grades 2-5
- McGraw Hill StudySync: E/LA; grades 6-8
- Savvas Envision 2.0: math; grades K-8

Additional online platforms that are utilized for virtual learning include:

- Savvas Realize
- Lumos Learning
- NewsELA
- Nearpod
- Reading A-Z
- Khan Academy
- IXL ELA, Math, Science, and Social Studies
- Screencastify
- Class Dojo
- ReadWorks
- Edulastic
- McGraw Hill StudySync Online
- Smarter Balanced Assessments
- Kahoot

In addition to the core curricular materials, PSOE 4 integrates additional digital video platforms that are meant to enhance teacher interaction and student engagement:

- Screencastify
- EdPuzzle
- Cambium Clearsight Live Assessment Proctoring
- Zoom Education

4. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

The educational philosophy of Paramount Schools of Excellence is to offer an unparalleled academic approach to education for every child. This is accomplished by developing a school model that embraces the fundamental, overt practice of cultivating the "depth of knowledge" of each student for each state academic standard and learning target. PSOE incorporates a hybrid instructional model that blends an effective teacher-modeled launch, efficient independent student work time, and higher-order thinking, real-world problem-solving extensions. The virtual instructional model for PSOE 4 contains the same principles and expectations. The instructional approach for virtual teachers at PSOE 4 are highlighted below:

Cyclical Instructional Model

Research shows that both adults and children are incapable of effectively multitasking. Therefore, each mini-lesson focuses on one concept, and students always have only one task to focus on at a time (e.g. taking notes, solving a problem, responding to a prompt).

The cyclical framework for typical instruction at Paramount moves through these steps:

1. Live Video Mini-lesson on academic concept(s) with optional pre-assessment
2. Traditional work (reading, writing, mathematics) on digital platforms or pre-made resources
3. Some form of concept assessment
4. Some form of concept extension to real-world application or hands-on activity (optional), which could also be an additional form of assessment.

Each content-based lesson starts with a live mini-lesson. This mini-lesson begins with the teacher explaining one focused concept/standard and then modeling the thought process of what "excellence" from the students looks like. Teachers don't assume the students have mastered the standard (even when the lesson is reviewed), and start with the assumption that this is an introduction, not a review. Using live video, teachers gradually release with the approach of:

1. I (the teacher) do, you (the students) watch.
2. I do, you help.
3. You do, I help.
4. You do, I watch.

As students gain mastery of the concept, they are released to independent work time. Students who are still not mastering the concept during this period are provided another live re-teach until they can comfortably work independently. This is a form of differentiation that allows students to work at their own pace while ensuring all students are working towards mastery of the learning target.

Real-Time Academic Feedback and Use of Exemplars
In a virtual environment, ensuring that students are receiving live and meaningful academic feedback and are provided with ample resources while working independently are key levers in student success. PSOE 4 teachers utilize real-time academic feedback and exemplar finished products to ensure that students are working towards mastery and not operating on an "island". Real-time academic feedback is provided to students through the following mediums:

- Google Classroom Private Chat
- Google Documents Student/Teacher Question and Answer live document
- Savvas Quick Checks
- Digital feedback through IXL and Kahoot
- Computer-Based writing scoring through Smarter Balanced, Clearsight, Lumos, and Edulastic

PSOE 4 teachers also incorporate additional exemplar work and pre-recorded videos for additional learning targets that are not covered by the live video lessons. An example of an embedded exemplar would be when working on an introduction to an opinion essay, the teacher would upload an exemplar introduction paragraph with transition words and descriptive language. This would take the place of an academic anchor chart that might normally be in a traditional classroom.

Whole Brain Learning and Student Response Systems for Engagement
During live video lessons, teachers are expected to continue emphasizing the learning target and academic concept while ensuring full engagement through whole-brain learning and student response systems. Whole-brain learning ensures that students use all parts of the brain to retain key information. The strategy focuses on engaging the brain by having students repeat key words about the lesson. This method is particularly important in virtual learning to ensure full engagement in the live mini-lesson.

Student response systems are used during the gradual release process to measure for student mastery of the learning target. These systems provide interaction and engagement during the live lessons. An example of a student response system that works well in a virtual environment would be student white board use. The teacher provides a question and the students have to write their answers on a white board in 2 minutes or less. When time is up the student puts their whiteboard up to the camera and the teacher tracks mastery before moving on to independent work.

Pupil Performance Standards

<div class="box">

Meets Standard Expectation

- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

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Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

1. Describe the pupil performance standards for the school as a whole.

Student performance standards for PSOE 4 focus on standards-based mastery and assessment tracking data. As a data-driven organization, PSOE strives to monitor standard mastery and performance level to ensure students are on-track each year for grade level advancement and college & career readiness. PSOE 4 curriculum maps are designed to ensure that all IDOE College and Career Readiness standards are covered throughout the year, with intentionality to the duration of time spent on each standard. All standards are broken into 3 categories:

- High priority standard
- Medium priority standard
- Low priority standard

The standard priority is based on the IDOE ILEARN blueprints, which articulate the % of each standard that is covered on the state assessment in E/LA and math. Each standard is broken down to assess for mastery and potential re-teach. This standard monitoring system allows teachers and school leadership to accurately assess if student learning targets are being met for individual students and for the school as a whole.

The primary assessment tool used for the pupil performance standards is the Cambium Clearsight assessment in E/LA and math. The IDOE performance level indicators are used to assess student performance within the standards. These indicators are:

- Above Proficiency
- At Proficiency
- Approaching Proficiency
- Below Proficiency

Data is collected 4 times per year in E/LA and math. There are 3 formative assessment windows (September, December, and March) followed by the state assessment, ILEARN (April-May).

For students in grades K-2, in addition to utilizing Cambium Clearsight performance data, students are assessed 3 times a year in mClass/DIBELS reading fluency and comprehension. Students data is broken down as follows:

- Above Grade-level
- At Grade-level
- Approaching Grade-level
- Below Grade-level

PSOE 4 uses the above data points to assess end of year performance levels and readiness for the next grade level. Through corroboration of the above data points, PSOE makes end of year determinations on readiness for the next grade level. In April of each year, students are broken down into the following categories and families are contacted regarding grade level promotion:

- Meets or exceed grade level expectations
- Approaches grade level expectations
- Does not meet grade level expectations

Students who are deemed "approaching" or "does not meet" are required to attend PSOE 4 summer school where they receive standards-based and targeted support in their identified areas. At the culmination of summer school, PSOE staff works with families on final steps with grade level promotion.

2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division (elementary, middle, high school) the school would serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will only serve one division, the exit standards provided in response to the fifth question in this section will suffice.

3. If you plan to adopt or develop additional academic standards beyond the state and authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

PSOE 4 instruction fully aligns to the state of Indiana's College and Career Readiness Standards. No additional academic standards beyond this are planned for adoption at this time.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

A policy for promoting and retention is in place. Triangulation of data points includes standardized assessments – formative and summative, unit assessments and class work. In addition, an understanding of intervention strategies in place (and success relative thereto), student readiness, and attendance is considered. Students meeting the state standards requirements per the ILEARN grade level expectations are automatically promoted to the next grade level. An Academic Standards Review Team reviews, discusses and analyzes each individual student being considered for retention. Parents are notified in April of potential for retention with strategies identified and a plan of action set. This team consists of the school principal, curriculum director and classroom teacher(s). Ongoing monitoring guides final decisions, which rest with the school principal.

5. Provide, in **Attachment 5**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

N/A

2. Explain how the graduation requirements will ensure student readiness for college and other postsecondary opportunities (trade school, military service, or entering the workforce).

N/A

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

N/A

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

PSOE 4 follows the PSOE district schedule with a school year start date of August 2, 2021 and an ending date of May 20, 2022. The school year meets and exceeds the number of days and time required by the IDOE. The school year is broken up into four 9-week quarters. Parents receive academic performance reports 8 times per year (midway through each quarter and at the end of the quarter). The current calendar for 2021-2022 allows PSOE 4 teachers to navigate successfully through their yearly curriculum maps. Additionally, breaks throughout the year align with all IDOE assessment schedules, ensuring that students are in session for all required state assessment windows.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the schools daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment 7**, a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.

The PSOE 4 daily and weekly schedule is designed to maximize instructional time, student independent work, assessments, and teacher office hours. Students at PSOE 4 are expected to be actively engaged in learning activities for 6 hours and 30 minutes per day and 42 hours and 15 minutes per week. The PSOE 4 daily schedule for students in grades K-5 is listed below:

8:00-8:30 Live E/LA Video Lesson
8:30-9:45 E/LA Independent Practice
9:45-10:00 E/LA Exit Ticket
10:00-10:15 Social Studies Recorded Lesson
10:15-11:00 Social Studies Independent Practice
11:00-12:00 Extended Core Classes
12:00-1:00 Break
1:00-1:30 Live Math Video Lesson
1:30-2:15 Math Independent Practice
2:15-2:30 Math Exit Ticket
2:30-2:45 Science Recorded Lesson
2:45-3:15 Science Independent Work
3:15-3:30 Science Exit Ticket

The PSOE 4 daily schedule allows students to spend the majority of their time throughout the day on reading, writing, and math while also exposing students to science, social studies, extended core classes, and teacher support via office hours.

Middle school students at PSOE 4 have a rotating schedule with 80 minute blocks built in for E/LA, math, science, and social studies. Each day, students receive a live mini-lesson immediately followed by a gradual release process that allows the teacher to identify student mastery of the day's learning target. Once all students have fully grasped the target, they are released to independent practice using one of the approved supplementary curricular platforms. Each middle school class period culminates with a standards-based exit ticket which assesses for student mastery.

School Culture

Meets Standard Expectation
- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

With the moral conflict of profit margins confusing mission and vision and the ethics of quality instruction watered down by a corporate need to universalize virtual curriculum, successful virtual models are few and far between. For PSOE to achieve success in a virtual format, it is critical that the PSOE ethos shines through virtual implementation, holding up the values and integrity of the existing PSOE system.

Success within the PSOE 4 culture looks like:

- Engaged learners, active and present in the daily curriculum

- Engaged, trained parents who are a partner in the eLearning process
- On-campus and virtual cohesion for both lesson planning and lesson design
- Access to state-specific, individualized high-quality academic programming
- Annual academic and social-emotional growth at or above grade level
- Creative and impactful SPED/ELL/Counselor/Health/Behavior support
- Differentiation for low-achieving and high-ability populations
- Collaborative work environments between students (merging on-campus & off)
- 95% or greater annual 3rd-grade literacy pass rates
- A focused, data-proven pathway to high school graduation
- Consistently positive and supportive community engagement beyond the boundaries of the school through volunteerism, activism, organizational influence, organizational support, engagement, and family events

PSOE knows and understands the tremendous impact of its on-campus academic programming. To achieve success at PSOE 4, best practices in the on-campus models are leveraged and activated with high engagement and consistent training in the virtual space.

- The on-campus PSOE locations perform at an elite level in the state of Indiana. And, since this virtual school collaborates with the existing schools in lesson-planning, student collaboration, and curriculum, the virtual school can capitalize on proven systems, sequencing, pacing, coaching, and standards-aligned approaches to student learning. This helps PSOE 4 set new standards in virtual performance and impact, raising the bar in a field of instruction known for limited quality and poor academic outcomes.
- PSOE believes in an ethical and morally strong approach to virtual education, and that enrolling families come from neighborhoods near the virtual location so they can receive ongoing onsite training from staff, and so students can collaborate with on-campus students through classroom extensions and extra-curricular activities.
- Classroom sizes and teacher-student ratios are the same in Paramount's on-campus and virtual spaces.
  - The virtual and on-campus classrooms average 25 students (limited to a maximum of 32 students).
  - Virtual and on-campus teachers have access to instructional assistants who help with small group instruction, break-out groups, grading, and testing.
    - Instructional assistants help to lower the teacher-student ratio by increasing the number of staff supporting each child.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Learning starts on day one of every PSOE school. But, in a virtual environment, establishing the relationship between the school and family prior to the first day is critical. Similar to pre-service staff orientation before each school year, PSOE 4 families have access to in-person orientation at the PSOE 4 training facility as well as online zoom events so that teachers and administrators can provide technical assistance, log-in support, curricular training, and contact exchanges prior to the first day of learning. Additionally, PSOE 4 utilizes an 8 AM to 8 PM, M-F call center so that parents and students have direct access to a staff member during every academic week.

For students and families who enter PSOE 4 mid-year, a similar process of orientation takes place. Both the on-campus training facility, online zoom environments, and call centers are available to incoming families. A full two-hour orientation (either on zoom or at the training facility) is required by each family prior to gaining access to virtual instruction. Each orientation is led by a classroom instructor and PSOE 4 administrator and utilizes the following agenda:

PSOE 4 New Family Orientation agenda:

- Introductions
- School-Family Handbook
- Navigating the Google Classroom
- School day and school calendar overview
- Utilizing PSOE 4 virtual curriculum
- Call center and teacher support: How to get help
- Special programs and student/family supports
- Grades
- Food service options
- Extracurricular opportunities

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

Paramount Schools of Excellence prides itself in providing the highest quality of special education and ELL support. At PSOE 4, while the delivery method may be different, students with special needs or language needs still receive a multitude of supports that meet the needs of their individual learning plans in a virtual environment. PSOE 4 classroom teachers work collaboratively with the child's *IEP or ELL teacher of record to provide differentiated virtual work (either online or with support packets) and an adaptable communication plan with each family. If there is an option between packets and virtual supports, the PSOE 4 special education and ELL teams work with parents to determine the most appropriate and accessible delivery methods for instruction.

Per mandate from the United States Department of Education and Indiana's Article 7, virtual days count as official school days. This means PSOE 4 special education processes and timelines must abide by state and federal law for all case conferences, service expectations, and evaluations.

Each child needing additional support receives communication and education that compares relatively/fairly to normal service minutes from their teacher of record (TOR). All calls, emails, chats, and video contact is documented in order to track contact minutes and keep the general education and special education teams in alignment on the services being provided.

Examples of virtual accommodations and supports vary by student per the terms of the child's IEP, 504, or ILP. Below are examples of PSOE 4 virtual accommodations:

  •Extended time or specified breaks on virtual assignments
  •Daily support calls from the general education teacher and TOR
  •Differentiated work packets or virtual assignments
  •Videoconference service time from ELL, Speech/OT/PT, behavioral therapy, or life skills
  •Phone access to the school nurse
  •Access to school guidance counselor for designated counseling minutes

*If the IEP for a new student at PSOE 4 does not include language specific to eLearning or virtual learning, the move-in case conference (in person or via videoconference) includes a revision of the IEP to include the services and the provisions for the new form of implementation.

Supplemental Programming

Meets Standard Expectation

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including the number of students and the methods used to identify them. Identify the anticipated resource and staffing needs for this program.

Summer School is accessible to all PSOE 4 students in grades K-8, though the program targets students who need the most remediation in order to advance to the next grade level. This is based on a number of factors including overall classroom performance, assessment data, and the students overall attendance. The summer school program can have up to 15 students in each classroom, so any spots not taken by the most at-risk students are open to any PSOE 4 student.

The PSOE 4 Summer School program goes for 4 weeks throughout the month of June with 4-hour days and 20 total instructional days. The academic programming is consistent to the school year with instruction and curriculum remaining the same. Students receive daily E/LA and math lessons and are measured with assessments through mClass/DIBELS and Cambium Clearsight to measure growth from the end of the school year to the end of summer school.

The program is staffed by licensed PSOE teachers, instructional assistants, and administrators, helping align the academic fidelity of the program. At the end of summer school, teachers provide a summative performance evaluation of each student and share the report with families. The report goes beyond letter grades and provides a more comprehensive look at the strengths and areas of improvement in reading, writing, and math for each student.

2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

Paramount offers a number of extra-curricular activities and all of them are accessible to PSOE 4 students. Below is a list and description of the activities available:

Athletics
Paramount schools offer a number of sports for students in grades 4 and above and PSOE 4 students are eligible to participate on the Paramount athletic teams. A list of athletic programs is provided below:

- Tackle Football (Grades 1-8)
- Boys and Girls Basketball (Grades 4-8)
- Boys and Girls Track and Field (Grades 4-8)

Summer STEAM Team
All PSOE 4 students in grades K-8 are eligible to apply for the Summer STEAM program. The STEAM program at PSOE is open via application to middle school students. Each year 10-12 STEAM participants are selected to receive training and become paid members of the summer STEAM Team. As a member of the STEAM Team, students work M-F from 8AM to 12PM in the school garden and designated project areas. The STEAM Team works collaboratively with school and community partners as they nurture and care for the school's garden, maintain local community gardens, and run summer farmer's markets. With guidance from their

mentors, the STEAM Team members learn from each other as they develop coping skills, social skills, leadership skills, and a deeper respect for environmental sciences.

Robotics Program

PSOE 4 students in grades 3-8 are eligible to participate on competitive robotics teams. The PSOE robotics program has qualified for the world competition each of the last 6 years. Paramount's robotics program is a hands-on application of skills transferable to math, E/LA, and STEM classrooms. All robotics experiences are designed to align with the existing curriculum and meet Indiana State Academic Standards. There are multiple entry points for students in grades 3-8 to participate in the school's VEX IQ Robotics program. More than 10% of Paramount students are active in after-school robotics activities or competitive teams. Whenever possible, virtual engagement in robotics will take place alongside on-campus robotics. PSOE 4 students will have the opportunity to engage in the PSOE robotics program as supplies and equipment allow.

Clubs

Each individual school campus, including the virtual school campus will engage in club activities such as yearbook club, art club, music club, coding club, chess club, boy scouts, girl scouts, etc. For PSOE 4, club activities will be coordinated virtually so that electronic participation can happen as a stand-alone program or alongside any local on-campus participation. In this way, engagement is open-ended and collaboration between students can happen in multiple forms.

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

Similar to special education and ELL services, social emotional and behavioral support is critical for PSOE 4. Whether referred via parent concern or teacher interaction, student mental, emotional, and social development is a crucial part of the whole-child educational program. Utilizing the existing counseling services at PSOE schools, PSOE 4 involves onsite school counselors from Paramount Cottage Home (for K-4), and Paramount Englewood (for 5-8) in both the virtual and physical space. This shared service is leveraged through classroom teacher referral and/or parent request as needed until PSOE 4 reaches the enrollment equivalent of year 3, or 265 students. At that point, PSOE 4 utilizes a full time counselor.

PSOE 4 leverages services with Easterseals Crossroads for speech, occupational and physical therapy. Utilizing telehealth and onsite availability, these services are available to all virtual students. PSOE 4 also utilizes Community Behavioral Health services via telehealth and onsite support for the referred students.

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

After-school tutoring at PSOE has been utilized for 8 years as a way to support students who need additional academic support. PSOE 4 offers a robust tutoring program as part of the extended day program. This program is used to help close academic gaps and provide students with a standards-based, data driven instructional program.

5. Describe how the school will incorporate remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. For the applicant's reference, Education One defines eLearning as learning conducted via digital and electronic media and resources. Extended learning would be implemented by schools who do not have the capacity to continue instruction with technology due to lack of school or family resources needed for eLearning, but provide students and families with paper/pencil resources and support. Further guidance on Indiana's eLearning department can be found here: https://www.doe.in.gov/elearning

N/A

- Summarize the types of resources and/or programs the school will utilize to ensure instruction continues.

N/A

- Identify the professional development needed in order to support teachers in implementing the school's plan.

N/A

- Describe how the school would communicate with parents for scheduled and unscheduled remote learning days.

N/A

- Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

N/A

- Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

N/A

- If the school is to count a remote learning day as one in which school is open, services provided to Special Education students and English Language Learners must continue based on the language found in Individualized Education Plans (IEPs) and/or Individualized Language Plans (ILPs). Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs and ILPs with specific language surrounding remote learning days.

N/A

Special Populations and At-Risk Students

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Meets Standard Expectation

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Language Learners (ELLs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified

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

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

The populations of students who choose to attend the PSOE virtual school each year mandate many of the decisions surrounding staffing the school. The school's principal hires licensed, highly-qualified staff members to provide services for students with exceptionalities, including students with disabilities, Section 504 Plans, and students who are Limited English Proficient (LEP). PSOE partners with a licensed professional to provide oversight and meet the evaluation needs of the special education population.

The organization's special education coordinator works with the school principal to ensure the school meets specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. PSOE works diligently within the constructs of child find. PSOE treats all children on an individual, professional basis. To this effect, all Indiana Administrative Code is followed. It includes but is not limited to:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection
- IDEA eligible students
- IEPs developed in meetings with parents/guardians and the IEP Committee
- Maintaining least restrictive environment
- Parent/Student participation in decisions
- Procedural due process

The current population percentages served at all three PSOE schools average 17% special education, 11% LEP, and 1% Section 504. PSOE 4 anticipates serving a similar population, as these percentages are consistent with local averages on the near eastside of Indianapolis.

Student needs are supported through the interventions determined by a Multidisciplinary Education Team (MET). Students are identified and evaluated in accordance with state and federal regulations. The following is a list of services that are provided to serve the needs of the exceptional student population:

- Those students who require extra services or instructional assistance receive additional support beyond the regular virtual classroom for tutoring by a certified ESE teacher
- Consultation and collaboration; Students who do not require additional services but require some assistance per the IEP receive extensive monitoring during virtual instruction
- Speech therapy, physical therapy & occupational therapy-contracted through PSOE
- Enriched curriculum for gifted students

PSOE 4 assures that parents of students with disabilities are fully included in all appropriate school activities and functions. With respect to parental involvement in special education matters, parents are an integral part of the evaluation and program planning of their individual child. Every student that moves into the school with an IEP from a previous school has a move-in conference within 10 days and parents participate in the conference to ensure that their child receives appropriate support to meet their needs. In

addition, an annual case review is held at least once yearly to update the student's progress and goals. Parents are encouraged to request a meeting with teachers any time during the year to discuss their concerns.

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

PSOE follows child find as a process for ensuring that students in need of extra support and extra services have every opportunity to succeed. When a PSOE 4 staff member recognizes a student that may be in need of additional support or even an evaluation for special education, Section 504 plan, or language assistance, they immediately notify the school principal, and departmental (special education or ELL) director. Students in need of additional support or extra help receive a comprehensive review to determine the best path forward for student success, which can include a referral to RTI/MTSS, evaluation and case conference, consideration for a Section 504 Plan, or testing for language assistance. This process helps to avoid misidentification while still prioritizing individualized attention. Additionally, any parent appropriately requesting their student be evaluated for a disability is accommodated via all local and federal timelines.

Once identified, the ESE and LEP staff members are responsible for assisting the classroom teacher in designing a virtual classroom environment/culture that meets the needs of students with mild, moderate , and severe disabilities as well as the other students in the class. Therefore, it is the intent of the school to continue the use of a virtual inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each virtual class. When the students require extended services, it is the intent of the school, whenever possible, to use flexible time within the day to provide students the added instruction or support services needed to ensure the school meets guidelines set forth by FAPE.

When the students require extended services, the virtual school, whenever possible, uses the early morning preparation time, office hours, or the end of school study time to give these students the added instruction or services they require. Whenever possible, live support via videoconference is utilized to support special education students. Additionally, these students are invited to the physical location for additional weekly support. The intent of this design is to keep these students from being seen as exceptional during whole-group virtual instruction or live virtual classroom lessons. During these additional periods of assistance, other students are engaged in their own virtual curricular work, which helps to hide the stigma that students often associate with extra ESE or LEP services.

PSOE believes appropriate staffing and support for special education is a primary component in student success. PSOE actively recruits and hires special education staff to meet the enrollment demand of each school. PSOE does not discriminate or discourage students with disabilities from enrolling or participating in school. PSOE 4 employs appropriately certified personnel to deliver special education and related services to all identified students with disabilities in accordance with their Individualized Education Plans. This shall include the direct employment of personnel, as well as the use of contracted services.

The school works under the oversight of a special education coordinator to work directly with students who have special needs. This happens in addition to providing the services of a speech/language pathologist, occupational therapist, and school psychologist. If a

student whose disability requires a teacher or therapist with specialized certification or licensure, the school will hire or contract with appropriate staff to meet the students' needs.

3. Explain how the school will meet the needs of ELL students, including the following:
    ● Methods for identifying ELL students (and avoiding misidentification);
    ● Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
    ● Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
    ● Means for providing qualified staffing for ELL students.

At PSOE 4, LEP students are identified using the home language survey at the time of enrollment. The WIDA assessment is then used with all students identifying as eligible via the survey. This assessment (ACCESS for ELLs 2.0) is administered either online or in person for K-8 within 10 days of enrollment to determine the level of language support needed upon entering the virtual school. For kindergarten students, the WIDA assessment must be taken in person with a test administrator. PSOE 4 may give this assessment in a neutral location near the family or at the physical school location (preferential). PSOE 4 classroom teachers receive training from the PSOE ELL coordinator to develop daily teaching strategies to better serve this population.

A DOE-sourced timeline is used to accommodate LEP students in a timely manner:

● Home Language Survey: Date of registration or within first week of school
● WIDA: ACCESS for ELLs 2.0
● Classification of ESOL Levels: Twenty days after registration or return of survey
● Student Placement in ESOL: One month after student enters PSOE
● Teacher Certification/Personnel: Establish schedule upon opening of school
● Post Program Review: One month after student enters PSOE
● Reclassification or Exiting of ESOL Students: Any point in the year after 4 months of assessment

PSOE 4 LEP students are monitored annually for tracking growth and refining student support.

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

As a data-driven school, student progress is constantly measured at PSOE 4 to assure learning is taking place and that all students are reaching stated goals. This data-heavy culture helps identify students that are not progressing on par with their peers. These students receive the benefit of tutoring and/or staff-led RTI-based intervention strategies. Tutoring is also part of the duties of staff members and volunteer mentors for students performing below grade level. Parents are notified when their child has fallen below the projected achievement level and given the options available for assistance. Specifically, struggling learners and special populations are tracked through the PSOE MTSS process and are progress monitored at intensified intervals (typically weekly via mClass or equivalent).

PSOE 4 shares the same yearly assessment calendar with all Paramount schools. As part of the school replication, PSOE 4 also leverages its Title Improvement Committee (TIC) to process data and create intervention plans for students. These plans, along with ongoing student performance data serve as vital guides for virtual students.

5. Explain how the school will identify and meet the needs of the intellectually gifted students, including the following:
    ● Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

- Plans for monitoring and evaluating the progress and success of intellectually gifted students;
- Means for providing qualified staffing for intellectually gifted students.

PSOE 4 recognizes that there are high ability students in all racial, economic, and cultural groups who when compared to their peers, perform at an advanced level, or demonstrate the potential to be challenged beyond the standard curriculum in one or more academic domains of math and language arts. PSOE 4 provides educational opportunities to encourage high ability students to reach their maximum achievement level at every stage of development. The program for high ability students is differentiated in depth and breadth with specific enrichment opportunities designed to meet the cognitive and affective needs of the high ability students. PSOE 4 is committed to providing enhanced instruction in a virtual setting in addition to the regular curriculum standards to challenge high ability learners to reach their greatest potential.

PSOE 4 recognizes that a high ability student performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and individual growth capabilities are above grade level curriculum in the general intellectual and specific academic domains of math and language arts high ability students are characterized by exceptional gifts, talents, motivation, or interests.

Goals

1. PSOE 4 ensures that all students regardless of race, cultural background, and economic status have the opportunity to be identified for high ability services in every grade level.
2. PSOE 4 ensures that the curriculum for grades K-8 is aligned both horizontally and vertically to ensure maximum growth opportunities for high ability students at every level of achievement.
3. PSOE 4 provides services to meet the social and emotional needs of high ability students.
4. PSOE 4 continually challenges high ability students to strive toward their utmost degree of achievement and ensure that educational growth and success is being met at each level.

Personnel Roles

There are many members of PSOE 4's personnel who are involved in the high ability identification process. In addition, the following personnel are key to the identification process and high ability program implementation:

- Principal
- Curriculum director
- High ability coordinator
- Classroom teacher
- Counselor

Broad Based Planning Committee

The Indiana Department of Education requires the establishment of a broad-based planning committee that meets annually to review the local education plan for high ability students. The purpose of this committee is to plan and review the continuous development and implementation of the services and programs for high ability students. The committee has representatives from diverse groups representing the school and community. The committee must include at least one educator, student, parent, and other community member/stakeholder. The committee is an advisory group that works closely with the PSOE 4 Administrative team in making recommendations about curriculum, professional development, and enrichment resources. This is separate from the Identification Committee.

Identification Process

Grade level testing for all students takes place in kindergarten, second, fifth, and eighth grades. In addition, a student could be assessed at any time throughout their academic career at PSOE 4 if warranted by data or other recommendation. An Identification Committee composed of the PSOE Principal, PSOE High Ability Coordinator, PSOE 4 Curriculum Director, the Classroom Teacher for the corresponding grade level, and the PSOE Counselor meets to review and evaluate data to determine high ability eligibility.

Timeline of Identification Procedures

All kindergarten, second, fifth, and eighth grade students are assessed either virtually or on site for possible High Ability Program placement during the second semester of the current school year using norm-referenced aptitude, achievement, and qualitative assessments.

Appeals Process

The formal appeal of a High Ability Program placement decision regarding a student may be made in writing by a parent, teacher, or other stakeholder. The person requesting the appeal must submit an appeal form, (obtained from the school office), to initiate the process.

Exit Policy

It is the goal of the High Ability Program that each student achieves his/her maximum potential through enriched learning and advanced academic opportunities. Students must continue to demonstrate academic excellence in classroom performance to remain in the program. However, there may be cases when the program is not the best placement for the identified student.

Exit Procedure

If a student, parent, teacher, or other stakeholder believes high ability services are no longer appropriate, the following guidelines shall be followed:

1. Arrange a conference (in person or virtually) with the parties involved, including the parent and the teacher providing services.
    1. If an intervention is implemented, all participants must agree on a probationary period (no shorter than 9 weeks) to implement interventions.
    2. If the probationary period is not successful, the student can be exited at the end period with a formal review of the student's progress.
2. The principal must sign the documentation giving permission to remove the student from high ability services.
3. All formal documentation must be sent to the high ability coordinator.
4. The PSOE 4 high ability program may communicate this withdrawal with appropriate stakeholders.
5. A student is not readmitted to the high ability program during that same school year. A student could still be eligible to qualify for the high ability program during the following school year if the High Ability Identification Committee determines that this would be a beneficial placement. Parents, appropriate school personnel, or other stakeholders may make that formal request for high ability placement during the school year that follows the official exit from the high ability program.

Student Recruitment and Enrollment

Meets Standard Expectation
- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. For New Start model schools: Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

PSOE currently markets all school enrollment via the Universal Enrollment System, Enroll Indy. This is a fair and balanced model of enrollment that allows parents and students from all socioeconomic and racial backgrounds a fair and equitable access to a seat at the school. PSOE utilizes social media, yard signs, billboards, postcards, and door-knocking campaigns to target recruitment on Indy's Near Eastside, specifically zip codes 46201, 46202, 46218, and 46219.

Enroll Indy is a non-profit collaboration between Indianapolis Public Schools, The City of Indianapolis, and the Indiana Charter School Board. Enroll Indy's mission is to help families choose schools that meet their students' needs by providing a one-stop enrollment process, school information that is relevant and easy to understand, and data to inform school improvement in Indianapolis. Enroll Indy uses OneMatch, a school lottery application that allows families to apply to up to 10 schools on one application and timeline, and receive one school match. Over 100 IPS Choice, Innovation, and charter schools participate in the OneMatch application system. OneMatch replaces more than thirty different school applications and deadlines in Indianapolis, ensuring that all students can apply for schools on one application with one timeline and receive one school match. The application opens in November and includes two rounds during which students can apply to IPS Choice, Innovation, and charter schools. Additional information about Enroll Indy and the One Match system can be found here: https://enrollindy.org/onematch/policies/.

As a virtual charter school, PSOE 4 must accept all enrollment from any interested student/family in the state of Indiana unless all seats are full. That said, PSOE 4 actively recruits in Indianapolis with a focus on Marion county because of proximity to the school's physical location. PSOE 4 believes that access to the existing school campuses provides access to educational enrichment, extracurricular opportunities, and personal tutoring that is advantageous to the virtual student.

For Takeover model schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

N/A

2. Provide, as **Attachment 8**, the school's Enrollment Policy, which should include the following:
   - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
   - A timeline and plan for student recruitment/engagement and enrollment;
   - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   - Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

Meets Standard Expectation
- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.
- Appropriate plan for disseminating the discipline policy to teachers, parents, and students.

1. Describe in detail the school's approach to student discipline. Provide as **Attachment 9** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
   - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
   - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where

discretionary) be suspended or expelled, respectively;

- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

Using the PSOE model, PSOE 4 is a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social, emotional health, and the security of the educational environment. As a virtual school, PSOE 4 believes that when a child's fundamental needs are addressed, and a culture is established that foster's safety, well-being, and consistency, the child is able to focus on learning and maximizing potential. Similar in concept, the Harlem Children's Zone, created by Geoffrey Canada, is founded on the premise that to truly change the lives and level the playing field for high needs' urban children, and you want them to be able to compete with their middle class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing practices of their parents.

PSOE 4 believes in a structured virtual classroom environment and works to ensure students can maintain academic and social success while in session. The PSOE virtual model is suspension-free, incorporating alternatives to suspensions through the PSOE "Mentoring" program, family outreach, and health interventions in order to provide the maximum amount of support for growing learners.

PSOE 4 has created a virtual school culture that provides a safe environment for students and staff while also providing students with the opportunity to develop self-control and understand the ramifications of their behavior. PSOE 4 implements the use of a structured mentoring process. Within the on-campus schools, the "recovery" program at Paramount succeeds in providing clearly stated rules and encouraging positive behavior through intervention, and this is accomplished in a student-centered way. When a student is unable to complete a lesson due to behavioral or social emotional stress, the recovery team (the counselor and a licensed teacher) works with the student in a different setting to help unpack the emotional stress, quickly get back to grade level work, and return the student productively to the classroom. This process can last 30-minutes or take the remainder of the day. But the focus is always on efficiently unpacking stress and returning to the structure of standards-based instruction. In a virtual setting, direct interventions to support struggling students are more challenging. Lack of engagement and inappropriate digital behavior often undermine a teacher or counselor's ability to intervene. Because of this, the "mentoring" program is implemented as a form of the PSOE Recovery model in the digital sphere. Similar to the school-based recovery model, the student is removed from live lessons and live chat with other peers. This is done to remove the stress in the learning environment and allow for a closer, one-on-one relationship with an assigned school-level mentor. Mentors then work aggressively to make a direct connection with the student and their parent/guardian to unpack the issue. Root causes and additional family support can be triaged at this time as the mentor works to clear a path for a successful return to live lessons and live interaction with the teacher and classroom. Whether the issue is a lack of engagement or social-emotional stress, the PSOE Mentoring process is designed to intervene, triage with health and social support if necessary, and re-engage positively so the student and family can receive the support necessary for rehabilitation and return.

The discipline approach at Paramount Schools of Excellence possesses high expectations for student behavior, while providing mechanisms for students to value their virtual learning experience, and to understand their collaborative role within it. The PSOE Mentoring program provides a well-understood structure for students, teachers, and family. Similar to a Response to Intervention format, the discipline plan begins in the virtual classroom (Tier I), with the teaching staff using 4-1 (positive to redirect) support and authentic live interventions to maintain the learning environment. The focus on building community and mentoring has been embraced by the entire organization, thus creating an atmosphere of respect and acceptance.

While the virtual setting does not assign suspensions and only in extreme legal circumstances assigns expulsions, the following content is an overview of the procedural disciplinary process for all student behavior at PSOE 4. These processes and procedures are aligned with the PSOE 4 Family Handbook.

Tier 1: Teacher Facilitated Behavior Interventions

Within the virtual classroom (Tier I) each teacher is responsible for the management of student behavior and maintaining a positive academic climate through use of an engaged classroom and an assertive discipline and intervention approach. All staff receive training related to normed behaviors in conjunction with maintaining a trauma-informed, positive learning environment. When a child disrupts the learning process, the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the virtual learning environment to maintain the academic climate through adherence to PSOE normed behaviors. These corrections and related interventions are documented through Level I referrals. When a child's negative behavior is repeated, and virtual classroom interventions and strategies are not working, a referral to administration for Mentoring (Tier II) is the next step in the discipline process. It is important to note that all teachers at PSOE, as well as PSOE 4, are provided with behavioral management PD throughout the year, as well as ongoing cultural awareness training.

Within any organization, immediate clauses for excessive behavior are necessary. The following behaviors warrant immediate referral to the administration:

- Inappropriate sexual behavior/harassment
- Intimidation of another student
- Behavior that is of a violent nature
- Behaviors that jeopardize the safety of themselves or others
- Behavior that references and/or involves a weapon
- Repeated use of profanity
- Destruction of school property

When a child's behavior disrupts the learning environment within the virtual classroom and falls within the guidelines of those behaviors resolved at the classroom level, the following procedures are followed:

Level I Referral

Level I referrals are single-copy classroom consequence referrals for documenting daily behavior. Level I referrals require multiple interventions to be documented and always involve parent notification via email, text, or phone call. Level I referrals are kept on file for the entire academic year, and are archived for five years, per state records retention requirements.

Tier II: Administrator Facilitated Behavioral Intervention

When behavior warrants referral to administration after repeated intervention by the teacher, and/or is necessitated by nature under the PSOE immediate clause (above), students are referred to an administrator and/or administrative staff designee for Mentoring.

Mentoring

As an alternative to suspension, the PSOE 4 Mentoring program seeks first to unpack student stress and then provide small group or individual tutoring from a licensed educator with work equal to (or parallel to) the virtual classroom environment.

Note: Because student behavior is subjective and treated case by case at PSOE, certain behaviors may be excluded from any progressive disciplinary procedures. A licensed administrator or administrative designee (in accordance with Indiana Code) reviews and assigns all school Tier II processes.

Expulsion

PSOE 4 works aggressively to utilize the mentoring process as an alternative to any expulsion. But some cases may be so severe that the school is obligated to move to expel. In these cases, PSOE 4 abides by all due process requirements as outlined by Indiana Code, IC 20-33-8.

The following behaviors may result in a student being expelled for a period of time as allowed by Indiana law:

- Causing serious injury to another person
- Student Misconduct
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

Due Process

Public Law enacted by the Indiana General Assembly guarantees due process for pupils expelled from classes for more than (5) days and outlines in detail the procedures to be followed when a student is disciplined by expulsion. In cases of expulsion for more than five days the President of the Board of Trustees appoints a hearing officer. The hearing officer notifies the student of "due process."

Students/families have the right to a meeting to appeal the expulsion. They must contact the school in writing (email acceptable) to the attention of the School Principal, 1203 Saint Clair, Indianapolis, IN 46202, before the expiration of the fifth (5) business school days of receiving written pending expulsion notification to request a meeting. If a meeting is requested, it is held within five (5) business school days of the request. If a meeting is not requested, then there is no right of appeal of the decision, and the recommended expulsion takes effect (as outlined in Indiana Code, IC 20-33-8, Suspension, Expulsion and Student Discipline).

Paramount Schools of Excellence expects all students to conduct themselves in a civil and socially responsible manner. This expectation extends to social media and video/electronic communication when referencing criminal activity, the school, or its students as well as online classroom behavior. Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable virtual school environment.

Notification of recommendation for expulsion is sent in accordance with IC 20-33-8, with a process for hearing as requested by the parent as outlined above. Formal findings from such a hearing are explained in writing to the parents and the Principal of PSOE 4 with stipulations outlining the length of the expulsion.

Any student who has been expelled pursuant to these provisions shall have the right to appeal to the PSOE School Board as specified in IC 20-33-8. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the School Principal of PSOE 4 shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students, subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school
2. Opportunity to present witnesses
3. Notification of all evidence
4. Notification of formal outcome within a certain number of days of hearing
5. Right to appeal

Procedures for all Expulsion Hearings
1. A presentation of the evidence against the student is stated by the Hearing Officer (Head of School or Administrative designee) at the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.

3. Submission of written statements from any person in defense of the student accepted by the Hearing Officer. The student may present witnesses and evidence in rebuttal of the school's allegation to the Hearing Officer.
4. The Hearing Officer records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the Hearing Officer (School Director or designee). A decision is rendered on the evidence available.

On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the hearing officer are mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date and may include an alternative educational plan or an evaluation request under Chapter 76.

2. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as is.

Upon enrollment at PSOE 4, all families are given the PSOE 4 Family Handbook. This handbook contains the school's discipline policy, and requires a parent signature verifying receipt of the handbook. The handbook is available in paper and digital form.

Parent and Community Involvement

Meets Standard Expectation
- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school.

PSOE 4 became a reality through the pandemic-initiated city-wide school shut-downs. In the spring of 2020, PSOE schools switched to eLearning for the final 11 weeks of the academic year. This allowed the schools an opportunity to understand how virtual instruction can be a viable pathway for families when "brick & mortar" instruction is not seen as the optimal path forward. Now, in the fall of 2020, 48% of existing PSOE families remain in virtual instruction, with another 18% in a hybrid model. These percentages have allowed PSOE the opportunity to hone a data-driven model that supports a parent decision to receive instruction from home. In this fashion, the parent and local community have helped norm what works and what does not in the educational model and in the communicative delivery methods involved in eLearning.

The PSOE Navigation Team is the central office that supports all PSOE schools. This team handles human resources, bookkeeping, advancement, operations, fiscal funding, security, technology, academic oversight, and staffing oversight. The top leadership on the Navigation Team utilizes a "C-Suite" approach with a CEO, COO, and CAO. While the school board and school staff have been involved in the overall concept of PSOE 4, the majority of the design for this proposal has been strategically put together by the CEO, COO, and CAO of PSOE.

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

As mentioned in question 1 above, demand for this proposal has been developed from the onset of the COVID-19 pandemic. As a consequence of social distancing and public health mandates, schools and families have been forced to reconsider the safety of education and the viability of home-based learning. From the corporate world, to the service industry, to education, a "new normal" is taking hold of cities, states, and countries. And, as this pandemic fades, the remnants of the social changes will remain for years to come, with businesses and families reconsidering the definition of the workplace, and the definition of the classroom.

This shift in workplace and classroom definitions has expanded the need for educational portfolios to offer a more diverse array of educational options to their enrollment base. Without such options, families who find home-based learning feasible, but had not experienced it prior to the pandemic have to choose whether or not they wish to stay with their former schools. Additionally, families who have home-schooled for years may find themselves with additional options because of the eLearning expansion brought on by the pandemic. Lastly, private school parents who have been committed to paying expensive tuition for quality education now face a future where eLearning may cloud a private school's ability to deliver specialized instruction. These families can choose a virtual charter school for free if their brick and mortar settings become inaccessible due to health mandates.

In each of these three cases, and upon approval, PSOE 4 provides a pathway for families in current PSOE schools who wish to have virtual school as their method of educational delivery. It also creates an additional option for families in the home school and private sectors. PSOE 4 does not intend to try and market parents away from "brick & mortar" settings. Instead, it works to become the most viable option for families choosing "virtual" in Indiana.

Currently 35% of existing PSOE families have chosen to remain in a virtual setting, even while Indianapolis Public Schools have returned to an on-campus setting. This is quantifiable evidence that local families are finding the virtual option to be a viable long-term pathway. PSOE expects more families to shift to brick and mortar instruction as the year progresses with the 35% of existing families melting to 15-20%. This represents 175-250 virtual students currently in the PSOE system that have strong interest in continuing in a virtual setting.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section II below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

While a virtual school with the entire state as its boundary, PSOE 4 is located in the Cottage Home Neighborhood on the near eastside of Indianapolis. Because of the nearby location of Paramount Brookside, Paramount Cottage Home, and Paramount Englewood, PSOE 4 recruits near eastside families in the hope that a majority of PSOE 4 families may reside close to the community locations that PSOE currently serves. Regardless of the location of all school families, the staff of the school exemplifies the community school model, by blending a consistent and dedicated focus on the community around them with a desire to protect and grow the virtual academic environment. This creates a culture of connectivity and provides a powerful base for growth.

PSOE 4 strives to become an anchor in the community through its initiatives in health, behavior, academic rigor, and sustainability. In doing this, it makes use of exciting components like community fairs, neighborhood cleanups, robotics, recycling, composting, cheese-making, beekeeping, and farming. These focuses scaffold excitement alongside academics and keep the system moving forward with incredible momentum and serve to support the rigorous instruction within virtual classrooms.

PSOE 4 models this philosophy, working cooperatively with local businesses, organizations, and families to create an optimal educational experience for all students, no matter where they reside. Paramount accomplishes this through an "all in" approach, ensuring that the FACT Team (Family Allies Community Team), School Community Organization team, staff, parents, and community work within the Paramount mission of transforming communities through changing lives.

The FACT Vision
Paramount is re-imagining family-school partnership by building authentic peer support for PSOE families and bridging learning from school to home in meaningful and engaged ways. The school mission is being fulfilled by reaching outside of the school walls, communicating virtually, and reaching into the community.

FACT Action
All PSOE schools utilize a Family Allies Community Team (FACT); a group of school parents or community members hired as school liaisons with the goal of connecting meaningfully with each school family within the school year. *(A meaningful connection is defined*

as a meeting virtually, in the community, home, or school that addresses supporting student academic success in school/family partnership.)

- Design systems and practices that reinforce parent and family connection to school.
- Equip PSOE parents to lead their families to academic success in a variety of ways:

Home Visit program: Paramount strives to conduct personal home visits for 100% of students enrolled at PSOE 4. The priority grades for summer home visits are rising kindergarten and third grade families given the family needs of preparing for kindergarten and the new supports needed for families with the start of standardized testing in third grade.

Family Jam Nights: Each semester the FACT teams at each PSOE school plan an academically-enriched school celebration event to engage interactively with students and families around the themes of literacy and STEM. These nights welcome families of PSOE 4 to engage personally in a communal, hands-on, educational evening. At PSOE 4, these nights will feature live synchronous video conferencing with breakout rooms for individual events for parents and students who wish to attend virtually.

Family Resource Center: Families have the opportunity to participate in the Family Resource Center at the school's physical location for a variety of functions. Families can receive grade-level specific information for his/her student, access a variety of community organizations' information, and resources and utilize a school computer to access technology. Families wishing to interact in a similar fashion with the FACT team via the family resource center can set virtual appointments for information sharing and school information system access.

Parent Volunteer Initiative: Members of FACT are responsible for engaging families in the process of volunteering with the virtual school in a variety of capacities, including classroom virtual visitation, small group reading assistance, and brain break assistance.

In addition to the above responsibilities, FACT is also responsible for program development of the School Community Organization, which is further described below.

School Community Organization (SCO)
The PSOE 4 School Community Organization exists to enhance the educational experience of children through the interaction and mutual support of parents, teachers, administrators, and community partners; strengthen the link between school and home by encouraging parent involvement; and improve PSOE 4's position in the community through volunteering, fundraising, and community projects. SCO meetings are held both virtually and onsite on the first Wednesday of the month from 5:30-7:30 PM.

PSOE has chosen to develop a system of school support from parents, families and the local community as the School Community Organization (SCO). Rather than a PTA or a PTO that defines school community in a particular way, the initial PSOE SCO was formed organically from the school body, composed of parents and families, with the support of the school administration and input from classroom teachers. Anyone from the school community is welcome to attend and offer input toward how the school community is shaped. All SCO meetings are held in person and synchronously online in a virtual platform (such as Zoom). Dinner and childcare are provided during SCO meetings, in order to remove the barriers toward participation that families might feel on a school night. SCO provides programming according to a monthly theme including but not limited to: healthy families, homework helpers and digital literacy. Each SCO meeting strives to partner with a supporting community organization to further support families both inside and outside of school.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 10**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

PSOE 4 is a virtual school, but resides on a physical school campus, with all campus resources available to school students and parents. Additionally, PSOE 4 has a state of the art training space designed for both large and small group training. In these spaces, whole-group instruction on virtual education, technology literacy, school information access, and curriculum integration can be delivered. Furthermore, this training can be delivered synchronously to all virtual families unable to attend in person.

Urban Farm Resources

Beyond the scope of parent support, the Paramount Cottage Home and Paramount Brookside farms offer a unique, hands-on learning experience for PSOE 4 families. Each of the farms offer weekly farmer's markets and offer student experiences in goat management, cheese making, beekeeping, and planting and harvesting.

Robotics Resources

PSOE elementary and middle school robotics teams have made the world championships for the past six years. The robotics program at each PSOE school meets after school and is open to virtual students who are interested in coming on campus for this extra-curricular opportunity.

School Sports

All PSOE schools participate in sports as extracurricular programs. Through boys tackle football, boys and girls basketball, boys and girls tennis, girls volleyball, and cross country, PSOE 4 students have multiple options for augmenting their virtual school experience by joining the PSOE extracurricular team sports programs.

School Clubs and Events

PSOE schools typically engage in clubs such as chess club, art club, musicals, etc. Every club or event offered at a PSOE on-campus school is open to the PSOE 4 virtual student body.

All farm experiences, sports, clubs and activities are free for all students unless otherwise directed.

Phase-In/Takeover Planning

Meets Standard Expectation
- Effective strategies, programming, and support services—and demonstrated capacity (including prior takeover/turnaround experience)—to transform a failing school culture into a positive, inclusive, high-performing culture and to significantly raise student achievement among at-risk populations currently attending a low-performing school.
- Solid understanding of and ability to establish strong partnerships with the targeted community, including a robust community engagement plan for the pre-opening year.
- Sound understanding of the challenges and plan for working effectively with the existing school(s) and community during the transition or co-location period. (Phase-In)
- Sound plan—including specific parent and community engagement strategies—to successfully recruit, transition, and retain students who would be assigned to the school being replaced. (Takeover)

To be completed only by applicants proposing a school Phase-In or Takeover. If you are not proposing a Phase-In or Takeover, mark "Not Applicable."
  1. Describe your organization's prior experience in taking over or turning around an underperforming school.

N/A

  2. Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation.

N/A

Educational Program Capacity

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Meets Standard Expectation

- Evidence that school leadership and management team have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
- Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.
- Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

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1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success.

The school's leadership team is composed of a principal and a virtual school coordinator. The principal oversees all aspects of the school's operations, academics, reporting, and all other areas associated with school management and leadership. The virtual school coordinator supports the principal as a curriculum coach to teachers. Paramount's Navigation Team, which supports all Paramount Schools, oversees bookkeeping, human resources, marketing, and technology. Paramount's CEO, Tommy Reddicks, oversees high-level school oversight from an organizational level and serves as a mentor to the Principal. The COO, Jess Monk, supports and coaches the principal in areas of operations, facilities, grants management, and reporting. The CAO, Kyle Beauchamp, supports and coaches the principal and virtual school coordinator in the areas of curricular planning, assessment, academic goal setting, coaching teachers, and staffing. The Paramount Board of Directors works directly with the CEO to ensure all schools are on track to meet state and authorizer goals and requirements, as well as ensure overall school success and continual improvement.

Describe the teams individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

Tommy Reddicks, CEO

Tommy was the founding principal of Paramount's first school, Paramount Brookside. He led the school from an F rating its first year in 2010-2011 to an A in 2013-2014, where the school has remained. Tommy moved into the position of executive director of Paramount in 2014, and began successfully coaching others in leadership positions at Paramount. Tommy held leadership positions in other charter schools for over ten years prior to beginning his career at Paramount. He has experience as a Core Knowledge Coordinator and department head in addition to designing the current curriculum framework at Paramount. Paramount operates on

a set of norms, called Frameworks, co-developed by Tommy, that guides all aspects of how a Paramount school operates, including staff evaluations. The performance evaluation model co-developed and implemented by Tommy allows teachers to get frequent informal observation, feedback, and support on the exact areas on which they are formally evaluated. He developed several successful models used at all Paramount schools, including Family Allies Community Team (FACT) which serves as a liaison between the school and parents. Tommy fundamentally believes schools must be an active participant in the communities they serve. He has historically attended neighborhood association meetings, served on their boards, participated in community led initiatives, such as clean ups, and created an annual fundraiser in partnership with Paramount that raises over $1,500 annually for the Brookside neighborhood. Tommy led the charge to replicate Paramount's model to Paramount Community Heights/Cottage Home and Paramount Englewood.

Jess Monk, COO
Jess has over 15 years of experience in charter schools, and has served as a teacher and director of instruction prior to starting her career at Paramount. She started at Paramount Brookside in 2013 as a lead teacher, high ability coordinator and data coach prior to moving into her current role in 2017. She has written curriculum for K-6th grade and coached teachers in multiple capacities. In her current role she oversees facilities development, policy and procedure training, implementation, and management, coaches school leadership in compliance and reporting, and oversees model fidelity implementation. She actively works with community partners to ensure all Paramount schools are good stewards of the communities they serve. Jess was a founding teacher at a charter school prior to Paramount and has worked on the Navigation Team to replicate Paramount's model to Paramount Community Heights/Cottage Home and Paramount Englewood.

Kyle Beauchamp, CAO
Kyle started his career with Paramount in 2013 as assistant principal at its Brookside campus. He was the founding principal of Paramount Community Heights, which was the highest performing school district on ILEARN in the state in its first year. As principal he served as the primary coach for all members of the school team. He also worked diligently with school partners and the community to ensure the school was meeting external stakeholder needs and expectations. He currently coaches Paramount principals in providing academic support, ensuring instructional frameworks are in place and being carried out effectively.

Megan Bouckley, Virtual School Coordinator
Megan transitioned from her role as lead teacher at Paramount Brookside, where she coached and mentored her fellow grade-level teachers, to her current role of virtual school coordinator as Paramount responded to COVID-19 requirements. Megan has extensive experience in using data to inform curricular decisions and integrating technology into the classroom. She has previous experience serving as a mentor and coach to other teachers prior to starting with Paramount.

Tom Rude, Paramount Schools of Excellence Board President
Tom has served as the board president for Paramount since 2012. He has extensive experience with leadership, strategic planning, and mentoring. During his tenure with Paramount, he has worked closely with Paramount's CEO and the schools' authorizer to ensure all schools are meeting and exceeding expectations.

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

While enrollment is open to any student residing in the state of Indiana, the target community is students and families living in the near Eastside of Indianapolis who wish to enroll their students in a virtual school option. These may be families who found virtual school a preferable or more successful model for their children during COVID-19 on-campus closures, families currently enrolled in another virtual school but looking for a different model for a better fit for their child's needs, or families looking to transition out of on-campus instruction to a virtual environment for various personal reasons.

Paramount, and the leadership team previously outlined, has served the near Eastside of Indianapolis in on-campus facilities since 2010 (Tommy since 2010, and Kyle and Jess since 2013). All three of Paramount's current schools lie within Near Eastside neighborhoods - Brookside, Cottage Home, and Englewood. Tommy Reddicks and Jess Monk are also current Near Eastside residents and have been active in neighborhood events, governance boards, and other community aspects.

Paramount transitioned from on-campus learning to all-virtual in March of 2020 due to COVID-19 related school closures. This allowed Paramount's leadership team to build a virtual program that mirrored Paramount's on-campus model and frameworks. This allowed the team to identify community needs and areas of improvement with outreach, communication, and what parents wanted out of a virtual learning platform. These areas have continued to be defined as Paramount continues to offer virtual instruction for students whose families chose to remain in a virtual educational setting. Currently 49% of Paramount's student population attends school in an all-virtual environment.

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

Paramount is currently partnered with The Mind Trust for this new school, who has contributed guidance and monetary support targeted toward upgrading the facility to meet the needs of a virtual school. The Charter School Growth Fund also continues to be a partner of Paramount, most recently assisting with strategic planning, guidance, and possible monetary contributions to the project. Schola LLC and Civic Builders partnered with PSOE on the initial loan for the 1203 E St. Clair purchase, which was funded by the Arnold Foundation and provides no to low interest rates as the school grows annually. The remaining contingency dollars from the Cottage Home build are being used to fund the virtual school facility upgrades, including soft costs, construction, and FF&E. Paramount leadership continues to work with the Cottage Home Neighborhood Association to ensure the school campus and all staff are contributing to the neighborhood in a positive way, including volunteering in neighborhood-sponsored activities and community outreach.

3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 11**, the qualifications, resume and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

PSOE 4 is in the process of vetting candidates for the principal/head of school. The vetting and interview process is led by the PSOE CEO with the assistance of the COO and CAO. The successful candidate is a licensed administrator and well-qualified to lead PSOE 4 in achieving the PSOE mission. New school leaders receive mentoring, observation, feedback, and support from the CEO in order to navigate the PSOE model.

PSOE intends to extend an offer to a school principal in the fall of 2020 and the school principal will start on January 1, 2021. At that time, the principal will work underneath the PSOE CAO and shadow the existing virtual program to learn the PSOE frameworks, indoctrinating themselves in the PSOE ethos and academic model. Through the winter and spring, the principal will continue working alongside existing virtual staff while attending hiring fairs and assembling their school staff for the 2021-22 academic year.

Funding flexibility for the principal's position (and other pre-opening expenses) prior to August 1, 2021 is provided by the Mind Trust and the Charter School Growth Fund. Both organizations have a combined investment of $400,000 into the PSOE 4 startup.

If no candidate has been identified, provide as **Attachment 12** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

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

Beyond the position of principal, Megan Bouckley serves as the virtual learning coordinator. This position mirrors a director of curriculum and instruction for the virtual environment. Mrs. Bouckley is the current virtual learning coordinator for the PSOE virtual operations during the COVID-19 virtual school setting. She has progressed from classroom teacher, to team lead, to curriculum coordinator for Paramount Brookside over four years of service. Due to the new virtual need created by the pandemic, her advancement to the virtual learning coordinator position was critical to PSOE's continued success. The position of virtual learning coordinator is the only other administrative position during the initial two years of implementation.

PSOE 4 also utilizes an office manager as a clerical position. The positions of counselor, special education coordinator, and ELL coordinator, and high ability coordinator are covered by existing staff (in the same roles) from Paramount Brookside, Paramount Cottage Home, and Paramount Englewood until PSOE 4 reaches target enrollment scale for each of those positions to become full time within the virtual school. One year prior to reaching enrollment scale for each of these positions, the existing PSOE job descriptions will be posted on the school website, at the IDOE, and all other recruitment platforms in use by the organization at that time.

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

As a virtual school, the site development is not as involved as a traditional brick and mortar location. That said, a 7,500 square foot facility has been designed by the PSOE CEO and COO for the virtual school's home. The site accommodates 22 virtual teachers and 5 administrative staff by December 1, 2020. It includes a 2,500 square foot training room with stage and a seating capacity for 80. The training room also has a mini training space designed for one or two families to receive individualized instruction.

In addition to the principal's office, two family meeting rooms, a break room, restrooms, and a conference room, the educational space is hard-wired for secure internet and high speed video conferencing. All work and training spaces are ADA accessible with ample parking.

By January 2021, the space will be utilized by existing virtual instructors at PSOE. Led by the virtual learning coordinator, existing virtual staff utilize this space as a hub prior to operating as a stand alone charter. This provides a "trial run" and allows for a near seamless transition from optional eLearning in the 2020-2021 school year to a fully authorized virtual school in 2021-2022 without requiring additional staff oversight or expense for establishing the school.

The curricular development of PSOE 4 began in February of 2020 and continues today through the pandemic-related operations of eLearning for all three existing PSOE schools. Because of this, there are no current monetary needs for developing the PSOE 4 academic approach.

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation
● Proposed school's legal status and structure are in compliance with state law.
● Governing bylaws, policies, and procedures are comprehensive and sound.

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 14**. Submit, as **Attachment 15**, the completed and signed Statement of Assurances.

Paramount Schools of Excellence is a 501c3. PSOE 4 will have a "Doing Business As" (DBA) under this 501c3 with its own DUNS number.

Organization Charts

Submit, as **Attachment 16**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out.
- The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
- The organization charts should also document clear lines of authority and reporting within the school.

Governing Board

Meets Standard Expectation
● Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
● Clear division of duties if there will be multiple boards serving multiple schools.
● Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
● Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
● Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
● Sound, timely plan for creating or transitioning to the school governing board *(if applicable)*.
● Sound plan for transforming existing board to assume its new duties or forming a new board *(if applicant is an existing not-for-profit organization other than a charter school governing board)*.
● Other effective governance procedures, including planned frequency of meetings and standing committees.
● Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
● Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
● If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

Paramount's mission is to inspire learning through an unparalleled academic approach and to transform communities by changing lives. This mission is the guiding philosophy behind every decision the board makes. Paramount Schools of Excellence has one board of directors that ensures the organization does not make decisions that drift away from or contradict this mission. The board has open door public meetings each month where stakeholders (parents, teachers/staff, students, and community members) are invited to share ideas and discuss areas of improvement for the schools.

When PSOE developed its current mission statement (amended in 2012) the school board, staff, and parents workshopped the new mission language to simplify the old statement into a more cohesive and pointed descriptor. That mission statement has intentionally remained the same through the scale of additional schools. Because PSOE is model-specific, each new school sets out to utilize the same systems, frameworks, and overall ethos as the schools before them. Even in a virtual setting, the same PSOE mission applies.

While the mission is the same at all PSOE schools, the vision of a virtual school is inherently different. To focus the vision of a virtual setting, PSOE leveraged staff, parent and community feedback on the model rolled out between March and May 2020. During this time, PSOE also consulted with schools around the state of Indiana as well as around the country via the Charter School Growth Fund's listserv. For a period of time (in late March and April 2020), PSOE led a series of three national forums to transparently share best practices in virtual learning and to share e-learning resources. This experience helped to validate and refine the virtual vision at PSOE heading into this application.

Board level discussions around the vision of an e-learning or virtual school in the PSOE model then ensued, as the leadership team at PSOE carefully measured the ethical and moral balance between a proven high-quality on-campus instructional model and the need for a less proven approach to digital instruction. The end result was a board vote of approval for this virtual application.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory boards. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The board is composed of a president, vice president, secretary, treasurer, and members at large. Currently Paramount has a total of nine members, with an intent to not grow above 11 or below 7. All board members serve on specialized committees that dig deeper into areas of attention; these are Academic & Governance, Finance, Opportunity, Long-Term Benefits, and Strategic Planning. Members serving on these committees were chosen based on their skill set. The board meets the second Tuesday of each month, and committees meet multiple per year. All board and committee work is based on annual board and school goals, with checkpoints throughout the year. A driving factor in these goals is the accountability frameworks outlined by the school's authorizer. The board uses annual authorizer accountability reports to measure the success of the schools and overall organization.

CEO evaluations are conducted by the board and consist of metrics related to authorizer accountability reports (meets or exceeds in all categories), fiscal health and responsibility of the organization, state academic performance, and organizational stability. These metrics are addressed at monthly board meetings and during committee meetings.

The board has open door public meetings each month where stakeholders (parents, teachers/staff, students, and community members) are invited to share ideas and discuss areas of improvement for the schools. These meetings are advertised on the school's website and in the front office.

3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 17** provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed. If a board member's resume is

attached elsewhere in this application, state so on the Information Sheet.

Tom Rude
- Board President
- Background in engineering & leadership development
- Committees: Opportunity, Strategic Planning

James 'Hap' Hazzard
- Vice President
- Background in school psychology
- Committees: Finance, Long-Term Benefits

Jude Amu
- Board Member
- Background in background in strategic planning & leadership development
- Committees: Opportunity (Chair), Strategic Planning

Aster Bekele
- Board Member
- Background in community partnerships, environmental education
- Committees: Academic & Governance, Long-Term Benefits

Brittany Eldridge
- Treasurer
- Background in finance
- Committees: Finance (chair), Long-Term Benefits

Chris Park
- Board Member
- Background in law
- Committees: Academic & Governance (chair), Strategic Planning

Peggy Blackard
- Secretary
- Background in fundraising and nonprofit strategic planning
- Committees: Strategic Planning (chair), Long-Term Benefits

Mandy Bishop
- Board Member
- Background in communications/media relations
- Committees: Academic & Governance, Finance

Liam Smith
- Board Member
- Background in finance, HR benefits
- Committees: Long-Term Benefits (chair), Finance

4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

NA

If this application is being submitted by an existing non-profit organization respond to the following:
- Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

The existing non-profit board will govern the new school.

- If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

Paramount's board voted to contract with Andrew Bray, a strategic planning partner in-part funded by the Charter School Growth Fund. Strategic planning for the organization as a whole, including the addition of a virtual school, will commence November 2020 with a goal of completion in four to six months after initial engagement. This will inform transitions the board will need to take to assume the new duties of including a virtual school as part of its oversight and governance responsibilities.

- If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

N/A

5. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

The board meets the second Tuesday of every month at 5:30 PM EST. Committee meetings occur as such:

- **Academic & Governance**: Immediately after the public board meeting in October, December, February, March, April, and May
- **Finance**: Immediately after the public board meeting in October, November,February, March, April, May
- **Opportunity Committee**: Meets once a quarter at minimum outside of board meeting days (July, October, February, May)
- **Long-Term Benefits**: Immediately after the public board meeting in October - April (excluding January, board retreat)
- **Strategic Planning**: Meets November - May (excluding January, board retreat) outside of board meeting days

Board members are selected using the following process:

The Academic & Governance Committee of the board takes the lead in finding and recruiting new members to the board of directors. The Committee looks to all Paramount Schools of Excellence Board of Directors members to participate in recruiting new members. The process for nominating and approving new Paramount board members is as follows:

1. Annually, the Governance Committee conducts a skills inventory of the board of directors and develops a prioritized list of needs that is approved by the full board.
2. Potential candidates are recommended to the Governance Committee.
3. A member of the Governance Committee conducts an initial phone screening to explore the background and qualifications of the potential member.
4. If the potential member seems likely to be a good fit for the board or a board committee, the candidate is invited to the school to meet a sitting board member and the CEO to participate in a lengthier in-person interview. At this point, the candidate is given a committee and/or member job descriptions and expectations and is questioned about the candidate's ability to comply with all requirements.
5. If the candidate remains a fit for a committee or the board, the candidate is invited to attend the next scheduled board meeting. The candidate is also asked to forward a résumé to the Governance Committee.
6. The potential member's résumé is forwarded to all board members in advance of the meeting that the candidate is planning to attend.
7. The candidate is given a copy of the following documents when attending the board meeting:

- · Paramount board member application
- · Paramount board member job description
- · Paramount board committee job descriptions
- · Paramount board meeting minutes from the past calendar year

8. If the potential member continues to be interested in joining the board after attending a meeting, and the Governance Committee finds that the candidate shares philosophical alignment with the mission of Paramount Schools of Excellence and possesses useful capacities for the board, the Governance Committee recommends to the full board of directors that the candidate begin a six-month trial period serving as a non-board member on a committee.
9. At the conclusion of this six-month trial period, the Governance Committee determines whether the candidate remains on the committee or be nominated to the full board.
10. If nominated, the full board of directors vote to accept or reject the approval of the new member.
11. Upon approval, a new member is provided an orientation and be required to complete all necessary paperwork for the charter school authorizer.

Paramount's ideal process is that candidates serve a trial period prior to being nominated to the full board, but from time to time the Governance Committee may make exceptions to this. It is the intention that the CEO plays an active role in board recruitment and has veto power over the nomination of any member.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 18**, the board's proposed Code of Ethics and Conflict of Interest policy.

As outlined in the Conflict of Interest Policy (provided as Attachment 18), all board members are required to disclose any transactions or arrangements that might present a potential conflict of interest. This includes any activity that would result in financial gain, either directly or indirectly, through business, investment, or family. Any disclosure from a board member that could result in financial gain is voted on by the board to determine if the disclosure is truly a conflict of interest. Conflict of Interest disclosures and agreements are completed annually by all board members. Currently, one board member contracts with Paramount Schools to provide psychological evaluations and services for students. This member abstains from approving all voucher submittals, and the board has deemed this work to not be in conflict of interest with his position on the board. Board members also have regular background checks run by Paramount's director of human resources.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Currently the board is seeking members with backgrounds in finance and education. The board is always vetting potential candidates, following the board's on-boarding process, in order to ensure any potential vacancies can be filled with qualified candidates. Priorities for recruitment are to increase racial diversity and broaden the skill set of the existing board. New board members are invited to attend public meetings, tour the schools, meet the school leaders, and have informational meetings with the CEO and board president prior to deciding to join the board. New members may also join a committee prior to becoming a voting member of the board to ensure the role is a mutual good fit. After a member joins as a voting member, they are provided with organizational information to read at home. This includes bylaws, a list of board members & school leaders with titles, previous audits, current financials, information on charter schools, board and school policies and handbooks, a list of community partners,

school calendar, access to Board on Track, board goals, and the annual board roadmap. The new member is encouraged to take the month to read through the materials, write questions, and take notes. After the next board meeting, the new member meets with the board president, CEO, and committee chairs to talk through questions and items of note spurred from the packet review. Following this meeting, the CEO and board chair hold bi-weekly standing lunch invitations for new and existing board members to meet and talk through questions and ideas to grow capacity.

Advisory Bodies

Meets Standard Expectation
- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

N/A

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

N/A

Grievance Process

Meets Standard Expectation
- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Paramount's Complaint Procedure is a public document located on the organization's website, Board on Track, and in the Family and Staff Handbooks. Prior to any formal complaint, matters concerning an individual student or school representative are first addressed with the child's teacher or school representative. Should the matter remain unsettled, the issue is directed to the principal or employee's immediate supervisor. If the matter has not been settled satisfactorily it may be submitted as a written complaint to the principal, which shall include the alleged violation/offense, facts surrounding the alleged violation/offense, and supporting documentation. These can be submitted anonymously, if the complainant chooses. The principal discloses the complaint to the CEO who informs the board. An investigation is completed as appropriate per nature of the complaint. If a violation occurred, the principal, CEO, or board president shall identify and impose the appropriate consequences or corrective action as required by regulation to resolve the complaint. If the complainant does not agree with the decision, a written appeal to the board may be submitted to the board president within 30 days of the resolution.

All monthly board meetings are open to the public and advertised as required. There is a scheduled time at the beginning of every board meeting for members of the public to make public comments, where the board can hear and respond to their concerns.

School Management Contracts

Meets Standard Expectation
- Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
- Clear process for choosing the identified ESP/CMO
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.

- Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

If an applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year, mission, leadership team, and current geographic footprint.

N/A

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

N/A

3. Provide, **Attachment 19,** the following:
    - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
    - Draft of the proposed management contract detailing all the above limits; and
    - Evidence that the service provider is authorized to do business in Indiana.

4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

N/A

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

N/A

STAFFING

Staff Structure

Meets Standard Expectation
● Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools *(if applicable)*.
● Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
● Effective structure and strategies for managing the administration-staff relationship.

1. Provide, as **Attachment 20**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
    - Year 1 positions, as well as positions to be added in future years;
    - Administrative, instructional, and non-instructional personnel;
    - The number of classroom teachers, paraprofessionals, and specialty teachers; and

- Operational and support staff.

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

In year one, the PSOE 4 senior administrative team consists of a school principal and virtual learning coordinator. The principal directly reports to the PSOE CEO. The principal oversees all staff culture, student and parent relationships, and site-based operations, as well as the overall academic program's implementation. The virtual learning coordinator directly manages the day to day academic process including the observation feedback and support loops for academic staff. Both senior administrators triage daily support as needed and both receive additional help when requested from the central office team via the CEO, CAO, and COO.

The senior administrative team is assisted by a full time school secretary. Other administrative positions such as counselor, special education, and FACT are shared positions with the other three Paramount schools. These position shares are stipended for the extra coverage as listed in the PSOE 4 annual budget. By year three, the counselor position is full time. By year five, the special education position is full time.

The staffing ratios based on annual enrollment and administrative support are listed in the table below.

Year	2021	2022	2023	2024	2025	2026
Student to Teacher ratio	16.9 to 1	19 to 1	24.1 to 1	23.8 to 1	23 to 1	23.5 to 1
Student to all staff ratio	12.3 to 1	14.6 to 1	17.7 to 1	18.2 to 1	18.2 to 1	18.2 to 1
Staff to admin ratio	2.7 to 1	3.3 to 1	2.8 to 1	3.3 to 1	3.8 to 1	3.4 to 1

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation
- Compensation packages, systems, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being "Highly Qualified" and are well suited to the school
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 21**, a personnel policy or an employee manual, if developed.

PSOE is an at-will employer. PSOE or the PSOE employee may terminate the contractual agreement at any time with or without cause. The school utilizes a Letter of Intent (LOI) for job offers, and follows up the LOI with a full contract. The contract is an at-will contract. All PSOE employee handbooks and employment contracts are vetted regularly by attorneys at Katz Korin Cunningham so they remain current and applicable to state employment law.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

PSOE utilizes a salary schedule with a base of $14/hr for hourly employees, $25,500 annually for instructional assistants (IAs), $37,500 for lower elementary school teachers, $40,000 for elementary teachers, and $42,000 for middle school teachers. PSOE utilizes an annual 2% raise and reserves the flexibility to adjust annual raises as merit-based pay increases based on student growth and staff performance. A breakdown of PSOE 4 school positions and their related salaries is listed below:

Classroom Teachers
K-2: Minimum First-Year Pay $37,500; General Salary Cap $45,000
3-5: Minimum First Year Pay $40,000; General Salary Cap $55,000
6-8: Minimum First Year Pay $42,000; General Salary Cap $60,000

Instructional Assistants
$25,500/no annual raises

Clerical
First-Year Pay $14/hr.

Mid-level Admin: Curriculum Coordinators, Assistant Principals
Minimum First-Year Pay $40,000; General Salary Cap $70,000

Upper Admin: Principals, Network Directors, Controller, Advancement, ED
Minimum First-Year Pay $70,000; General Salary Cap $110,000

Bonus Structure
Lead Teachers (K, 1, 2, 3, 4, 5, and MS) may receive up to $2,000/yr. bonus.

IAs are not eligible for bonuses

When possible, there will be an annual 2% cost of living increase until a teacher hits their salary ceiling. There are no guaranteed raises or bonuses moving forward. These are considerations year-to-year, with details for the coming school year provided following annual board budget approval.

For example, for the school year 2021-22, a teacher could receive standardized test performance bonuses of between $500 (meeting school-wide proficiency goal only) to $2,000 (exceeding proficiency goals individually, at grade level, and at school level). There is a set amount of total funds to be allocated annually based on funding availability, and those funds are distributed amongst teachers who have met at least one performance goal prior to December each calendar year.

PSOE 4 always has the flexibility to bring someone in at a higher starting salary than the salary schedule suggests, but once in and on the schedule, the school sticks to it.

PSOE classroom teachers can earn bonuses for all of the following:

- Individual Proficiency Goal: $1000
- Grade Level Proficiency Goal: $500
- *School-Wide Proficiency Goal: $500
 * K-2 teachers

Goals are based on previous school year ILEARN and current school year Cambium Clearsight and Edulastic results.

Additional stipends may also be available for all staff for leadership/academic responsibility, athletics, clubs, after-school and summer school responsibilities.

The staff retention strategy for PSOE is a 3 phased approach that includes professional, personal, and financial benefits (listed above). Each PSOE teacher is afforded the opportunity to grow within the organization at their own pace and in areas that best align to their professional goals. Teachers at PSOE can move upward within the organization in a number of ways including taking on team lead roles within their grade level, leading thematic professional learning communities, or moving into administration. Each year, PSOE leadership meets with teachers to discuss long term professional goals. Based on these meetings, the teacher is provided authentic leadership opportunities within their desired areas. As leadership positions open up (or are created) within the district, teachers have the opportunity for advancement. This staff growth strategy has helped staff retention rates significantly through the years, with district retention averages of 90% or higher for 5 straight years.

In addition to professional advancement and financial benefits, PSOE teachers receive yearly fringe benefits. These benefits include:

Cell Phone Plans
All PSOE staff are offered a competitive governmental cell phone plan. The plan allows for a free phone (1 model before current) and a heavily subsidized unlimited text, and data plan starting at $5 monthly.

Greater Indianapolis YMCA Memberships
All PSOE 4 staff are eligible to register themselves and their families for free as members to any greater Indianapolis YMCA. This YMCA offers a wide range of programming and fitness options for local families.

Indiana Pacers Tickets
PSOE utilizes a specialized seat package at all Bankers Life Fieldhouse events for staff. In this way, school staff deserving of recognition can take their family to special sporting events and concerts.

Indianapolis Indians Tickets
Considered one of the best baseball experiences in the USA, Victory Field in Indianapolis is a fun, family friendly experience. PSOE uses four season tickets for Indians games to reward staff for great work.

Onsite Barista and Fully Functional Coffee Shops
All PSOE schools are outfitted with a professional coffee shop with a dedicated barista and online ordering system. Whenever PSOE teachers and staff need a "pick me up", they can order a coffee or tea from the School Grounds Coffee Shop and the barista will hand deliver. PSOE utilizes only the highest trained baristas and partners with Tinker Coffee to make this an ongoing, one-of-a-kind staff incentive.

Urban Farming
PSOE believes in the power of scaffolding excitement around the educational environment. Nothing does this more than a vibrant urban farm. PSOE 4 staff will have the ability to interact with the Paramount Cottage Home urban farm and participate in programs such as cheese making, goat milking, beekeeping, and more.

Retirement
All PSOE staff receive the option of a competitive 403b matching program or TRF/PERF plan, and have the option to receive medical, dental, vision, and life insurance at a reduced rate through the school's self-insured group plan.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection

criteria and any special considerations relevant to your school design.

Teacher recruitment starts in December 2020 with posting the position on multiple job platforms, such as the IDOE job board, Indeed.com, Diversity.com, and other sites that have historically yielded high-quality candidates. The CAO attends career fairs at Indiana colleges, HBCUs, and those held by other colleges and universities in surrounding states. Paramount has dual pathways for students this year due to COVID-19, including virtual instruction, which meant additional staff were hired to teach in this environment. Staff who have proven successful in the virtual teaching environment are first considered for teaching positions for PSOE 4.

PSOE 4 teaching staff must be licensed in their content area with at least a bachelor's degree. Paramount's teacher selection criteria are based on a set of questions surrounding character/mission fit and community fit. Knowledge of current educational technology, strong organizational and communication skills are also highly valued for this position. Additionally, unlicenced support staff who have shown promise through past success at Paramount may be considered for the organization's Teacher Apprentice Program, that works with Marian University for teacher licensure coursework and pathways.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Before a staff member is officially hired, they must accept the terms outlined and sign the LOI and contract provided to them by the director of human resources, who also reviews their benefit options and provides organizational onboarding. This includes reviewing the Staff Handbook, signing technology agreements, logging into the HRIS, and other HR policy items. A full criminal and DCS background check is also performed upon hire. All offers and contracts are rescinded if a background check come back unfavorable.

Paramount is an at-will employer, but makes every attempt to prove cause prior to dismissing school personnel. This includes frequent evaluation criteria-based observation/feedback sessions with clear deliverables and timelines established, performance plans, and clear non-negotiables stated in the Staff Handbook.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any leadership evaluation tool(s) that you have developed already.

The PSOE 4 school leader is under the direct supervision of the PSOE CEO. From hiring to full implementation of the PSOE program the relationship between the principal and the CEO is critically important. Tommy Reddicks, the PSOE CEO and author of the book Lead from the Start, leverages his experience as principal and teacher in the traditional public, private, and charter sectors by mentoring all PSOE leaders. This mentoring process involves weekly check-ins as mentoring and executive coaching sessions, informal site evaluations, and quarterly site walkthroughs.

The leadership coaching process at PSOE begins and ends with checks for fidelity and understanding while maintaining a laser-like focus on strong systems for success. It is based on consistent communication and an acknowledgment that there should be freedom to fail, but failures create dialogue and growth rather than additional repeated errors.

Throughout the school year, the CAO and COO help to inform the school leader of areas of weakness, areas needing support, and areas of success. All communication shared with the school leader is shared among the C-Suite so that the entire C-Suite team has a clear understanding of the ongoing support effort. This coaching ethos culminates in an annual school leader evaluation conducted by the CEO each May.

PSOE has created a new evaluation tool that operationalizes the PSOE drive-through observation tools alongside informal and formal evaluation tools in an online app. This tool allows for additional reporting through organization-wide and site-based metrics for school leaders and serves as a critical tool for PSOE 4 as it grows.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 23**, any teacher evaluation tool(s) that already exist for the school.

Teachers at PSOE 4 are supported throughout the year using two primary tools:

- The PSOE Elite Teacher Rubric
- The PSOE Virtual Drive-thru Rubric

The PSOE Elite Teacher Rubric is a modified version of the RISE rubric, though it is adapted to align with the PSOE 5 core pillars:

- Community Values
- PSOE Framework Values
- Standards-based instruction
- Data-driven instruction
- Differentiation and Integration

Each year, this tool is used to formally evaluate teacher performance. Sixty-percent of the teacher's evaluation is derived from the performance within the Elite Teacher Rubric while 40% comes from the teachers proficiency and growth data on formative assessments in E/LA and math. Teachers who earn "Elite Teacher Status" (a score of 70+) are eligible for a pay increase and additional leadership opportunities in the organization. Teachers who do not meet expectations are provided with a targeted action plan to support them. If a teacher does not meet expectations two years in a row, the school administration would likely re-assign them to a non-teaching position or non-renew the teachers contract for the following school year.

Throughout the year, PSOE 4 supports teacher growth with the Virtual Drive-thru Rubric tool. This tool is designed specifically for virtual teachers to support their growth in engaging parents and students, providing academic feedback, aligning standards-based instruction with the on-campus teachers, and differentiating for all learners. Teachers are split into tiers with Tier III teachers receiving feedback at least 2 times per week, Tier II teachers at least once per week, and Tier I teachers once every two weeks. These meetings include a supportive follow-up feedback meeting with the school administrator where they receive 1 high-lever piece of feedback per the rubric. Professional development is designed based off of staff data and trends from these observation sessions. While this tool remains the intellectual property of PSOE and is not able to be shared digitally, we would be happy to present on it's merit and usefulness in growing and supporting teachers.

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

Unsatisfactory Performance
If, through the PSOE evaluation system, a school leader or teacher is found to be performing at an unsatisfactory level for the organization, an improvement plan will be put into action. When PSOE initiates a school leader or staff improvement plan, a clear explanation is provided regarding the performance concerns. A probationary period is set with a well-defined beginning and end date, with two face to face review periods preceding the end date.

If, after the final meeting on the end date, the performance has improved, then a growth plan is developed for another clearly defined period of time. If, after the final meeting on the end date, the performance has not met with expectations, then the school leader or staff member may be terminated.

As an at-will employer, PSOE may terminate any employee with or without cause, but always makes every attempt to allow an employee to rehabilitate and grow through the improvement plan process.

Any improvement plan and process of termination of school leadership involves the complete oversight of the PSOE school board.

Turnover and Succession

PSOE keeps an ongoing depth chart of employees and candidates for staff from all school locations in the event that sudden losses or staff turnover dictate a need for additional shifts in existing or reserve staffing. Every school leader is responsible for keeping an active succession plan in a shared folder available to the Navigation Team. The Navigation Team also keeps an active succession plan in a shared folder available to the school board. These documents allow for succession planning from the top to the bottom of the organization. And, the codified school systems allow for new staff to quickly slot in to the existing structure. This limits some of the damaging impact of turnover and helps keep the organization steady through sudden change.

Professional Development

> **Meets Standard Expectation**
> ● Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
> ● Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Describe the school's professional development expectations and opportunities, including the following:
   ● Identify the person or position responsible for professional development.

Professional development at PSOE 4 aligns with the Paramount 5 Pillars:

● Community Indicators/Communication Skills
● Framework Indicators
● Standards-based Instruction
● Data-driven Instruction
● Differentiated and Integrated Instruction

The CAO works with the school principal to develop a yearly professional development (PD) scope and sequence that aligns to the PSOE pillars listed above. While development of programming is the responsibility of the CAO and school principal, the implementation of the PD is delegated to key school personnel including assistant principals and teacher leaders that focus on thematic professional learning communities within the district.

● Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

At PSOE 4, professional learning opportunities are available to all staff members. The scope of professional development focuses on the following key areas:

● Teacher growth and development through a consistent coaching cycle with a virtual specific instructional rubric.
● Instructional planning and implementation PD sessions focused on breaking down standards, providing live class lessons, building student engagement, and giving prompt academic feedback to students virtually.
● Weekly participation in Strategic Planning Sessions with on-campus grade level teammates to align curriculum, instruction, and data with the brick and mortar campuses
● Quarterly data meetings
● Weekly team meetings with virtual school leadership team
● Technology Curriculum Integration sessions to ensure fidelity in maximization of digital curriculum and resources
● Social-emotional learning development for students
● A New Teacher Academy designed to support teachers in their first year in the classroom

- Additional external support through the M.A. Rooney Foundation for support with instruction and data, the IDOE for support with standards and assessments, and Savvas Learning for support with ELA and Math curricular integration

- Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Pre-service professional development occurs for all PSOE 4 staff members in the two months leading to the start of the school year. The pre-service PD philosophy emphasizes teacher acclimation to the system and targeted sessions focused on key components of the system. Below is a summary of programming:

- 1-day teacher intensive PD sessions. These sessions focus on full acclimation to the PSOE system including HR on-boarding, staff frameworks overview, instructional philosophy, behavioral management systems, data & assessments, and collaboration time with teacher leaders in their grade level. This is typically done in June prior to the start of school.
- 2-week all-staff PD. During this 2-week window, all staff meets to plan and prepare for the start of the school year. Key areas of focus include:

  1. Instructional cycle overview with authentic practice for live video mini-lessons, student response systems, and whole-brain instruction
  2. Technology orientation: Navigation of Google Classroom, PowerSchool, and all digital curriculum
  3. Student and family engagement best practices and overview of data tracking system
  4. Student assessment and data overview with growth and proficiency goals established for the year
  5. PSOE frameworks overview
  6. Overview of teacher evaluation tool
  7. Supporting special programs
  8. Collaboration with on-campus teachers on curriculum maps, learning targets, and weekly lesson planning

- Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Each component of the PSOE 4 professional development plan varies in scope and sequence but aligns to the PSOE district PD schedule. Below is a summary of the scope and sequence for each component of PSOE 4 PD:

- 1-day intensive PD. Takes place for 8 hours on 1 day (usually in June), 2 months before school begins
- Pre-service PD. Takes place from mid-July through the end of July, leading to the beginning of the school calendar (usually the first Monday in August)
- Strategic-planning sessions. SPS occur each week on Thursdays and allow teacher to have common planning time and data analysis with on-campus teachers
- Observation-Feedback Cycle. All PSOE 4 teachers are placed into tiers which determines the frequency of their observation/feedback sessions from administration. Tier III teachers are observed 3 times per week and tier 2 teachers are observed 2 times per week. Tier I teachers receive 1 observation per week.
- New Teacher Academy Training. PSOE 4 teachers with 1 or less years of experience participate in the PSOE New Teacher Academy. The academy programming aligns to the major PD themes for the year, though it's presented in a differentiated manner to meet the needs of young teachers. They meet once per month during the school year.
- 5-Major Themes PD. Each summer, PSOE teacher leaders and school administrators create 5 primary instructional PD themes for the year. These themes are each focused on for 5-week cycles that include an all-staff PD session, observation/feedback that is focused on the PD, and "film-study", which allows teachers to watch recorded virtual lessons from veteran teachers that focus on these themes. These film studies are done once per week.

- Outside Stakeholder PD. PSOE 4 keeps 90% of the PD "in-house". However, PSOE works with several outside stakeholders to deliver PD. These stakeholders include the M.A. Rooney Foundation (instruction and data), The IDOE (standards and assessments), Community Health (Trauma informed strategies), and Smekens (writing).

PERFORMANCE MANAGEMENT

Meets Standard Expectation
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

PSOE 4 uses Cambium Clearsight (formerly AIRWays) as its formative assessment platform for all students in grades 1-8. Students are assessed 3 times per year in E/LA and math and measured for growth and proficiency. The Clearsight platform aligns to ILEARN, Indiana's state assessment, in terms of complexity, rigor, and performance level indicators. Yearly instructional maps and district PD align to the assessment, allowing all stakeholders to fully understand how the data is used to drive instruction throughout the school year and what amendments need to be made to the cycles of instruction in order to maximize student growth. Additionally, digital curriculum is utilized that allows students to authentically practice high rigor technology enhanced items that assess proper mastery of Indiana's college and career readiness standards. Students in grades K-2 also use DIBELS/mClass to assess reading fluency and comprehension throughout the year. They are assessed 3 times (August, November, and April).

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

PSOE 4 uses the same data sheets as our on-campus schools to measure proficiency, growth, and sub-group performance throughout the year. Proficiency and growth on Cambium Clearsight is measured through aligned grade level cut-scores that are determined by Cambium and are based on national performance norms. The performance level indicators provided by Clearight mirror that of ILEARN:

- Blue: Above Proficiency
- Green: At Proficiency
- Yellow: Approaching Proficiency
- Red: Below Proficiency

After each assessment, building level administrators meet with teachers to review all student data, student performance on each ILEARN power-standard, and the performance of sub-groups (special education, ELL, 504 Students, and racial demographic breakdowns). The cycle of instruction is amended based on the data reviewed.

District data is managed by the CAO. The school principal manages the data at the site level and teacher leaders assist in planning instructional cycles based on the data.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

The CAO manages all student data at the district level and directs the use of data for all PSOE schools. This process is normed each summer so that school leadership teams are disseminating and reviewing data the same way. The school leaders and their leadership teams work to run the data and communicate key trends and areas of focus to their teachers. Teacher leaders with knowledge and experience in the PSOE system are expected to take on a key role with data as well, helping run the data and participating in data review sessions with site level leadership teams.

The CAO directs all aspects of professional development aligned to student data. The CAO works with school principals and leadership teams to review their specific data and plan PD programming that aligns to any data gaps or trends that are un-covered throughout the year.

4. Explain the training and support that school leadership and teachers will receive in analyzing interpreting, and using performance data to improve school learning.

Training and support for analyzing data and implementing data-driven instruction is accomplished in the following ways:
- Teachers at PSOE 4 receive data and assessment overview training each year as a part of pre-service professional development. In addition, veteran teachers from the district meet once per week with PSOE 4 teachers in Strategic Planning Sessions to norm the data process and further immerse and train teachers in the use of data to drive instruction and student growth.
- Summer-Intensive training with all school administration teams to review the previous year student data, perform additional "data-mining" to uncover trends, and develop academic goals for the upcoming school year.
- Data-driven instructional practices are embedded in the PSOE Elite Teacher Rubric, allowing all school leaders and teachers to have access to strategies for implementation of data-driven instruction
- District Data Meeting pre-planning sessions. The CAO works with school leaders to norm the interim data meetings, set clear agendas, and ensure fidelity in instructional implementation of the data-driven instruction after the data meeting.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

All PSOE schools set high academic expectations for students, teachers, and school leaders. Each year, robust academic goals are established and professional development, curriculum & instruction, and data & assessments are aligned to ensure students and teachers are growing throughout the year. If PSOE 4 does not meet its yearly academic goals, the following steps are taken:
- Teachers are evaluated each year based on the PSOE Elite Teacher Rubric. Sixty percent of the score comes from the 5 pillar rubric, and 40% comes from student growth and proficiency data. If a teacher has shown chronic lack of student growth and proficiency over the course of two years, PSOE could reallocate the staff member or terminate employment.
- Based on student data from the previous year, the district analyzes data trends to determine what professional development needs to be targeted in order to close achievement gaps. The professional development is immediately integrated into the yearly scope and sequence

- The district and school leadership teams engage in a comprehensive review of all grade level curriculum maps to ensure that the planned yearly scope and sequence aligns to Indiana's College and Career Readiness standards.
- The district reviews all curriculum to ensure alignment to state standards, is culturally responsive and includes digital supplemental curriculum that helps prepare students for complex question types and technology-based features that are integrated into the state assessment.

FACILITIES

If you are seeking an existing public school facility made available by the authorizer, complete Part A <u>and</u> Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (If available)

Meets Standard Expectation
● Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

N/A

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   - Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium

N/A

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
   - Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms

N/A

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
   - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

N/A

5. Identify any other significant facilities needs not already specified, including:
   - Playground, large common space for assemblies and other large group meetings

N/A

6. Does the applicant have a specific desired location(s) from those being made available by the authorizer?

   ☐ Yes   ☐ No

   If yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood.

   Desired Location(s):

7. Is the applicant willing to share the facility with another school?

☐ Yes   ☐ No

8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

N/A

Part B: Independent Facilities

Meets Standard Expectation
● Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

PSOE 4 operates out of 10,000 square feet of existing, Paramount owned property located at 1203 E St. Clair Street, Indianapolis, IN 46202. This space is currently a whiteboxed office space with plans to transform it into virtual teacher workstations, leadership offices, training space, meeting rooms, and staff break and workroom spaces by December 2020. This work is a continuation of construction started in December 2019 for Paramount Cottage Home's permanent location.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 24**.

3. Briefly describe the facility including location, size, and amenities. You may provide, as **Attachment 25**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

PSOE 4 is housed at 1203 E St. Clair St in the Cottage Home neighborhood on the Near Eastside of Indianapolis. The entire facility houses Paramount Cottage Home, an on-campus K-4 public charter school, PSOE 4, and the Navigation Team's central office. The entire facility is 63,231 square feet and sits on approximately 3 acres, including parking, a playground, and an urban farm. PSOE 4 offices, workspaces, and breakout rooms occupy approximately 10,000 square feet. The facility includes 22 workstations, a principal's office, four breakout/meeting rooms, a training facility for parent nights, professional development, and other large group convocations. Each workstation includes hardwired internet and phone lines to ensure teacher connectivity. Workstation variations include cubicles, desks with privacy panels, and Brody chairs. Other amenities include a work room, kitchenette/breakroom, two staff restrooms, outdoor dining area, and access to Paramount Cottage Home's coffee shop, School Grounds. Access is restricted through the use of fob-controlled entrances and a video-intercom door monitor with access button. External surveillance cameras cover all areas of the building. Blinds cover the windows to reduce sightlines into the building when not occupied. Access between Paramount Cottage Home, PSOE 4, and the Navigation Team central office is restricted through the use of fob access panels. Each entity has its own alarm control panel and unique passcodes. All areas are ADA accessible and meet all fire and city code inspections prior to occupancy.

START UP & ONGOING OPERATIONS

Meets Standard Expectation
● Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
● *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
● Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.

- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 26**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook) and provide it as **Attachment 27**.

2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

PSOE 4 is a virtual school, and thus transportation is not necessary. Should unique transportation needs arise, Paramount owns a 52-passenger, ADA accessible electric bus and a 12-passenger ADA accessible activity bus.

3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Since the school is held virtually, the physical space is intended to keep staff safe and secure. This is achieved by having access-restricted entry and exits, video intercom doorbells, and external lights and surveillance cameras along the entire outside facility. Paramount also has its own police department that can respond in person within minutes to any call or need from the school.

Students are given school-issued Chromebooks with restricted site access to only school-approved sites through Securly. Auditor Plus is also a tool used to scan for words and phrases that are inappropriate or dangerous, such as anything associated with bullying, sexual content, predatory attempts, or self harm warnings. The school's technology department is able to shut down all functionality on a student Chromebook to prevent dangerous online activities.

4. Provide, as **Attachment 28**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

OPERATIONS CAPACITY

Meets Standard Expectation
- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - Staffing, professional development, performance management, general operations, and facilities management

Because PSOE has a well-codified, well-documented system for operations, the process of replication and expansion is more systematic than chaotic. The PSOE COO heads up procurement, general operations and facilities management, supporting and training new school leadership through the expansion process. The CEO, COO, and CAO assist in the selection of new leadership for the replication sites and assist the leadership as needed through their operational and staff hiring processes.

The central office team (Navigation Team) uses its experience in replication and expansion to apply support to new leaders and new staff as the organization grows. Professional development and performance management for new staff follows the PSOE model with New Teacher Academy for all new teachers, and Navigation Team-based training in operations, HR, bookkeeping, and culture.

This form of structure through expansion has helped PSOE schools keep a solid focus on students and staff without having to stress over facilities and operations.

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

In 2010, Paramount Schools of Excellence successfully navigated a $4,000,000 renovation for its initial campus and bought out the short term, escalating-interest funder within two years, securing long term financing and financial independence. Four years later, the school underwent a $2,500,000 facility expansion for the middle school, and through creative bond-based financing, lowered the school's debt service *(lower than what it was prior to the expansion). Four years later, PSOE underwent a full replication with a temporary site and an eventual $10,000,000 renovation project in Cottage Home for the organization's second school. This was followed with another replication in a temporary site and a permanent move into a lease-tenant building for the third school.

This experience has bolstered PSOE's capacity for expansion and replication, enabling a knowledgeable team to address issues of facility acquisition, facility management, construction/renovation, permitting, and financing.

SECTION III: FINANCIAL PLAN & CAPACITY

FINANCIAL PLAN

Meets Standard Expectation
- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

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

Paramount Schools of Excellence supports PSOE 4 with a central office bookkeeping team that works in tandem with an unbiased 3rd party accounting firm to maintain accurate accounting, billing, and cash control policies, procedures, and records which are consistent with Generally Accepted Accounting Principles (GAAP), and which meet the requirements of State and Federal statutes and regulations.

PSOE accounting, audit, and financial management policies are designed to:

- protect and secure the assets of PSOE,
- ensure the maintenance of accurate records of PSOE's financial activities, and
- ensure compliance with governmental and private funder reporting requirements.

Where mentioned "accountant" means the Board approved accounting firm.

The PSOE Board of Directors must approve expenditures over twenty-five thousand dollars ($25,000) that are not covered under Board Approved Vendor Payment. Approval must be attached to the voucher for documentation purposes.

The CEO establishes and maintains effective administrative guidelines to implement internal control standards and procedures consistent with State Board of Accounts guidance for all funds received by PSOE, including financial grants and awards from Federal and State sources. The standards and procedures so established shall provide reasonable assurance that the program and funds are managed in compliance with applicable Federal and State statutes, Federal and State regulations, and the terms and conditions of any award made to PSOE.

PSOE shall have a process that provides reasonable assurance regarding the achievement of the following objectives:

1. effectiveness and efficiency of operations;
2. reliability of reporting for internal and external use; and
3. compliance with applicable laws and regulations.

The internal control standards and procedures shall provide reasonable assurance that transactions are properly recorded and accounted for in order to permit the preparation of reliable financial statements that are consistent with Federal and State reporting requirements; maintain accountability over assets; and demonstrate compliance with Federal and State statutes, Federal and State regulations, and the terms and conditions of the any awards as applicable.

The internal control standards and procedures also shall provide reasonable assurance that these transactions are executed in compliance with Federal and State statutes, Federal and State regulations, and the terms and conditions of the award that could have a direct and material effect on any grant or award, as well as any other Federal and State statutes and regulations that are identified in the compliance supplements issued by the U.S. Office of Management and Budget (OMB) and/or directives of the State Board of Accounts (SBOA).

Finally, PSOE's internal control standards and procedures must provide reasonable assurance that all Federal and State funds, property, and other assets are safeguarded against loss from theft, fraud, or unauthorized use or disposition.

Further, all material erroneous or irregular variances, losses, shortages, or thefts of any amount of PSOE funds or property regardless of source, shall be immediately reported to the State Board of Accounts. A loss, shortage, variance, or theft is "material" if it amounts to more than $500.00. These materiality thresholds apply to cash or to the fair market value of other PSOE assets. If there is doubt about whether a loss, shortage, variance, or theft meets the "material" threshold, it shall be reported to the State Board of Accounts.

Additionally, State law requires that any individual who holds, receives, disburses, or is required to keep account of funds on behalf of a public school corporation and who has actual knowledge of or reasonable cause to believe that there has been a misappropriation of public funds or assets of the school corporation to immediately send written notice of the misappropriation to the State Board of Accounts and the local prosecuting attorney. This requirement is not subject to any materiality threshold.
In summary, PSOE shall[1]:

1. comply with Federal statutes, regulations, and the terms and conditions of the Federal awards, whether the funds are received directly from the Federal government or are distributed through the State Department of Education or another State agency or department;
2. comply with State statutes and regulations related to the management and control of all funds received by PSOE from any source;
3. evaluate and monitor its compliance with statutes, regulations, and the terms and conditions of Federal grants and awards, as well as all other funds received by PSOE;

4. investigate all variances, losses, shortages, or thefts of PSOE funds or property, document the investigation and its results, and maintain a record of the investigation and its results;
5. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings;
6. report all misappropriations of PSOE funds or property to the SBOA and the county prosecuting attorney whenever a PSOE employee has actual knowledge of or reasonable cause to believe that a misappropriate has occurred;
7. provide, upon employment and periodically thereafter, training concerning the internal control standards and procedures established for the Corporation for any personnel whose official duties include receiving, processing, depositing, disbursing, or otherwise having access to funds that belong to the Federal government, State government, the Corporation, or other governmental entities; and
8. take reasonable measures to safeguard protected "personally identifiable" information (PII) and other information the awarding agency or pass-through entity designates as sensitive or the Corporation considers sensitive consistent with applicable Federal, state, or local laws, and Corporation policies regarding privacy and obligations of confidentiality.

[1] I.C. 5-11-1-27; 2 C.F.R. 200.61-.62; 2 C.F.R. 200.79; 2 C.F.R. 200.203; OMB Circular A-21 Compliance Supplement; OMB Circular A-110 Compliance Supplement; OMB Circular A-133 Compliance Supplement

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

Prior to the start of the new fiscal year:

The annual budget for the PSOE organization is developed by the CEO each December. This budget is reviewed and adjusted in the school board's finance committee over three months each winter and spring (February through April). The budget is then presented to the school board in public session for discussion in May and voted on each June. The approved budget is administered to school leaders (broken out by school) every June following board approval.

Managing finances during the fiscal year:

- Monthly budget reports are provided to the school board by the school's 3rd party bookkeeping firm
  - The school board reviews fiscal updates and provides feedback
- Navigation Team bookkeepers meet with the CEO, COO, and CAO bi-weekly to evaluate budget to actuals
- Quarterly financial meetings are held between the Navigation Team and school leaders to recap the past three months
- Bookkeeping Plus, Incorporated (PSOE's accounting firm) provides 3rd-party verification of budget to actual information and grants management

Budget Variances

If the overall budget variance exceeds 5%, then the board of directors must be made aware of the reason. If an individual budget category variance exceeds 10% or $5,000, then the board of directors must be made aware of the reason. At that time the board determines the next steps.

Individual financial roles for the fiscal year are outlined below:

CEO/Board
- Annual approved budget
- 6-year budget projections
- Salary schedules (when applicable)
- School budgets
- Central office budget

- ● Whole-org Grants

COO
- ● Contracts
- ● Vendors
- ● Facilities maintenance
- ● Utilities
- ● Technology
- ● Whole-org Grants

CAO
- ● Curricular selection
- ● Licensing
- ● Whole-org Professional Development
- ● Whole-org Grants

Navigation Team Bookkeepers
- ● Grant Management/reporting
- ● Payroll
- ● Vouchers
- ● Cash management
- ● Banking
- ● Adherence to the SBOA
- ● Purchasing and receipts
- ● Coding and classing
- ● Budget to actuals

The PSOE 4 Principal (and all PSOE Principals) has direct oversight of their site-level finances, including:
- ● Staffing
- ● Curriculum
- ● Furniture
- ● Supplies
- ● Licenses
- ● Food
- ● Extracurricular events
- ● Contingency purchases
- ● Local grants
- ● Site-based bills

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

PSOE engages with Blue & Company as the organizational auditor. PSOE has worked with Blue for the past four years. Blue understands the PSOE financial process and understands how to appropriately test the PSOE system for sound financial controls. PSOE 4 initiates the required annual audit process each spring by signing a letter of intent by March of each year. The audit process begins for all PSOE schools in June and concludes each October.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

PSOE 4 is a public school and complies with all public records requests per Indiana law. PSOE 4 believes in open, transparent financial accountability. PSOE 4 utilizes a 3ʳᵈ party bookkeeper at a cost of $1500 monthly to validate financial policies, expenses, coding, and general accounting. PSOE 4 also contracts with a Certified Public Accountant (CPA) to perform the SBOA compliance audit annually at a cost share ($25,000 for all four PSOE schools) totalling $5000. The auditor tests accounting mechanisms in accordance with generally accepted auditing standards for not-for-profit organizations and as contractually required by funding sources. A formal written report of the audit is presented to the Board of Directors and each principal funding source as required by contract. These reports are public documents.

The PSOE budget is reviewed and approved over two public sessions each calendar year. These budgets are also workshopped by the finance committee three times each year. The committee meetings and public sessions provide transparency via open door law to the school's financial plan.

The school's annual audit is made available to its authorizers for publication. PSOE 4's ongoing financials are provided as requested for authorizer analysis.

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

Paramount contracts with the following:

- **BPI**: third-party bookkeeper to ensure all finances are following SBOA guidelines, $23,000 annual estimate; current partner, continual comment/finding-free audits
- **Community Behavioral Health**: clinical mental health services for referred students, $0, current partner with good ties to community and parent satisfaction rate
- **Blue & Co.**: auditing firm; proportionate share of $20,600 (~$2895.20 - 9.2% for Year 1), current partner with reputable practices and clear communications
- **Hazzard and Associates**: psychological evaluations; $11,250 annual cost; current partner, charges annual cost vs per evaluation fee, high trust with company among special education staff and parents.
- **Easter Seals Crossroads**: Speech, OT, PT: $30,000 annual estimate; current partner, continually provides consistent, high quality services to students
- **Executive Image**: custodial services; $25,000 annual estimate; current partner, this service is bid out as needed based on school satisfaction with the current vendor. Executive Image currently meets price point, communication, and service criteria.
- **Integrity One**: printer services; $3,500 annual estimate; current partner, reevaluate based on service and price at the end of contract end of term

6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

PSOE 4 brokers with Conner Insurance for full-coverage liability insurance that protects the school and it's employees. This includes general liability at $2,000,000, crime (including employee dishonesty and forgeries), School Leaders E&O at $1,000,000, Law Enforcement E&O at $1,000,000, Sexual/Physical Abuse, Violent Response, and Employee Benefits liability each occurrence at $1,000,000, and Student Accident & Health policies ranging from $10,000-$5,000,000 depending on the situation. Active Shooter & Workplace Violence, Fiduciary Liability, Work Comp, and Cyber Security & Data Breach policies are both covered at $1,000,000 each. Umbrella coverage is also included at $4,000,000 each occurrence.

7. Submit the Charter Application Budget and Staffing Workbook (provide the completed workbook as **Attachment 27**, and be sure to complete all sheets in the Workbook). In developing your budget, please use the per-pupil revenue projections provided by the authorizer.

8. Budget Narrative: As **Attachment 29**, present a detailed description of the assumptions and revenue estimates, including but

not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:

- Per-Pupil Revenue
- Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
- Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

FINANCIAL MANAGEMENT CAPACITY

Meets Standard Expectation
- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

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

The applicant team for PSOE 4 consists of the CEO, COO, and CAO of Paramount Schools of Excellence. In the prior ten years, each member of the applicant team has written a charter for the organization. Because of this, the collective ability to implement the financial plan outlined in this application is proven. The CEO has strong acumen in financial management, fundraising and development, accounting and internal controls. But the PSOE financial process does not rest solely on one position. With the central office (Navigation Team) consisting of a finance team, HR, advancement, tech support, security, operations, and academic support, there is ample strength for the support of the PSOE 4 financial management plan. Additionally, with the PSOE bookkeeping team and a 3rd party bookkeeper (BPI) providing oversight and producing clean annual audits, the fidelity of the PSOE financial process has a proven track record of success.

PSOE engages with Blue & Company as the organizational auditor. PSOE has worked with Blue for the past four years. Blue understands the PSOE financial process and understands how to appropriately test the PSOE system for sound financial controls. PSOE 4 initiates the required annual audit process each spring by signing a letter of intent by March of each year. The audit process begins for all PSOE schools in June and concludes each October.

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization, including any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. As **Attachment 30**, provide a summary of every school in the organization's portfolio (including every charter school managed by the proposed partner, if applicable). Include the following information for every school:
    ●   Year opened;
    ●   City/location;
    ●   School contact information;
    ●   Authorizer contact information;
    ●   Number of students;
    ●   Grade levels served;
    ●   Student data including: free/reduced lunch status, ethnicity population percentages, Special Education percentages, and English Language Learner percentages;
    ●   Year in which contract with ESP/CMO commenced and/or ended (if applicable);
    ●   State assessment achievement results for the past five years by grade level in ELA and Mathematics; and
    ●   State assessment growth results for the past five years by grade level in ELA and Mathematics.
    ●   *For High Schools Only:*
        o   Past five years of 4-year graduation rates;
        o   Past five years of college and career readiness percentages;
        o   Number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain.

2. Select one of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
    ●   Describe the primary causes to which you attribute the school's distinctive performance.

Paramount Brookside (PBR) is the flagship campus for PSOE. PBR opened in 2010 as a K-8 with approximately 350 students. In 10 years, PBR has become one of the highest performing schools in the state of Indiana with state assessment pass rates that consistently place them in the top 10% of schools in the state. Additionally, in 2018, PBR was recognized by the United States Department of Education as a Blue Ribbon school. Today, PBR has 850 students in grades K-8 with wait lists and high demand. Paramount Brookside's success can be attributed to the following:

●   A comprehensive school framework that aligns academic programming, teacher development, and assessments and data
●   An intentional approach to growing the academic environment through cyclical, standards-based instruction and supportive social-emotional programming for students
●   A data-driven environment with high expectations for students
●   A supportive instructional coaching model that allows first and second year teachers to receive differentiated professional development programming
●   An annual staff retention rate of 90% or above

●   Identify any notable challenges that the school has overcome in achieving results.

Paramount Brookside serves a student population that includes an 85% free and reduced lunch rate. PBR has faced many challenges in closing the achievement gap for these students over the past 10 years. PBR's blend of consistent instructional

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practices and strong and supportive wrap around services for students have allowed them to not only close the achievement gap but to continually see pass rates on state assessment that are 20-30% higher than state averages for students who qualify for free and reduced lunch.

- Explain the ways in which the school's success has informed or affected how other schools in the network operates, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere in the network.

The sustained success of PBR has allowed the Paramount network to replicate two times (Paramount Cottage Home in 2018 & Paramount Englewood in 2019). Paramount spent 5 years solidifying processes and ensuring they had consistent academic data before deciding to grow as an organization. At the beginning of 2016, PSOE began the process of codifying all internal systems at PBR to ensure responsible scaling. The replication manual was finished in 2017 and provided future PSOE school leaders with a roadmap to implementing the system with fidelity. The manual included internal documents, data spreadsheets, staff frameworks, financial summaries, and systematized processes and procedures.

The collaboration between PSOE campuses allows curriculum, instruction, and data to be aligned. Teachers in each grade level cluster from all PSOE campuses meet once per week in Strategic Planning Sessions to norm instruction, curriculum, data, and review standard trends. This meeting allows for greater alignment and it helps new PSOE campuses receive support from veteran PSOE staff.

3. Select one of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
   - Describe the primary causes to which you attribute the school's performance.

There are not any comparables within Paramount to its new virtual model. Currently, two PSOE campuses are performing well above the state average on state assessment with Paramount Brookside having a 58% pass rate (20% above state average) and Cottage Home with a 76% pass rate (38% above the state average) on the 2019 ILEARN assessment. The Paramount Englewood campus did not take ILEARN in 2020 due to COVID-19 and does not have any state assessment data.

- Explain the specific strategies that are being employed to improve performance.

NA

- Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

PSOE remains data driven in all facets of programming. Each year, goals are developed and data is monitored closely to assess growth and proficiency. Formative assessments in E/LA and math are conducted 3 times throughout the school year (September, December, and February). The IDOE state assessment window for ILEARN is late April through mid May. During all of these windows, PSOE develops a growth trajectory to get to an end of year goal in E/LA and math. The PSOE Elite Teacher Rubric assigns 40% of the overall teacher evaluation to student proficiency and growth data. This allows us to measure academic growth and grade level proficiency as part of teachers overall evaluations. The evaluations are completed two times throughout the year. Once in January and once at the end of the year when all data is collected. At PSOE, yearly school performance is determined by hitting academic goals for proficiency and growth.

PSOE also analyzes all subgroups to ensure the needs of all students are met and potential achievement gaps are closed. An

additional and unique use of data being utilized at Paramount Schools of Excellence is the use of demographic data from formative assessments to better understand the salient characteristics of the student body. School leadership is parsing this data into student characteristics, such as ethnicity, gender, and socioeconomic status. These analyses bring to light academic struggles and successes by subgroups of PSOE 4 students. The main goal of these analyses is to see the disparities in the data for certain subsets of students, and to help the teaching staff make sure that all the different student groups are achieving at the same high level. To help teachers engage students of different ethnicities and cultural backgrounds, PSOE 4 implements cultural responsiveness professional development sessions throughout the year.

4. For all schools operating in the state of Indiana, provide as **Attachment 31** (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

5. For the organization as a whole and any related business entities, provide the following as **Attachment 32**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

N/A

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

N/A

8. Explain any performance deficiency or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

N/A

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 33**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

N/A

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Summarize the innovation(s) embodied in the proposed school design. The summary should include, at a minimum, the following:
- An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district or community in which the charter school will be located
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools

PSOE 4 is an innovative K-8 virtual charter school model designed to serve a dynamically changing, digitally-influenced parent enrollment base in Indianapolis in the high-bar, hard work, and data-driven tradition of Paramount Schools of Excellence. Because of the COVID-19 virus, the need for high-quality home-based learning options have grown, and parents are facing hard choices between brick and mortar education and virtual settings for their children. As a result, many parents who have relied on physical school buildings for education are finding themselves more receptive to home learning. They are reconsidering traditional schooling as they look for more permanently viable virtual or online options. PSOE 4 meets this change in demand by providing a rigorous and engaging virtual curricular approach. This approach merges into innovation by taking advantage of three area campuses for wrap-around support, parent and student training, and unique extracurricular activities.

Another creative component of this model is that PSOE 4 is housed within a physical school campus in Indianapolis at 1203 E Saint Clair, the home of Paramount Cottage Home (a K-4 elementary school). The home-base for PSOE 4 initially includes 22 teacher stations, 3 administrative offices, a conference room, and a large multi-function training facility for staff, parents, and students. Because PSOE 4 shares a physical address with Paramount Cottage Home, it also receives enrollment priority into the Paramount Cottage Home school, if parents find themselves ready to transition into a brick and mortar setting.

On the academic side, the approach is also innovative as virtual teachers collaborate with other grade level PSOE teachers weekly to align curricular tools, annual curriculum maps, and weekly lessons between the brick and mortar and virtual models. This enables an efficacy of instruction and pacing that is unique to other Indiana virtual models.

Innovations in student emotional and behavioral support through the PSOE 4 Mentoring Program provide positive inputs and sensitivity for students struggling with virtual engagement or behavior in a virtual environment.

Lastly, all virtual families have access to the three physical campuses in Indianapolis, and have access to all PSOE extracurricular opportunities, including urban farms, clubs, sports, and parent and community events.

PSOE 4 utilizes Google Classroom and the PSOE 4 classroom setup is designed for virtual observation feedback and support, enabling Education One the opportunity to audit the academic and cultural environment within the eschool model. These audits and the ability to visit and evaluate the physical site helps the authorizer hold PSOE 4 to the same high accountability standards to which it holds all other schools.