



Charter School Application

Trine University
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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 <i>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.</i>	https://drive.google.com/file/d/174eyzXbS96R7GHu6LKIxlpe-FmiUesRv/view?usp=sharing
Attachment 2	Planned Curriculum <i>Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i>	https://drive.google.com/file/d/13d-QaqqdTbzZUJs2YsSFTbB2aBv9X0Q/view?usp=sharing
Attachment 3	Plan for Development of Curriculum <i>Provide a plan for how the curriculum will be developed between approval and opening, including the person responsible and key stages for completion.</i>	NA
Attachment 4	Grade Level Learning Standards <i>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.</i>	https://drive.google.com/file/d/1WX1GQZwSpI80s4GSdIxaID-NwIptaew/view?usp=sharing
Attachment 5	Exit Standards for Graduation <i>Provide the school’s exit standards for graduating students from the last grade served by the school.</i>	https://drive.google.com/file/d/1cmrYo4w1uEFLN7EsOrDw0Vko-ZRqjKx/view?usp=sharing
Attachment 6	Proposed School Calendar <i>Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.</i>	https://drive.google.com/file/d/1KpV7F7CkG9jm42yv6e14TPBd3zO5Rx3/view?usp=sharing
Attachment 7	Proposed Daily & Weekly Schedules <i>Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.</i>	https://drive.google.com/file/d/1wLLexvQhEaldxL_FQkniBLG1geZKh2f/view?usp=sharing
Attachment 8	Enrollment Policy	https://drive.google.com/file/d/1wLLexvQhEaldxL_FQkniBLG1geZKh2f/view?usp=sharing

	Provide the school's proposed enrollment policy.	.com/file/d/1mAw12AnT_fNscsPoy5ZuGe6TsgpWY8q8/view?usp=sharing
Attachment 9	Discipline Policy Provide the school's proposed discipline policy.	https://drive.google.com/file/d/1mjZTRTGvWGuLuapX50Ux4vvBtrqFOBdZ/view?usp=sharing
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).	https://drive.google.com/file/d/12sQ7mQFOxiasq9ACF9Ld6tgeuVgeW-1Y/view?usp=sharing
Attachment 11	Principal/School Leader Information Provide the qualifications, resume, and professional biography for the proposed principal/school leader.	NA
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.	https://drive.google.com/file/d/1zCY9kQPov17J3XfjtGOH0J2FN1bW29k/view?usp=sharing
Attachment 13	Additional Leadership Team Information Provide the qualifications, resume, and professional biography for any identified leadership team members.	https://drive.google.com/file/d/1tLBOuCSH020ycC8xHNSBw0caV_w9dpI8/view?usp=sharing
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.	https://drive.google.com/file/d/1zsPBP956JBiHi-gHMcZXDh6SFk1Wi3GE/view?usp=sharing
Attachment 15	Signed Statement of Assurances Submit completed and signed Statement of Assurances for representative. Use the template provided by Education One.	https://drive.google.com/file/d/1wFgkXyUNr7FEJ2Ysazi418r1TFTdwEkb/view?usp=sharing
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.	https://drive.google.com/file/d/1-dpjZjiGTrV-T8nz6HRGSelfcpjZ8LVP/view?usp=sharing
Attachment 17	Board Member Information Sheets Submit completed and signed information sheets for each board member. Use the template provided by Education One.	https://drive.google.com/file/d/1rcJv3jhmHvvmj1M0FLNR027WkyGuYR3/view?usp=sharing
Attachment 18	Board Code of Ethics & Conflict of Interest Provide the board's proposed Code of Ethics and Conflict of Interest policy.	https://drive.google.com/file/d/1LybbiYNiyaHCWEOG_NHHOi3r4LsAnS7D/

		view?usp=sharing
Attachment 19	<p align="center">Term Sheet for Contract</p> <p><i>Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.</i></p>	https://drive.google.com/file/d/1rHP1Q7yTARpz-hw1ZH7GEIfTa4EnmV/view?usp=sharing
Attachment 20	<p align="center">Complete Staffing Chart for School</p> <p><i>Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and specialty teachers, and operational/support staff.</i></p>	https://drive.google.com/file/d/1zzC9rLSqxFmi6UW5TflitEhMkiBD6wPm/view?usp=sharing
Attachment 21	<p align="center">Personnel Policy/Employee Manual</p> <p><i>Provide a personnel policy or an employee manual if developed.</i></p>	https://drive.google.com/file/d/1HXyyqzNG6l2KSzVOKs9OI59O1rCxw9B8/view?usp=sharing
Attachment 22	<p align="center">Leadership Evaluation Tool</p> <p><i>Provide leadership evaluation tools that have been developed.</i></p>	https://drive.google.com/file/d/1J44vRmARssOH5IG3Mv1510Ca4-sumTo/view?usp=sharing
Attachment 23	<p align="center">Teacher Evaluation Tool</p> <p><i>Provide teacher evaluation tools that have been developed.</i></p>	https://drive.google.com/file/d/1IZMxCOTDkUEPKZVdtG18z5t6KxsiP83r/view?usp=sharing
Attachment 24	<p align="center">Proof of Secured Facility</p> <p><i>Provide proof of commitment for the facility.</i></p>	NA
Attachment 25	<p align="center">Facility Description</p> <p><i>Provide supporting documents that detail the facility (10 page limit).</i></p>	https://drive.google.com/file/d/1URGI-X-sps79k3rXvufYWsNOAC77Rbi3E/view?usp=sharing
Attachment 26	<p align="center">Start-up Plan/Timeline</p> <p><i>Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.</i></p>	https://drive.google.com/file/d/1H3Z2HNkao6CqXW7ni8rOrHZoJ0PjcsAA/view?usp=sharing
Attachment 27	<p align="center">Insurance/Levels of Coverage</p> <p><i>Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.</i></p>	https://drive.google.com/file/d/121DCQDm6NkNKP3PdXpBEqEGgJxDRiMh/view?usp=sharing
Attachment 28	<p align="center">Completed Budget and Staffing Workbook</p> <p><i>Use the workbook provided by Education One.</i></p>	https://drive.google.com/file/d/1osERx1ueHv74FeHqWfKz2SC54mpybY6E/view?usp=sharing
Attachment 29	<p align="center">Budget Narrative</p>	https://drive.google.com/file/d/1osERx1ueHv74FeHqWfKz2SC54mpybY6E/view?usp=sharing

	Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.	.com/file/d/11CPBGCBLLWo0PBB4lc-5glhFHneEEdktPviev?usp=sharing
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.	https://drive.google.com/file/d/1HOljeM87omFHksJN6hHYFYkQjOmrLA6M/view?usp=sharing
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	NA
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	https://drive.google.com/file/d/151mk3vvDCnZ0Sidgotu7TqtfyZcl6OiX/view?usp=sharing
Attachment 33	Litigations Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.	https://drive.google.com/file/d/1zQTZ4qLYBXJyP6YUyu0l8kKcgVMtjpKE/view?usp=sharing
Attachment 34	Additional Attachment- Financial-Fiscal Policies Handbook	https://drive.google.com/file/d/11fnCSfFYzZmBIBHoanZVPuwx6Hc2zMXb/viev?usp=sharing

COVER SHEET AND ENROLLMENT PROJECTION

Name of proposed school:	<i>Virtual Preparatory Academy of Indiana</i>
Primary contact person:	<i>Rebecca Bowman</i>
Mailing address:	<i>12847 Claret Court Fishers, IN 46037</i>
Phone number:	<i>(317) 442-4657</i>
Email address:	<i>bbowman632@gmail.com</i>
Fax:	

Primary contact for facilities planning:	<i>Wendy Schwingel</i>
Phone number:	<i>(602) 571-6243</i>
Email address:	<i>wswingel@pansophiclearning.com</i>

Name of team or entity applying:	<i>Indiana Collaborative Learning Partners, Inc.</i>
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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
<i>Rebecca Bowman</i>	<i>Retired, Director of Compliance, Indiana Education Employment Relations Board</i>	<i>Board President</i>
<i>Tony Smarrella</i>	<i>President and Owner, Smarrella Consulting</i>	<i>Board Vice President</i>
<i>Steve Kunberger</i>	<i>Senior Director of School Relations, Waterford</i>	<i>Board Treasurer</i>
<i>Cynthia Roach</i>	<i>President and Owner, CAR Education Consulting</i>	<i>Board Secretary</i>
<i>Edward Brown</i>	<i>Cyber Risk Senior Analyst, Deloitte</i>	<i>Board Member</i>
<i>Lynn Black</i>	<i>VP, School Development, Accel Schools</i>	<i>School development</i>
<i>Susan Stagner</i>	<i>SVP, School Development, Accel Schools</i>	<i>School development</i>

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

Yes 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
<i>2021</i>	<i>New School</i>	<i>Statewide</i>	<i>K - 10</i>	<i>K - 12</i>

*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.)	<i>Virtual School with College Preparatory, Project Based Learning</i>
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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 No

If yes, identify the ESP or other partner organization: *Accel Online Indiana LLC*

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? Yes No

If yes, identify the CMO or other partner organization:

PROPOSED PRINCIPAL/HEAD OF SCHOOL INFORMATION

Name of proposed Principal Candidate:	<i>To Be Determined</i>
Current employment:	
Daytime phone:	
Cell phone:	
Email address:	

SCHOOL OVERVIEW

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.

The mission of the Virtual Preparatory Academy of Indiana is to educate, empower, and inspire students so they have the knowledge and skills needed to succeed today and in the future.

The Virtual Preparatory Academy of Indiana envisions a learning experience that combines the best of online instruction with its capacity for individualized self-paced learning. Our statewide school will feature an innovative, interactive curriculum being taught by Indiana state-certified teachers. Teacher-led instruction will be synchronous, asynchronous, one-to-one tutoring, and organized peer interaction through project-based learning. We will partner with our parents to insure they have the appropriate resources to support their student's engagement and learning.

Indiana's charter school law was enacted to allow new models of public education to be introduced. The intent was to share best practices with traditional public schools so they could learn from these new models and their innovation. Online and personalized learning was introduced in the charter sector in Indiana in 2008, first as a hybrid and then followed with a statewide virtual school in 2010. The virtual school model that the Virtual Preparatory Academy of Indiana will offer aligns with this original mission of the charter school law by allowing students the flexibility of learning pace and place, all under the supervision of a licensed Indiana teacher. For students who need remediation or additional supports, they have that flexibility instead of adhering to a bell schedule where the student has to move on to the next subject per the site-based school schedule. For advanced students, they can accelerate their learning moving on in their courses without having to wait for the rest of the class to catch up. Students of all backgrounds and abilities will benefit from the Virtual Preparatory Academy of Indiana should their parents/guardians choose this option.

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 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	At Capacity 2025-26
Pre-K	NA	NA	NA	NA	NA	NA
K	33	67	100	133	167	167
1	33	67	100	133	167	167
2	33	67	100	133	167	167
3	33	67	100	133	167	167
4	33	67	100	133	167	167
5	33	67	100	133	167	167
6	50	100	150	200	250	250
7	50	100	150	200	250	250
8	50	100	150	200	250	250
9	76	100	125	150	240	240
10	76	99	115	150	188	188
11	NA	99	110	151	160	160
12	NA	NA	100	151	160	160
Total	500	1000	1500	2000	2500	2500

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

The Virtual Preparatory Academy of Indiana will use a smart growth strategy by starting the school with a smaller student census, with a plan for incremental student growth rates of 500 students per year. This allows the school to be more responsive to students and not become overwhelmed with sudden growth. This is deliberate and a result of lessons learned and observed from other virtual schools in Indiana and throughout the nation. Class sizes will be conducive to ensure teacher-student engagement and promote the various methods of instruction. Teachers will be provided with upfront and ongoing professional development to ensure effective management of synchronous and asynchronous instruction. The intentional offering of only 9th and 10th grade in the first year and rising one grade level for the next two years will allow the high school team to set a foundation for success.

SECTION I: EDUCATIONAL PROGRAM DESIGN & CAPACITY

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.

The Virtual Preparatory Academy of Indiana believes that maximizing student engagement is a key component for student academic and personal success and this is a non-negotiable. The Virtual Preparatory Academy of Indiana will seek to have all students engaged in putting forth their best effort. The school will have unique student engagement tools and data that will support teachers and parents in ensuring their students are engaged and being supported in their learning activities. Personalized instruction and continuous progress monitoring are cornerstones of the Virtual Preparatory Academy of Indiana model.

The school's educational approach features innovative curricula, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based student-centered learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the school. Through effective use of technology, it enables teachers to custom-tailor academic programs to students' unique skills and interests, aimed at optimizing the student learning experience. The Virtual Preparatory Academy of Indiana enables a personalized learning experience, tailor-made for each student.

The Virtual Preparatory Academy of Indiana is built upon a strong research-based foundation that supports three pillars of student learning and success.

Pillar 1: All students will experience an Indiana fully aligned curriculum leading to mastery of academic skills delivered through the use of collaborative technology.

Pillar 2: All families will be engaged in the students' learning activities and provide support for the students' academic progress maximizing the use of learning technologies and electronic communication methods.

Pillar 3: All students will, through peer interaction, develop interpersonal skills through project-based learning and group assignments; and, through specialized counseling support and role modeling, begin to realize their true potential as citizens and participants in the global economy in which they live.

Each pillar of the Virtual Preparatory Academy of Indiana's educational approach stems from proven research and our team's years of experience in effective instructional and administrative practices. The Virtual Preparatory Academy of Indiana teachers are provided real-time data on student engagement and are taught effective strategies for successfully tailoring instructional and curricular supports to individual student needs, ensuring that different learners are all given the best opportunity to succeed. The uniqueness of this approach also gives each teacher some autonomy with their lessons.

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 will meet or exceed the state standard.

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

The philosophical pedagogy that will be emphasized and practiced at the Virtual Preparatory Academy of Indiana will meet the mission and vision of the school. The statewide virtual school will use world-class content and college preparatory skill building in the core subjects of language arts, mathematics, science, and social studies while providing students access to other subjects such as fine arts, world languages and career focused electives. There will be an emphasis on inquiry-based and project-based learning. Peer interactions will be in small and large virtual classrooms with both synchronous and asynchronous instruction. Class sizes will be conducive to ensure teacher-student engagement and promote the various methods of instruction. Our goal is to instill an intellectual curiosity and a sense of each student's unique purpose and strengths for their education.

ACCEL Schools' learning ecosystem, called the Accel Management Platform (AMP) for Education, integrates the best available courses with a powerful Learning Management System and Student Information System, providing students, parents, teachers, and administrators with a single sign-on, consistent user experience. The AMP system allows teacher to truly personalize learning and allows school administrators to operate an efficient online school centered on data.

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 Virtual Preparatory Academy of Indiana's curriculum will meet Indiana Academic Standards. The curriculum will develop a foundation of basic skills and cultivate higher-order thinking skills. It will be simultaneously rigorous, engaging, and relevant to students. The school's curriculum and instructional framework is guided by best practices in K-12 online study learning models used nationwide. The school's curriculum is also compliant with State Standards and is designed to meet the accreditation standards of Cognia as well.

Student learning will include online instruction and activities, off-line (print-based) activities and assignments, instructional staff/student discussion boards, project-based learning assignments, group instruction via electronic classrooms, and opportunities for collaborative projects. Courses at the school will offer off-line content and other age appropriate educational materials from nationally recognized publishers. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available from a variety of sources including print, electronic media, and real-world experiences. This method of delivery relies on providing quality learning opportunities with the school's instructional staff guiding individualized student learning to facilitate student progress. Courses are structured around objectives, content, and assessments. The school's courses are designed to meet today's rigorous academic environment and Standards. The courses follow an objective-based learning structure. Courses are structured to include reading assignments, activities, projects, written assignments, oral or multimedia presentations, collaborative opportunities, or problem-solving and application assignments across all subject areas.

Students, learning coaches and teachers will utilize the available "Learning Guides" prepared by the course author to supplement textbook readings with additional supporting instructional material regarding a particular concept, guidance as to "what to look for" during the reading assignment, and additional reference materials from the Internet or other sources to expand on the concepts presented in the readings, stories, and supplemental texts.

Additional graded activities in each course may include but not be limited to:

- *Research Papers*
- *Journals and Story writing*
- *Discussion board activities (classroom participation grade)*
- *Practice quizzes at the end of most topics*
- *Projects (both independent and collaborative)*
- *Oral or multimedia presentations*

The Virtual Preparatory Academy's full-year courses are designed to contain approximately 180 hours of course work to complete or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete and are the equivalent of one-half of a Carnegie Unit or a high school semester.

The curriculum will, at all educational levels, be college-preparatory in nature providing a solid "Learning to Learn" foundation and designed to bring out the best in each student it serves. In every case, it has the flexibility to be tailored to a personalized level through individualized assessment and instruction. The Virtual Preparatory Academy of Indiana intends to provide advanced learner options through its programs and offer students opportunities for dual enrollment with community colleges and participating Universities.

Courses are rich with multimedia to keep students engaged throughout their online experience. Most of the multimedia is built using Flash technology. All courses contain a variety of flash tutorials that include audio, text, language translation and video components that reinforce course content and are designed to address various learning styles. All courses meet Web Content Accessibility Guide (WCAG) accessibility requirements. All of the courses have extensive, engaging self-check and practice activities for students to self-assess their mastery of the course content. A variety of Flash-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes are provided. These activities can be completed as many times as the student desires until they have mastered the learning objectives and skills. The courses offer animations to demonstrate a concept where appropriate. For added motivation avatars are used that both entertain and teach concepts using flash technology. Avatars are used to present dialogues in foreign language courses as well as dialogues in instructional tutorials within core subjects.

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.

The curriculum for the Virtual Preparatory Academy of Indiana includes a robust offering of classes in core subjects for all grade levels, Honors and Advanced Placement, credit recovery courses, electives, and Career Technology, along with an array of supplemental courses for specific student needs.

The curricular offerings were selected and make up a curated wholistic approach to offering instruction based upon Indiana state standards. All curriculum providers have mapped the offered courses to Indiana Standards thereby insuring the viability of instruction and congruence with Indiana Academic Standards. All the selected vendors have data available to support the effectiveness of their offerings, and the school's choice of the vendors is based on extensive evaluative information reviewed by Accel Schools in proposing the education program to be offered.

Grades K-5 Core Subjects and Electives: Accelerate Education

Courses in the elementary grades will focus on laying a solid educational foundation for students. By being both rigorous and engaging, they will capture students' attention, foster a love of learning, and lay the groundwork for student success in high school and beyond. To accomplish this, the Virtual Preparatory Academy of Indiana will utilize the best available online curriculum, including but not limited to, Accelerate Education's online curriculum, to best meet the needs of all students within the target population:

- English Language Arts: The ELA program at the Virtual Preparatory Academy of Indiana incorporates all five important building blocks of ELA development:
 - o Phonemic Awareness
 - o Phonics
 - o Fluency
 - o Vocabulary
 - o Comprehension
- Mathematics: The math curriculum builds essential skills while incorporating interesting challenges and puzzles. It is designed to continually build upon, reinforce and strengthen prior knowledge. The curriculum provides ample opportunity for students to apply ideas, tools, and manipulatives in a real-world context.
- Science: Through the science programs, students explore topics through text and simple experiments; learn about grade level appropriate topics such as living and nonliving things, force and motion, light and sound, the solar system and the universe, electricity and matter, and scientific purpose; follow a lesson format in which they learn how to gather, organize,

and interpret data and scientific information pertaining to concepts in the areas of physics, chemistry, biology, and earth science.

- **English Language Development (ELD):** The ELD curriculum uses a multimedia approach, including songs and animation, to help students gain fluency in English while at the same time advancing their math and ELA skills. Our online ELD program supports a variety of different first languages.
- **World Languages:** Students will begin foreign language studies at the Virtual Preparatory Academy of Indiana starting in grade three. Spanish will be offered using an engaging format designed for teaching students to speak, listen, and read in these languages.
- **Social Studies:** Student will participate in a Social Studies curriculum that is engaging and multimedia rich. Students will have the opportunity to learn course content through a variety of styles and they will be able to demonstrate their learning in multiple ways.

Founded in 2011, Accelerate Education is a leading national online course provider. Accelerate Education's courses have passed the most rigorous standards-based reviews, including the University of California's extensive UC A-G online course approval process, as well as being fully accredited by the Cognia/North Central Association Commission on Accreditation and School Improvement (NCA CASI).

Elementary Courses

Language Arts	Science
Language Arts K A&B	Science K A&B
Language Arts 1 A&B	Science 1 A&B
Language Arts 2 A&B	Science 2 A&B
Language Arts 3 A&B	Science 3 A&B
Language Arts 4 A&B	Science 4 A&B
Language Arts 5 A&B	Science 5 A&B
Mathematics	Social Studies
Math K A&B	Social Studies K A&B
Math 1 A&B	Social Studies 1 A&B
Math 2 A&B	Social Studies 2 A&B
Math 3 A&B	Social Studies 3 A&B
Math 4 A&B	Social Studies 4 A&B
Math 5 A&B	Social Studies 5 A&B
Technology	Health & P.E.
Keyboarding	Physical Education K-1 A&B
Scratch Coding	Physical Education 2-3 A&B
	Physical Education 4-5 A&B
World Languages	Arts/Music
Spanish 3-5 A&B	Art Level 1
	Art Level 2
	Art Level 3
	Art Level 4
	Arts & Crafts K
	Arts & Crafts 1
	Arts & Crafts 2
	Recorders Level 1

Grades 6-12 Core Subjects and Electives: StrongMind Curriculum

The Virtual Preparatory Academy of Indiana will offer courses from StrongMind for grades 6-12 in both core subjects and electives. StrongMind provides immersive courses, both General and Honors, as well as a variety of electives that elevate the student experience and challenge the way they think. StrongMind's robust digital courses empower and support students no matter where they are on

their educational journey. The company's digital curriculum has been awarded Emmys® (regional), CODiEs, Tellys, and EdTech Digest Awards.

Key features of the StrongMind curriculum include:

- *Interactive Content- Courses incorporate simulations and other interactive content that keep students engaged and help them think creatively and critically. Interactive games permit students to use prior knowledge to problem-solve and take characters on a visual journey while practicing important science skills.*
- *Communication and Collaboration Tools- Teachers can communicate with students using discussion boards and can assign projects individually or as group, and those projects are embedded in the lesson.*
- *Curriculum is based on Universal Design for Learning (UDL)- UDL is a teaching and learning approach to help all learners be successful. StrongMind curriculum provides schools with tools, research-based content and formatting, and real-time student performance data to allow teachers to meet the ever-evolving needs of students.*

UNIVERSAL DESIGN:
DIGITAL EDUCATION TO MEET THE NEEDS OF ALL STUDENTS



- *Curriculum is based on Backward Design- The Backward Design Method is “backward” in that it starts with the end by first identifying the desired outcomes, goals or learning objectives (Wiggins & McTighe, 1998) for a course. The course developers then create appropriate assessments based on the desired learning outcomes. Finally, they design activities that promote those learning outcomes (Reynolds & Kearns, 2017).*

Backward design provides the instructional design team with standardized, repeatable development processes. This method empowers teachers and students with a focused learning environment that promotes clear and concise learning outcomes. Advantages include:

- *Students build the skills and knowledge needed to accomplish necessary learning goals.*
- *Unnecessary disruptions in the learning process are eliminated.*
- *Succinct objectives are maintained.*
- *Teachers spend less time planning courses and more time instructing students.*

A study that compared a traditional model of curriculum design to backward design suggests teachers using backward-designed curriculum outperform teachers using a traditional-designed curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on key components including knowledge of content and pedagogy, selection of instructional goals, the design of coherent instructions and assessment of student learning.

A case study of the impact of the StrongMind curriculum on academic growth is available upon request.

Middle School Courses

Language Arts	Science
Language Arts 6 A&B Language Arts 7 A&B Language Arts 8 A&B	Science 6 A&B Science 7 A&B Science 8 A&B
Mathematics	Social Studies
Math 6 A&B Math 7 A&B Pre-Algebra (Math 8) A&B	Social Studies 6 A&B Social Studies 7 A&B Social Studies 8 A&B
Technology	Health & P.E.
Middle School Coding 1a: Introduction Middle School Coding 1b: Learning Python Gaming Unlocked Computer Basics	Middle School Fitness Middle School Health
World Languages	Art & Music
Spanish 1 A&B (requires approval)	Middle School 2D Studio Art Middle School Digital Art & Design Middle School Exploring Music Photography Basics

High School course list is in the High School Requirements section below.

Grade 9-12 Credit Recovery and Advanced Placement (AP) Courses: Accelerate Education

The credit recovery courses are designed to serve students seeking to recapture credit for courses previously taken. The program allows students to follow an individualized path based on pre-assessments and progress at their own pace while being excused from material for which they have demonstrated mastery. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.

AP Courses are available in Mathematics, Language Arts, Spanish, Science, and History/Government.

Elective and CTE courses: eDynamic Learning

The Virtual Preparatory Academy of Indiana will offer additional Elective and Career and Technical Education (CTE) courses by eDynamic Learning. eDynamic Learning is the largest publisher of CTE courses in North America offering over 150 courses in middle and high schools. The CTE courses offered follow the National Career Clusters categories. ACCEL Schools curriculum department will work with the school board and leaders to develop an elective and CTE course offering for the 2021-22 school year and beyond.

All eDynamic courses are designed and written with engaging curriculum narratives that employ backwards design methodology to support best practices on how today's students learn. Each lesson is organized into manageable sections of text with the integration

of visuals to keep students engaged. Teachers can also customize course units and lessons to provide more personalization for students.

Supplemental Curricular Resources

To address the wide range of learners at the Virtual Preparatory Academy of Indiana, a variety of additional resources will be utilized by teachers. Students and teachers will have access to additional tools through supplemental resources that may include, but are not limited to:

- *Brain Pop* – Brain Pop is an online animated curriculum-based content that is aligned to state education standards. The site includes video, game, quiz, and activity sections for science, health, writing, reading, social studies, and math based on national education standards.
- *IXL* – iXL - is an interactive online learning solution that helps teachers personalize instruction through comprehensive curriculum, continuous diagnostic, personalized guidance, and analytics.
- *Reading A-Z* – Reading A-Z is an instructional content platform that provides thousands of downloadable, projectable, printable teacher materials, covering all the skills necessary for effective reading instruction.
- *Newsela* – Newsela is an instructional content platform that provides teachers and students with access to 20+ genres of content to support core instruction, like primary sources, reference texts, 18 essays, fiction, issue overviews, and more—all at 5 reading levels.
- *DIBELS* – DIBELS provides a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade

Attachment 2 includes sample course scope and sequence and initial course provider alignments. The Accel Schools curriculum team will work with school leaders to provide tools so any gaps in the core curriculum are covered by supplemental content offerings. All school staff will have access to a database that will list all Indiana Academic Standards for all grades and the alignment to where those lessons can be found in the core or supplemental curriculum. Below is a screenshot for what the database would produce after a search for a state standard. The orange is the core curriculum and the blue/green columns show supplemental content options.

5.G.2	CC.5.G.2 Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5.G.2	5th Grade	Math		Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Math 5/Semester B/Module 6/Graphing Figures on the Coordinate Plane Math 5/Semester B/Module 6/Identify Missing Point Math 5/Semester B/Module 6/Problem Solving with the Coordinate Plane	Understand the Coordinate Plane Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships* Polygons in the Coordinate Plane*	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
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Teachers will also have a progress monitoring dashboard of their students displaying the status of each in mastering those standards. See below for a sample:

Students		6.RP.1	6.RP.2	6.RP.3	6th Grade M...	6.NS.1	6.NS.2	6.NS.3	6th Grade M...
Craig, Daniel	05	REMIEDIATION	REMIEDIATION	REMIEDIATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)
Hardy, Tom	01	REMIEDIATION	REMIEDIATION	REMIEDIATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)
Murphy, Cillian	02	NEAR MASTERY	REMIEDIATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)

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.

Not Applicable

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 Virtual Preparatory Academy of Indiana will provide a comprehensive and rigorous full-time, online educational option for students throughout Indiana. The school will deliver instruction primarily via asynchronous and synchronous digital learning strategies providing students choice over time, place, path, and modality of learning.

Some students thrive with one-on-one attention while others prefer the opportunity to work through problems independently at their own pace. Offering a combination of both approaches, will allow the Virtual Preparatory Academy of Indiana to create a more personalized learning experience that supports different learning styles.

Key aspects of the Virtual Preparatory Academy Instructional Model include:

- **Synchronous and Asynchronous Instruction:** The Virtual Preparatory Academy of Indiana's teacher-led classes are a combination of synchronous and asynchronous instruction with frequent assessment and feedback.
- **Reciprocal Teaching:** Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Virtual Preparatory Academy of Indiana model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies core skills in an engaging manner, providing students with content knowledge rich in cultural literacy.
- **Differentiated Instruction:** Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Additionally, the Learning Management System provides the capability to personalize assignment selections through grouping. Virtual Preparatory Academy of Indiana teachers will be trained in effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all provided the best opportunity to succeed.
- **Student Engagement-** Teachers will have multiple data sources to monitor student engagement behavior and will be able to use that data to understand how students are spending their time in the system and offline. With this data, teachers can help get students back on track if they are struggling or need to be challenged.
- **Parent Engagement-** All parents will be provided orientation courses so that they can serve as effective Learning Coaches. Teachers and administrators will monitor and address parent engagement to ensure students have the support they need at home.
- **Progress Monitoring –** Teachers will monitor student progress using iReady tests. iReady provides a detailed view of how students are performing on recently assessed grade-level standards. It is good for tracking student progress in mastering recently taught standards, planning ongoing instruction and reteaching to accelerate student growth.
- **Safe and Supportive Environment:** Student safety is a priority at the Virtual Preparatory Academy of Indiana. The AMP system online resources and communication tools are secure and password protected. Students, by design, do not interact with adults who have not undergone a required background check.
- **Communication Expectations-** Virtual Preparatory Academy of Indiana teachers will be expected to provide parents/guardians and students with frequent and purposeful communication throughout the school year. They can communicate with their students via multiple pathways: phone, in-course email system, web conferencing, and in-person (as allowed and needed). Teachers will be expected to maintain one-on-one relationships with each student and regularly communicate student progress with parents/guardians.

Pupil Performance Standards

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.

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.

The Virtual Preparatory Academy of Indiana will use the Indiana Academic Standards to define what students need to know, understand, and be able to do. Mastery is achieved when a student can demonstrate proficiency on skills and content as described in grade level state standards. To ensure that students are on track to demonstrate mastery on state mandated summative assessments, formative assessment opportunities will be utilized in an ongoing manner. These assessments will provide teachers with the information required to monitor progress and adjust instruction.

Formative assessment will include:

- *Qualitative and observational data obtained by teachers through student level interactions (live web conferencing sessions, one-on-one meetings, phone conversations)*
- *Embedded course assignments and assessments at the lesson and unit level*
- *Frequent, brief standards aligned short-cycle assessments sequenced to assess mastery of content recently presented*
- *Local benchmark assessments administered 3 times per year*
- *Common mock assessments administered 3 times per year*

The table below provides a summary of the assessments Accel proposes to utilize to monitor student performance at the Virtual Preparatory Academy of Indiana.

Assessment Type	Platform/Tool
Local Benchmark/Diagnostic (Computer Adaptive Nationally Normed)	Example: iReady
Incoming Assessment	Example: iReady
Short Cycle Assessments (Progress Monitor)	Example: iReady (K-8) and MasteryConnect (K-12)
Reading Fluency	Example: Dibels
Classroom Assessments	Examples: iReady Standards Mastery and MasteryConnect Course assessments
State of Indiana Summative Assessments	I LEARN, I AM, I READ-3, SAT, PSAT, WIDA ACCESS

When student level data indicates that a student is not on track for mastery of grade level content school staff will implement tiered academic interventions within a multi-tiered support system. In Tier 1, classroom teachers will provide high quality standards aligned instruction to all students. Students needing additional intervention at the Tier 2 level will receive research-based intervention strategies of moderate intensity within a small group to address learning needs. These interventions may be implemented by the virtual classroom teacher or by an Intervention Specialist. Tier 3 intervention will include individualized intervention of increased intensity for students

who do not respond to Tier 2 intervention. Progress monitoring will occur at all 3 tiers but will occur more frequently as students progress through tiers. Progress monitoring data will be used to determine the rate of student progress, determine mastery of specific skills, provide feedback on the effectiveness of the intervention, and to provide insight into the expected rate of growth or “gap closing”.

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.

Not Applicable

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.

While course grades are an important component of retention and promotion decisions teachers and school leaders will be trained to utilize a multi-faceted decision making approach, to ensure that each student's unique characteristics are considered in conjunction with all available student level data to inform retention and promotion decisions. During the Spring of each school year, teachers will create a list of students for whom retention may be necessary, based upon available data. Multiple stakeholders involved with the student will be included in the decision-making team (teachers, parents, administrators, guidance counselors, interventionists). For any student who undergoes the Retention/Promotion review, the team will create an individualized plan to note what additional supports and interventions will be provided to the student in the course of the next school year to ensure continued progress towards mastery of grade level standards, regardless of whether the decision is to retain or to promote. Considerations for the retention and promotion decision process may include course grades, assessment data, student attendance, student motivation, student learning style and pace, chronological age, developmental characteristics/maturity, prior retention, student learning exceptionalities, and student transiency.

For High School level students, progress from one grade level to another will be based on credits earned. Teachers and administrators will work to ensure that all students have access to any state allowable alternative pathways to graduation, and that any existing credit flexibility and dual enrollment options are utilized. Students who experience course failure and become credit deficient will have access to additional opportunities to recoup credits via programs such as summer school or credit recovery course work.

Promotion Framework:

Mastery Determination	Evaluative Determinate	Promotion Criteria
English Language Arts	ILEARN, IAM, Teacher Evaluation, Course Completion	Scores Proficient, Teacher Recommendation
Reading Fluency	IREAD-3, iReady, Teacher Observation	Scores Proficient, Teacher Recommendation

Mathematics	ILEARN, IAM, iReady, Teacher Evaluation, Course Completion	Scores Proficient, Teacher Recommendation
Science	ILEARN, IAM, Teacher Observation, Course completion	Scores Proficient, Teacher Recommendation
Core Subject Areas (grades 9-12)	Course Completion, Teacher Observation	Scores Proficient and/or Teacher Evaluation
Classroom Assignments	Teacher Evaluation	Teacher Evaluation
Attendance	Student LMS Login, Completed Lessons	90% School Attendance and/or Teacher Evaluation

Students (and parents) are expected to regularly consult and follow course pacing guides to ensure that all assignments and assessments are completed by the established due dates. Extensions are handled at the course level teacher's discretion. Early interventions will occur by the teacher and/or school leader when students fall behind their pacing guides, not logging in to the AMP system or consistently failing. Contact with the parent and students will occur in various manners including electronic (email), verbal (phone/video) and in-person meetings.

The school's teachers maintain an electronic grade book within the AMP System that displays the student's progress. Parents and students have view only access to view grade reports itemizing each grade for students. Grades are posted and reported quarterly. Semester grades will be comprised of the average of two quarters. Final grades will be the average of the two semesters. School administration will have a final review of grades and credits earned to be sure that all credits earned are properly credited in the student's records.

Assignment Mark	Grade/Pt.	Teacher Observation/Evaluation
90-100 %	A/4	Student demonstrates superior knowledge of content
80-89 %	B/3	Student demonstrates advanced knowledge of content
70-79 %	C/2	Student demonstrates average knowledge of content
60-69 %	D/1	Student demonstrates limited knowledge of content
59 % and Below	F/0	Student fails to demonstrate even limited knowledge of content

- 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)

Meets Standard Expectation
<ul style="list-style-type: none"> Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.

- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

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.

Beginning in the graduating class of 2023, all Indiana high school students will need to satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options as defined by the Indiana State Board of Education. The Virtual Preparatory Academy of Indiana will meet or exceed these state requirements.

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements. 40 total credits required for the Core 40 Diploma-see Attachment 5 for more detail
2) Learn and Demonstrate Employability Skills (Students must complete at least one of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.
3) Postsecondary-Ready Competencies (Students must complete at least one of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator⁴: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C average or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

The high school course offering listed below meets or exceeds the requirements for a Core 40 or Honors Diploma.

High School Courses

Language Arts	Honors
English I A&B	English I A&B
English II A&B	English II A&B
English III A&B	English III A&B
English IV A&B	English IV A&B

Mathematics	Honors
Algebra I A&B Algebra II A&B Geometry A&B Consumer Math A&B Pre-Algebra A&B College Mathematics Preparation A&B	Algebra I A&B Algebra II A&B Geometry A&B
Science	Honors
Biology A&B Chemistry A&B Physical Science A&B Environmental Science A&B	Biology A&B Chemistry A&B
Social Studies	Honors
Civics & Government US History A&B World History A&B Economics	US History A&B World History A&B
World Languages	Visual Arts
Spanish 1 A&B Spanish 2 A&B Spanish 3 A&B French 1 A&B French 2 A&B French 3 A&B German 1 A&B German 2 A&B	Art History: Origins Art History: Modern
Physical Education & Health	General Electives
Physical Education Health	Music Appreciation Gaming Unlocked Criminology & Forensics Fashion Design Interior Design Animation Graphic & Web Design Photography Basics Entrepreneurship Computer Basics Character Education Sports & Entertainment Marketing Theatre, Cinema, & Film Production

Advanced Placement Courses

Language Arts
AP English Language and Composition A&B AP English Literature and Composition A&B
Mathematics

AP Calculus AB A&B AP Calculus BC A&B
Science
AP Biology A&B AP Chemistry A&B AP Physics A&B
Social Studies
AP Government and Politics A&B AP US History A&B AP World History A&B
World Languages
AP Spanish Language and Culture A&B

The final list of elective courses will be determined after consultation with the Head of School and the School Board once student course requests are finalized. Project and Team based learning will also be integrated into our curriculum.

Students will be able to fulfill the Learn and Demonstrate Employability skills requirements by all three of the three possible pathways-Work-Based Learning Experience, Project-Based Learning Experience, and Service-Based Learning Experience.

Students will also be able to fulfill the Post-Secondary Readiness Competencies as the school will offer most options including Honors Diploma, meeting ACT or SAT college-ready benchmarks, passing the ASVAB test for entrance in a branch of the US Military, and earning a C or higher on a AP or dual credit course. The school will offer Career Technical Education courses and will be working with other CTE course providers such as Ivy Tech Community College to ensure students have this pathway option if needed. If students seek to earn a state or industry recognized credential or certification or federally-recognized apprenticeship, the Virtual Preparatory Academy of Indiana's counselors will work with that student to try and meet that pathway option.

The Virtual Preparatory Academy of Indiana will use a traditional 4.0 (A) to 0.0 (F) grading scale with a deliberate focus on mastery and application of content. Students will be given the opportunity to retake tests, receive assistance when taking tests as well as test out of courses if mastery is demonstrated. To calculate a cumulative grade point, the semester final grade of each class is assigned a point value of A = 4.0, B =3.0, C = 2.0, D = 1.0 and F =0. This total is then divided by the number of credits attempted, with the results being carried out three decimal places. This calculation is done for each student after every semester. Honors, Advanced Placement (AP), and Dual Credit classes from a 4-year institution will receive additional weighted grades which will be added to the GPA. Calculations of these additional course weights will be finalized prior to the school handbook being completed.

High school transcripts will include the following as required by Indiana Code 20-33-2-13:

- (1) Attendance records.*
- (2) The student's latest statewide assessment program test results.*
- (3) Any secondary level and postsecondary level certificates of achievement earned by the student.*
- (4) Immunization information from the immunization record the student's school keeps under IC 20-34-4-1.*
- (5) Any dual credit courses taken that are included in the core transfer library under IC 21-42-5-4.*

Per state statute, we may also include information on a student's high school transcript that is in addition to the requirements listed above. The Virtual Preparatory Academy of Indiana will include additional applicable materials that can demonstrate a student's abilities to be considered for post-secondary opportunities in higher education, the military and/or work skills that allow a students to go directly into the workforce.

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

The Virtual Preparatory Academy of Indiana graduation requirements will be aligned with the State Board of Education requirements for students in the Class of 2023 and beyond.

Indiana's Core 40 diploma is the academic foundation all students need to succeed in college, apprenticeship programs, military training and the workforce. Core 40 gives you more options — and more opportunities — to find a career with a real future.

Some four-year Indiana colleges – including IU Bloomington and Purdue West Lafayette – require the Core 40 with Academic Honors. With this diploma, you may be eligible for more financial aid from the State of Indiana. Plus, some Indiana colleges offer scholarships just for students who have earned this diploma.

Some technical programs and apprenticeships require the Core 40 with Technical Honors. The Core 40 with Technical Honors can open the door to more state financial aid while making you more competitive for apprenticeships or college.

The International Baccalaureate program, available at some high schools, is designed to prepare you intellectually, personally, emotionally and socially to live in a rapidly globalizing world. You can choose courses in languages, business and more.

Also, the school will track their graduate's post-secondary success using the National Student Clearing House or other similar service. The results will be used to improve the high school program and services to current students.

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.

Virtual schools historically, and unfortunately, have attracted students who are not having their needs met in a traditional brick and mortar school. These conditions are often the result of falling behind in course work, the inability to work on grade level, social and educational ridicule, as well as a misunderstanding that attending a virtual school will be “easy”.

Upon enrollment, counselors will work individually with each student and develop the Graduation Success Plan (GSP) based on past performance, needed remediation, graduation target as well as additional emotional and/or health factors. Students will be administered the iReady assessment within the first month of school and again at least two other times to monitor progress throughout the school year.

The school's Student Information System (SIS) will be automatically populated with Indiana specific graduation pathway requirements and diploma types. It tracks credits earned at the school as well as transfer credits. The Graduation Success Plan is housed within the SIS.

When student level data indicates that a student is not on track for mastery of grade level content, school staff will implement tiered academic interventions within a multi-tiered support system. In Tier 1, virtual classroom teachers will provide high quality standards aligned instruction to all students. Students needing additional intervention at the Tier 2 level will receive research-based intervention strategies of moderate intensity within a small group to address learning needs. These interventions may be implemented by the virtual classroom teacher or by an Intervention Specialist. Tier 3 intervention will include individualized intervention of increased intensity for students who do not respond to Tier 2 intervention. Progress monitoring will occur at all 3 tiers but will occur more frequently as student's progress through tiers. Progress monitoring data will be used to determine the rate of student progress, determine mastery of specific skills, provide feedback on the effectiveness of the intervention, and to provide insight into the expected rate of growth or “gap closing”. A more detailed description of the school's proposed Multi-Tiered System of Supports is provided in the Special Populations and At-Risk Students section, question #4.

In addition, the Virtual Preparatory Academy may also provide summer school courses to assist students needing to recover credits.

School Calendar and Schedule

Meets Standard Expectation

- School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

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.

The attached calendar reflects the first school year and is compliant with the state mandate of 180 student instructional days with a minimum of 5 hours of instructional time for grades 1 through 6 and 6 hours of instructional time for grades 7 through 12 daily (IC 20-30-2-2 and 3). The calendar is based on two semesters with the end of the first semester at the holiday break. All pertinent state testing dates and additional teacher workdays are also noted on the calendar.

In a virtual school, opportunities exist that allow for schedule flexibility for students to work ahead during the day as well as take advantage of remediation. At a minimum, our students will meet the traditional "seat time" in a calendar year but we anticipate the majority of our students will work beyond this. Any summer school offering for students will be determined by the school board and administration of the school following its' first year of operations as well as additional funding provided by the Department of Education.

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.

A Virtual Preparatory Academy of Indiana teacher workday will be from 8:00 am – 4:30 pm, Monday thru Friday. During this time, teachers may be working with their students 1:1 over the phone or in a web conference, in small and whole class live instruction, or face-to-face during state testing or educational field trips. Students will also interact with teachers through asynchronous communications including course email, assessment feedback, message board posts, etc. Teachers are provided guidelines on instructional best practices and encouraged to follow them but do have the flexibility to determine instructional needs of each of their students. Teachers also have a great deal of data at their fingertips to see which of their students are mastering learning standards, (see the mastery dashboard on page 17 as a visual example). They are provided the instructional content, tools, and training to personalize learning for every student including making decisions on the frequency of synchronous sessions needed for their students. As a result, no day is the same.

Students are served up their course assignments automatically in the AMP system. Instructional time is defined in Indiana Code as the time during which students are participating in an approved course, a curriculum, or an educationally related activity under the direction of a teacher. As noted above, the calendar is compliant with the state mandate of 180 school days with a minimum of 5 hours for grades 1 – 6 and 6 hours for grades 7 – 12 daily ((IC 20-30-2-2). Students will receive 100% of their instruction remotely, with the exception of state testing. Core subjects average an hour per subject per day. These times could be shorter or longer as it just depends on each student's ability to master concepts and how much support they need. Teachers will assign additional supplemental curriculum and provide additional supports as needed. Students who learn quicker can move forward in their lessons.

Virtual schools offer the flexibility for students, teachers, and parents to focus on learning outcomes. Unlike site-based schools that follow a bell schedule where time is lost on changing classes, transportation, and classroom management issues, the virtual school model is a pure instructional model and the schedule reflects that.

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.

The culture of a school is determined by its school leadership. The Head of School will be a leader who understands and respects the complexity of virtual learning and who supports the school's teachers both professionally and personally. The governing board and Accel will be looking for a school leader who can build relationships with his or her students, teachers, parents and the School Board- a leader who demonstrates a "with me", not "for me", attitude working and learning alongside the teachers.

Communication is a critical factor that influences the climate and culture of every organization. To communicate in a virtual school environment requires an understanding of the audience and the information you are communicating. The goal for the school leaders and teachers is to prioritize the lines of communication between the students and parents that go beyond the technology being used to teach. Examples include personal notes mailed, phone calls after school hours, community events with students and families and even home visits. This school is one that goes beyond the call of duty and extra mile, not because staff have to but because they want to!

The promotion of a positive academic environment also begins by accepting the student and their parents from the first day. A welcoming attitude by the teachers and administration that a student is an individual, regardless of where they fall on an educational spectrum. Teachers will be provided training upfront and on an ongoing basis on how to create a positive climate for their students. The upfront training will be provided by the experienced Accel school operations team. As the local staff become more experienced, the ongoing training often is delivered and modeled by local teachers, who have been identified as being highly competent in interacting virtually with both students AND their parent/guardian. We have found that many teachers need this additional training on how to work closely with the parent/guardian to affect student learning in the virtual school model.

School leadership also needs to model and reinforce positive interactions with students and parents throughout the year and with his/her staff. They will be provided ongoing support from the Accel School Operations team throughout the school year to guide their leadership, particularly in Year 1.

The school will seek formal annual feedback from key stakeholders (parents, students, and teachers) by asking several school culture questions on the parent, student, and staff satisfaction surveys. Each year, the school will strive to improve these scores to continue to improve the culture of the school.

The School Board and Accel Schools expect accountability for all involved in supporting the student success- the administration, teachers, support staff, parents/guardians, and students. High expectations are key to the continuous improvement of the school. The Virtual Preparatory Academy of Indiana will embrace the challenges and celebrate personal and collective success.

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.

Accel Schools will provide training to all school staff on best practices in maintaining a positive school culture in a virtual school. School leadership will hold in-person and virtual coaching sessions to ensure timely feedback on questions and concerns that staff may have.

Teachers will be trained in how to maintain a positive virtual classroom during synchronous sessions using the technology.

Student and parent orientation will occur prior to enrollment and roles and expectations will be discussed so families know what to expect. This is required regardless of the time of year that a student enrolls.

School handbooks will provide information on school policies, expectations, grading and promotion, acceptable use of technology, and how to get assistance from their teacher and various departments at the school. All families will be required to sign off that they have received and read the school handbook.

Again, it begins with school leadership and the leadership's effective communication of expectations to teachers, parents, and students. The execution of a positive, exciting learning environment has to be bought in by all of the schools' stakeholders with personal and professional accountability as a central focus. This climate is recognized immediately once a student enrolls, a teacher is hired and family experiences their first interaction with the school. Professionalism must be exhibited in the operations, communications and expectations within and outside of the school. All forms of communication should be inclusive, and any changes in any area of the operations of the school must be communicated well in advance. For students entering mid-year their experience should be the same as if they started at the beginning of the year with more frequent follow-up communications from the teacher(s), counselor and school leader as the student transitions into the school.

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.

Special needs, ELL and at-risk students typically enroll in virtual schools because their academic needs had not been met in a brick and mortar setting or their experiences were not positive. The Virtual Preparatory Academy of Indiana wants to be, and will be, a school where all students feel special, respected and wanted. This begins with assessing the gifts and limitations that each student has and build upon their strengths. Developing relationships in any school setting is critical and we will be purposeful not only with our students but with our parents as well. Providing additional resources for these students will be determined and provided from day one and continued until they have the ability to work independently.

Supplemental Programming

Meets Standard Expectation

- Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs *(if applicable)*.
- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

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 number of students and the methods used to identify them. Identify the anticipated resource and staffing needs for this program.

Summer school will be determined following the first year of operations. If summer school is considered following the first year of operations, the program will be developed by the school leaders and teachers based on student performance data.

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.

Extra or co-curricular activities will be provided by teachers in partnership with parents every school year, yet the frequency will increase after the first year of operating. These may include educational field trips and school community social events that allow students and families to come together. Examples of such events might be ice cream socials, roller skating, museum field trips, sporting events, etc. These events are voluntary but also emphasize school community and all families will be encouraged to attend.

The goal will be to hold at least one quarterly event in each quadrant of the state in the first year, provided COVID-19 issues are behind us. As the school grows in enrollment and staff, the frequency of field trips will increase with a goal of one per month in each of the largest population hubs around the state.

There will be some shared costs for extra or co-curricular activities. Parents will pay their student's entrance fees for access to museums, applicable educational events such as IMAX movies, field trip admission to parks, etc. The school can provide water and snacks, when applicable, for these student sponsored events. Parents will attend all school sponsored events and provide transportation for their student.

The Virtual Preparatory Academy of Indiana will also offer field trips to in-state colleges and universities for high school students to explore and prepare for post-secondary learning. Teachers may collaborate with a local business to explore career options.

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

Student Services Overview

The Student Services team empowers students to overcome academic, social, emotional, mental health or other challenges to ensure students are successful in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. Student Services team members and teachers work together with families to provide the wrap around supports needed to ensure students are motivated and stay on track for graduation.

Student Services Goals

- *Create a positive and welcoming school climate at school start and throughout the school year*
- *Increase the capacity of students and families from a strength-based perspective*
- *Ensure students stay on track through early interventions, wrap-around supports, and engagement strategies*
- *Cultivate community partnerships to better support students and families with social, emotional, and medical needs*
- *Work through non-academic issues with students and families to remove barriers to school success*
- *Increase sustained enrollment to promote students to the next grade level and graduation*

Social Emotional Learning (SEL)

Supporting the whole student is essential in increasing students' academic success, their college/career readiness, and ensuring they have the social and emotional skills necessary to thrive. By supporting the whole student through a comprehensive program, students will see positive outcomes in terms of academics, behaviors, and post-secondary success.

The Student Support Services Team creates a learning environment which supports the following core competencies for SEL:

- *Self-Awareness*
- *Self-Management*
- *Social Awareness*
- *Relationship Skills*
- *Responsible Decision-Making*

SEL curriculum is delivered weekly during homeroom time based on monthly topics. However, SEL is more than just a weekly 30-minute lesson. It is a systematic approach that infuses the core competencies into every part of the student's online school experience, across all classes, as well as when they are at home and in their community.

Topics include, but are not limited to:

- *Planning for a Successful School Year*
- *How to Make Friends*
- *Stress Management*
- *Healthy Coping Skills*
- *Bullying*
- *Healthy Friendships*
- *Self-Care & Confidence*
- *Internet Safety*

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

Project-Based Learning

The nation, in multiple industries during this Pandemic, has discovered the value of online work and learning. The challenge that our schools have had to face is trying to replicate a brick and mortar school into virtual classrooms. As our education colleagues are discovering, it is very difficult to administrate and execute virtual learning with fidelity. A focus of the Virtual Preparatory Academy of Indiana is to integrate Project Based Learning into the curriculum. These projects will be determined, then developed, within the school by the teachers and school leaders that place an emphasis on working together in student and teacher teams on real life/world problems. A resource that we will use is the Buck Institute for Education - Project Based Learning Works!

More and more educators around the world, both in and out of the classroom, believe that Project Based Learning (PBL) is an important instructional approach that enables students to master academic skills and content knowledge, develop skills necessary for future success, and build the personal agency needed to tackle life's and the world's challenges. All students, no matter where they live or what their background, deserve access to high quality Project Based Learning.

The Framework for High Quality Project Based Learning describes PBL in terms of the student experience and is intended to provide educators with a shared basis for designing and implementing good projects. Six criteria were chosen as a necessary starting point for providing students access to high quality Project Based Learning. These criteria are:

- *Intellectual Challenge and Accomplishment - Students learn deeply, think critically, and strive for excellence.*
- *Authenticity - Students work on projects that are meaningful and relevant to their culture, their lives, and their future.*
- *Public Product - Students' work is publicly displayed, discussed, and critiqued.*
- *Collaboration - Students collaborate with other students in person or online and/or receive guidance from adult mentors and experts.*
- *Project Management - Students use a project management process that enables them to proceed effectively from project initiation to completion.*
- *Reflection - Students reflect on their work and their learning throughout the project.*

Through this Problem Based Learning process students are using higher level thinking skills while teaming with other students. These skills are equally as transferable into our workforce today and the emphasis recently placed with remote working.

School Clubs, NHS and Ceremonies:

The Virtual Preparatory Academy of Indiana staff will support the creation of school clubs so students can engage with each other and pursue their individual interests. Some examples include an art club, chess club, yearbook, and gaming club.

The school will apply for a chapter of the National Honor Society and Junior National Honor Society so exceptional student scholars will be recognized.

The Virtual Preparatory Academy of Indiana will host a traditional in-person graduation ceremony including caps/gowns for students.

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>

Not Applicable. As a virtual school, remote learning is the learning environment.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

- 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.

Not Applicable

Special Populations and At-Risk Students

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 staffing; and support strategies and resources.

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 Virtual Preparatory Academy of Indiana estimates that 15% of the student population will be students who need special education supports and services. This estimate is based on currently available data for statewide virtual charter schools.

The Virtual Preparatory Academy of Indiana will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), the Individuals with Disabilities Education Act ("IDEA"), as well as the Indiana Special Education Rules (511 Indiana Administrative Code Article 7).

Students who Enroll in the Virtual Preparatory Academy of Indiana with an IEP or 504 Plan

During enrollment, families will be given the opportunity to inform the Virtual Preparatory Academy of Indiana if their child has an IEP or 504 Plan. The parent/guardian may provide a copy of the documents or the Virtual Preparatory Academy of Indiana will obtain the documents from the previous school. Upon enrollment, the special education team will review the evaluation report and IEP from the previous school district. After consultation with the student's parent/guardian, the school will immediately implement the student's existing IEP, including any comparable services. A case conference committee will be convened within 10 instructional days of enrollment to adopt or amend the existing IEP (Per 511 IAC 7-42-5(a)(3)). For a student with an existing 504 Plan, we will convene a 504 team meeting with the parent/guardian as soon as possible, but no later than 30 days after enrollment. In addition to being active participants in the case conference committee and 504 team meetings, the parent/guardian will be provided with a copy of the Procedural Safeguards Notice.

The Virtual Preparatory Academy of Indiana will have a continuum of special education services and range of placements available to ensure it is providing a free appropriate public education (FAPE) in the least restrictive environment (LRE). Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, live sessions, as well as in person in accordance with the student's IEP. As generally occurs in the development of an IEP, the case conference committee will first look to address the student's needs by providing supports and services within the general education classroom in a co-teaching model with the general education teachers and utilize break-out rooms for small group instruction for those that may need additional support. Special education teachers may also schedule small group and/or 1:1 sessions with students if additional instruction as required by a student's IEP. Additional instruction and support, as determined by the case conference committee, may be provided in a resource room away from their general education peers. For students with a 504 Plan, the school will provide the requisite accommodations.

The Virtual Preparatory Academy of Indiana will provide a comprehensive program using an alternative curriculum for students qualified to take Indiana's Alternative State Assessment, I AM. To the greatest extent possible, the students will be included with their same age classmates so they may engage in age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have classes with their general education peers, which is determined on an individual basis. For example, some alternative curriculum students will participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The Least Restrictive Environment will be determined by the student's case conference committee.

Related services (for example:, occupational or physical therapy, counseling,) will be provided face-to-face, via computer, in homes, community sites, and/or therapist offices, depending on the needs of each individual student and as provided in the student's IEP

English Language Learners (ELL)

The Virtual Preparatory Academy of Indiana will meet the needs of English Language Learners as required by State and Federal law. The school will seek to employ teachers with the formal qualification of English As A New Language (ENL) Professional License who will serve as the ELL Teacher of Record.

Gifted Students

Gifted and high ability students will thrive at the Virtual Preparatory Academy of Indiana. Through the placement process, these learners will be provided the most appropriate curriculum, pacing and teaching approaches from day one. Teachers will work closely with the parent/guardian and the Accel curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work significantly above grade level without the restraints of traditional school classroom pacing.

Students at risk for academic failure or dropping out

As described in the Supplemental Programming section the Student Services team empowers students to overcome academic, social, emotional, mental health or other challenges to ensure students are successful in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. Student Services team members and teachers work together with families to provide the wrap around supports needed to ensure students are motivated and stay on track for graduation.

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.

Student Identification and Child Find

In accordance with 511 IAC 7-40-1(b), the Virtual Preparatory Academy of Indiana will develop and implement written policies and procedures to ensure the location, identification, and evaluation of all students attending the school who are in need of special education and related services. School administration will ensure that all staff are appropriately trained in these policies and procedures and that they receive appropriate support. School administration and other school staff will also ensure that parents/guardians are aware of process for determining if a student is eligible for special education and how to initiate and participate the process.

Screening

School staff will be identified for participation in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team, including a special education staff member. The special education staff member will provide guidance to the team on specific instructional and behavioral approaches for students. The team will ensure that students who are not responding adequately to the established interventions are referred for a special education evaluation in a timely manner, engaging the parent/guardian in the process. The team will verify that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed by the team.

Pre-Referral/Referral/Initial Evaluation/Eligibility

Students may be referred for special education evaluation by their parent/guardian, teacher, or the Student Support Team (SST). The team, consisting of general education teachers, special education staff, and school administrators will regularly review data on students that are not progressing as expected. The SST will consult with the parent/guardians and address struggling students' needs through the MTSS/RtII process. The teacher will implement and document interventions and the student's response to interventions. If a student is referred for an evaluation, the students' response to MTSS/RtII efforts are used as one data metric in the determination of

special education eligibility. These interventions will not be used to delay or deny a parent/guardian-requested special education evaluation. The school will conduct an initial evaluation in accordance with the requirements of 511 IAC 7-40-4 and 511 IAC 7-40-5. A student's eligibility for special education and related services will be determined by the case conference committee in as proscribed in 511 IAC 7-40-6 and 511 IAC 7-41.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must consider the child's English language skills and ethnic background to ensure that the testing and evaluation will be equitable for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Upon enrollment in the Virtual Preparatory Academy of Indiana, the parent/guardian will complete a Language Preference Form to ensure communication and assessments are delivered in the student/family's native language.

Instructional Programming

Students enrolled in the Virtual Preparatory Academy of Indiana will receive a Free and Appropriate Public Education in the Least Restrictive Environment to the maximum extent possible.

Students determined in need of itinerant or supplemental level of support will access the general education curriculum with adaptations and modifications as outlined in their IEP in the general education classroom with their typical peers. Special education and general education teachers will collaborate to make necessary adaptations and modifications. Students may receive more intense instruction in small groups (with or without general education peers) or one-on-one sessions, depending on the specific needs of the student and as described in the student's IEP.

Students that qualify for the alternative state assessment, Indiana's Alternate Measure (I AM), will utilize a comprehensive program using an alternative curriculum which will include core content, social skills instruction and daily living skills based on individual needs.

Alternative placements are considered when current educational environment is no longer meeting the needs of the student and the case conference committee determines that a student needs more intensive supports and programming. Alternative placements can include center-based programs, approved private placements and/or home and hospital instruction. Resources to support alternative placement options may include collaboration with the student's resident school district and the prospective placement for the student.

Assistive Technology (AT)

If the case conference committee determines that a student needs any assistive technology devices or services, the Virtual Preparatory Academy of Indiana will provide the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.

Transition

The case conference committee will develop a transition plan that will be in effect when the student enters 9th grade, becomes 14 years of age, or earlier if the case conference committee determines it appropriate. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education or adult education independent or supported employment and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the case conference committee meeting. The transition plan will include all of the components required pursuant to 511 IAC 7-43-4(h).

Progress Monitoring

Student progress on annual goals and objectives will be monitored regularly using a variety of assessments and reports. The data will be summarized and provided to the parent/guardian quarterly throughout the school year, unless the case conference committee agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum based assessments, tests, portfolios, or fluency probes. Data may also be accumulated during small group or one on one instruction. Teachers will collect and analyze the data bi-weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such

as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored, and a summary included in the quarterly report provided to the parent guardian.

Disproportionality

The Virtual Preparatory Academy of Indiana will collect and examine data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel
- More than one single measure or assessment will be used to determine a disability
- Evaluations will not be discriminatory or racially/culturally biased
- Evaluations will take into consideration the child's English language skills, including ethnic background
- Evaluations will be administered in the child's native language, or mode of communication

If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

Staffing

The Virtual Preparatory Academy will ensure that all special education teachers will all have the required state licensing as Teachers of Record for students with disabilities per 511 IAC 7-36-2(a)(1). The school will ensure reasonable workloads for staff supporting students with disabilities, ELL students, gifted students and other at-risk students. Please reference the budget assumptions for additional details.

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.

English Learner Plan

The Virtual Preparatory Academy will create an annual English Learner Plan per state requirements and will use IDOE's template to further define and refine its program. The plan and evaluation results will be made available to all staff working with ELs as well as parents of ELs.

Identification

All Virtual Preparatory Academy of Indiana families will answer a series of questions to understand a student's home language as a first effort for Child Find and to determine if they need any additional English language support. Students with positive responses to any of the Home Language Survey questions will be referred to the English Language Learner Coordinator and be classified as Language Minority (LM). All newly classified LM students will be administered the Indiana approved placement assessment, now the WIDA Kindergarten W-APT and WIDA Screener, within 30 days of enrollment at the beginning of the school year or two weeks of enrollment during the school year. A student who meets Indiana's entrance criteria is identified as an English Learner (EL). Parents will be notified annually using the state-approved parent notification form.

Individual Learning Plans

All English Learners in the Virtual Preparatory Academy of Indiana will have an Individual Learning Plan (ILP) per IDOE guidance, and the plan will be implemented with fidelity by all teachers and staff who work with the student. The ILP will detail strategies, instructional and assessment accommodations, modifications, goals for the student, and results on the state and local assessment data. The ILP will be updated annually or earlier if needed to reflect the student's language proficiency growth.

Program Models and Program Design

ELs will have equitable access to academic content for all courses in which they are enrolled. WIDA Can Do Descriptors will be utilized by integrating them into content area instruction via collaboration between the school ELL Coordinator and teachers. Below is an example WIDA Can Do Descriptors that will be utilized for programming and services.

By the end of each of the given levels of English language proficiency* English language learners can...

6-8		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF RECOUNT	LISTENING	Process recounts by <ul style="list-style-type: none"> Identifying familiar objects or places from oral statements Pointing to objects, people, or places based on short oral descriptions 	Process recounts by <ul style="list-style-type: none"> Sequencing labeled visuals per oral directions Identifying settings or time frames in narrative or informational scenarios read aloud 	Process recounts by <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud to visuals Stating the next event in a series based on clues from narrative or informational oral texts 	Process recounts by <ul style="list-style-type: none"> Identifying main ideas and details in oral discourse Evaluating oral presentations of peers based on criteria for success 	Process recounts by <ul style="list-style-type: none"> Categorizing details of content-related main ideas seen and heard in videos or other technologies Sequencing a series of illustrated events from oral passages (e.g., <i>historical recaps</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas expressed orally Identifying new information expressed by others
	SPEAKING	Recount by <ul style="list-style-type: none"> Answering select Wh-questions Naming and briefly describing past community or school events using visual support (e.g., <i>posters, photographs</i>) 	Recount by <ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups 	Recount by <ul style="list-style-type: none"> Relating a series of events by expressing time in multiple tenses Connecting ideas in content-related discourse using transitions 	Recount by <ul style="list-style-type: none"> Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues 	Recount by <ul style="list-style-type: none"> Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (e.g., <i>digital text or video</i>) 	Recount by <ul style="list-style-type: none"> Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments

Regardless of the program model(s) employed, the English Learner Plan will:

- Be aligned to state academic content standards for the appropriate grade level of the ELs;
- Include EL instruction delivered by properly certified teachers who hold an Indiana English as a Second Language (ESL) specialist certificate or who are working in conjunction with ESL certified teachers;
- Provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- Not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

Annual Training of Staff

The Virtual Preparatory Academy will provide annual professional development related to English Language Development for all personnel as part of the school's professional development plan. The Virtual Preparatory Academy of Indiana will also pursue technical support and staff training offered through IDOE. Trainings will occur at the start of each school year and will be delivered by a certified EL professional. A sign-in procedure will be utilized to ensure all staff attend the mandatory training annually. If staff are hired during the school year, the Virtual Preparatory Academy of Indiana will ensure that the training will be part of the onboarding process.

Based on a review of current statewide virtual charter schools, the Virtual Preparatory Academy of Indiana is expecting between 1-2% of the student population to be English Language Learners. The school has budgeted for a full-time licensed ELL teacher in Year 1 to support the start of the EL program. The school may contract out for Indiana language assistance services. The school will only use local and state funding to provide the EL program.

Monitoring and Evaluation:

EL students will be monitored for their progress throughout the school year and assessed annually using the WIDA ACCESS assessments. Students who meet Indiana's exit criteria on that assessment will be reclassified as Fluent and exit EL services but be monitored per state guidelines for the next two years.

The EL program will be reviewed annually based on local and state data of English Learners and the general student population and other overlapping subgroups such as special education and free and reduced lunch. The annual review will include looking at data regarding equitable representation, academic achievement, elementary and secondary programming, professional learning and teacher capacity, family engagement, and resource allocation.

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.

Referral Process & Multi-Tiered System of Supports

Engagement Protocol

The school engagement protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectation for students and families.

Components

- *Definition of observable student engagement behaviors*
- *Process for identifying un-engaged students*
- *Implementation of an effective process to support identified students*
- *Resolution through successful re-engagement or determination of need for withdrawal*

Expectations

- *Common "non-negotiables" – i.e. standardized testing, communication, orientation/onboarding completion, attendance in class, course progress*

Results

- *If compliant: increased academic success, engagement, exiting from intensive supports*
- *If non-compliant: intervention plan, conference with school administration, withdrawal*

The Student Services Referral for Student Support

A referral is a method by which the Student Services team becomes aware support is needed for a student. Student Services team members assist students in achieving success for those needing an additional layer of support through a tiered intervention process.

Referrals can happen for several reasons, including but not limited to:

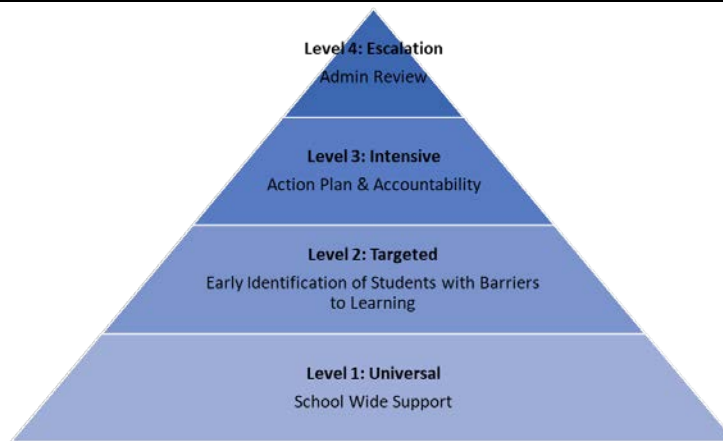
- *Onboarding Support*
- *Social, emotional, and behavioral issues*
- *Parent training*
- *Student welfare concerns*
- *Community referrals*
- *Not completing assessments*
- *No/Low attendance in live classes*
- *No/Low progress in courses*
- *No/Low attendance*

Student Success Plans

The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student needs and specific actions for a student to become successful with the goal of academic achievement.

Student Services, teachers, students and learning coaches develop the Student Success Plan together. The assigned Student Services team member facilitates the process, monitors the plan, and provides ongoing follow up.

Student Referrals and Support Multi-Tiers



Understanding the Multi-Tiered Levels of Support

Level 1: Compliant

- *Student and family do not need additional services. School wide prevention and programming, along with teacher support provide the first level of service to all students and families.*

Level 2: Targeted Support

- *A student need has been identified. Student and family are unresponsive to standard teacher interventions and support. Student Services staff begins supporting the student/family to address the issue at hand. Student and family are engaged in the process.*

Level 3: Action Plan & Accountability

- *Student Services team member has been working with the student/family. However, the family is not complying and must be held accountable to meet the student's educational needs. Non-compliance may result in consequences as defined by the school.*

Level 4: Escalation to Administration

- *All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines course of action.*

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.

Students in grades K-8 will be offered gifted services and programs necessary to personalize their learning. The Virtual Preparatory Academy of Indiana will use the IDOE High Ability Program Checklist and Toolkit to develop the program and seek any state funding available to support it. The school will provide targeted supports and feature teacher-led differentiation including materials, enrichment activities, and specialized instruction. Students may be considered for acceleration and alternative placements. Students in high school will also be offered a robust program including Honors and Advanced Placement courses.

Students are identified as gifted through formal evaluation in the domains of general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal. Once identified, students are provided services necessary for the fulfillment of their exceptional potentials. The gifted program will incorporate the same educational standards as the standard offering but will also include enrichment activities which will expand upon lesson topics and programs, higher-level thinking and understanding. Gifted learners will be grouped together and given opportunities for group interaction through live learning sessions.

The gifted program will offer a great deal of flexibility. Gifted students may be placed in different curriculum levels for different subjects to support a specific need. A sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students

engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects. For students identified as exceptionally gifted through formal evaluation, whole grade level acceleration, and acceleration in individual subjects may also be considered.

The high school program will further offer rigorous college preparatory curriculum that will provide students the opportunity to enroll in Honors and AP courses. Honors courses will offer advanced student opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Placement in these courses will be carefully considered and included alongside continued gifted supports. Course selection will be made in close consultation with students and parents.

Success of intellectually gifted students will be determined by reviewing and assessing relevant data, including academic performance, performance on state assessments, benchmark assessments, AP exams, PSAT/SAT performance, and college acceptance rates.

Teachers will be provided professional development on serving students of high ability specific to grades served, identification of domains of ability, differentiating instruction and learning paths, and evaluating the student's success.

Through these supports, gifted students across the K-12 spectrum at the Virtual Preparatory Academy of Indiana will be supported academically and emotionally and will have the resources and support necessary for the realization of their exceptional potentials.

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 providing 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.

The ACCEL Schools experienced marketing team will work closely with the Board of Directors and school leadership to develop a diverse marketing plan that reflects the mission and unique offering of the Virtual Preparatory Academy of Indiana. Statewide marketing will commence in January of the prior school year and continue through the summer. As referenced below, statewide outreach is done via multiple channels so families in poverty, families with students with disabilities, families with low-achieving students and other at-risk students have a better chance of being aware of the opportunity to enroll their children.

The marketing plan may include, but will not be limited to:

Campaign	Description
Website Creation	Website content will describe the Virtual Preparatory Academy of Indiana's requirements including enrollment requirements, student attendance, courses offered, graduation requirements, and parent expectations. Website content will include the ability for Spanish translation and will maximize search engine marketing efforts and lead capture.

Search Engine Marketing	Search engine marketing will cover a wide spectrum of lead generating activities including; paid or sponsored listings on search engines, directories (ex: Google business, greatschools.com), and deploying strategies for search engine optimization (SEO) intended to achieve higher ranking in search results.
Social & Display Marketing	Using social media and display ads within platforms that are popular among younger, digital-native generations, as well as targeted adult demographics will provide meaningful opportunities for the Virtual Preparatory Academy of Indiana brand to reach thousands of users.
TV/Radio	TV/ Radio ads representing the benefits of the Virtual Preparatory Academy of Indiana offering will be utilized.
Direct Mail	Direct mail pieces will be sent to Indiana parents with measurable outcomes.
Events (In-person as permitted)	Promotional events in large, target areas may be conducted. These events would allow school representatives to discuss the school's mission and program offering.
Email Campaign	An email campaign will inform interested families of school activities, enrollment dates, pre-enrollment orientation events, etc. Email content will also be available in Spanish.
Collateral	Virtual Preparatory Academy of Indiana literature will be provided to prospective families during all school events, promotional events, sponsorships, and partnerships. These materials will be multicultural, and appeal to all socioeconomic groups.
Enrollment Center Support	Inquiries that are received as a result of marketing tactics will receive a follow-up call from an Enrollment Center representative for a personal education consultation. During this conversation, the representative will answer the family's questions, provide a detailed overview of the program and ensure the student's educational and personal needs will be met through the program. The Enrollment Center team will also be responsible for assisting families through the entire enrollment process including initial application, compliancy documentation collection, course placement and approval.

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.

Not Applicable

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.

*In order to maximize student learning for all students, the Virtual Preparatory Academy of Indiana will provide a virtual school environment that promotes appropriate behavior and minimizes disruptions. All students and parents should have clear and consistent expectations for student behavior at the school. The Virtual Preparatory Academy of Indiana's draft policy on **Student Discipline and Code of Conduct** is included in Attachment 9. All of these policies and expectations will be included in the school handbook that will be distributed upon enrollment to both students and parents.*

Besides these policies, students will receive instruction at all grades on the following topics specific to learning in a virtual school setting.

In grades K-5, parents/students will have access to lessons on Digital Etiquette, Online Safety, Email and IM 101, Cyberbullying, and Social Media. These are primarily geared for grades 3-5 but teachers/parents may choose to introduce these topics in the earlier grades as well.

In grades 6-12, all students are enrolled in a course called, "Learning in a Digital World- Strategies for Success". This course includes units on Digital Citizenship, Online Safety, Communication and Collaboration, Digital Literacy, Study Skills, Content & Copyright, Your Learning Process, and Digital Well-Being.

Teachers receive professional development on these policies and how to fairly implement them in their virtual classroom.

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

Students and parents will receive a copy of the discipline policy in the school handbook prior to enrollment as part of the school orientation and onboarding process. The document will be available in the AMP learning system for viewing at any time. See Attachment 9.

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.

The School Board has been engaged through each step in the process of authorization beginning with the Letter of Intent. The school development team has reached out to several school choice and business community supporters and their letters are included in Attachment 10.

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.

Engaging Parents and Community Members from the time that the school is approved through opening

Based on the shared understanding that family engagement can be one of the strongest predictors of children’s success in online education, we have built a strong school family partnership framework based on connection and communication.

1. **Getting to Know Students and Families:**

- Enrollment interviews: Enrollment consultants meet with families to understand why families are choosing to enroll in a virtual school and support them through enrollment process.
- Team members reviewing demographic information and acknowledging cultural difference and addressing previous beliefs and assumptions.
 - Understanding students: Race/ethnicity, primary language, grade level, English language proficiency, participation in special programs (for example, Title I, Indian Education, or special education services), eligibility for the federal school lunch program, social service support.
 - Understanding guardians: Family’s primary language, family size and composition (for example, siblings, grandparents, or others living in the home), education level of parents, parent/caretaker employment, household income.
- Student Success Coach Outreach
 - Get to Know You calls
 - Understand what historically worked and what did not
 - Review educational history / transcript
 - Establish clear and shared goals for success
 - Creation of Individualized Student Success Plans

According to the Centers for Disease Control and Prevention “Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children’s and adolescents’ learning and development. Indiana Department of Education (2018/10/5) Parent Engagement.

<https://www.doe.in.gov/grants/parent-engagement>

2. **Sharing Clear Plans and Next Steps:**

- Families receive clear communication when their enrollment has been fully verified.
- Families receive a welcome communication inviting them to join social media groups, support sites, view online school tours, and next steps.
- Families receive virtual and in-person summer resources – reading lists, summer activities, meet at the local library or parks.

3. **Connect Engagement to Student Learning: Setting Families Up for Success**

- Effective Onboarding
 - How to get started videos and emails
 - Onboarding
 - Welcome and orientation activities
- Early establishment of clear and shared goals for success – creating student success plans

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.

Parents are active partners in the life of the school. Currently, the Board of Directors has one parent who successfully educated his students in a virtual school and who can offer great insight to the Board as a former parent of virtual students.

Once parents complete the onboarding process, including meeting their student's teacher(s) virtually and hopefully in person, they will feel empowered to serve in the key role of learning coach. Parents/guardians will have 24/7 access to their student progress screen in AMP, and they will have several methods to reach out to their school administration and teachers for additional support. Teachers will receive professional development on how to work with the parent as a direct partner in the learning process.

Parent volunteers will work with teachers to organize school events, club activities and regional field trips. As parents become more a part of the school, they will also meet other parents and share best practices as learning coaches which will benefit more students.

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.

*The most important partnership is with our parents and students in the first year of operation. We also believe that our second most important partner for the Board and school is the relationship and partnership established with our authorizer. In addition, each individual who provided letters of support in **Attachment 10** has a thorough understanding of our virtual model, and each of these individuals and organizations will provide additional opportunity for the school, staff, and students in the future. The school will continue to seek partnerships each year, including community organizations, organizations of higher education, business partnerships, etc.*

For families in need of additional support from community resources, the Virtual Preparatory Academy of Indiana Student Support Team will assist to identify community support systems. As a statewide school, this must be done as situations arise unless statewide agencies are involved.

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.

Not Applicable

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.

Not Applicable

Educational Program Capacity

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.

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.

*All members of the school leadership team identified in **Attachment 1** will be key to the success of the school. In addition to the dedicated school staff that will work full time at the school listed in **Attachment 20**, the key Accel team members that will support the Virtual Preparatory Academy of Indiana are listed in **Attachment 13** with their experience and background in education and public virtual schooling.*

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.

*See **Attachment 13** for Accel Team Members and **Attachment 1** for Governing Board Members*

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

*All Accel team members listed have extensive experience with virtual school academics, operations, finance, and virtual school curriculum and systems. Each member of the academic team and school development team listed in **Attachment 13** has served in a site-based or virtual school leadership role for at least five years.*

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.

Not Applicable.

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.

The Head of School has not been identified yet as the board and Accel Schools will wait until charter approval to hire.

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.

Besides the Head of School, the Assistant Head of School and Special Education Manager will play key leadership roles in contributing to the success of the school. Their job descriptions are below. The school will begin recruitment for these positions in early 2021 with a start date goal of no later than July 1st. We will advertise positions on widely used education-focused job boards including Education Week, SchoolSpring, LinkedIn, Indeed, Handshake, university sites, as well as recruit using one-to-one and event strategies. We will conduct a thorough interview process with multiple stages to identify top candidates. Once top candidates are identified, we will conduct comprehensive reference checks to include recent supervisors.

Job Title: Assistant Head of School, Virtual Preparatory Academy of Indiana

Reports to: Head of School

In conjunction with the Head of School, the Asst. Head of School is responsible for the implementation and achievement of the school's academic vision, student advancement and daily operations within the school. The Asst. Head of School will work collaboratively to ensure successful academic outcomes for all students while employing long-term instructional sustainability measures involving professional development, teacher quality assessment, curriculum, and pedagogical advancement.

Responsibilities

- *Serve as the school's instructional leader and ensure data is being used to drive all academic decisions*
- *Ensure teaching staff implements the instructional model, curriculum, supplemental curriculum, effective assessments, and targeted instruction to meet the individual needs of each student in collaboration with national team members*
- *Maintain current knowledge of state specific school report card/accountability components and ensure all needed programming is in place to support achievement of those components*
- *Effectively recruit, hire, and retain highly qualified staff*
- *Conduct regular teacher and staff meetings that provide professional development and community building*
- *Ensure maintenance of school census data, attendance data, and other reporting requirements as mandated by the state and/or school authorizer*
- *Develop school and office security and emergency plans that meet requirements*
- *Coordinate school technology efforts and make recommendations for improvement in collaboration with national team*
- *Ensure creation and consistent review/updating of parent and student manuals, policies, and handbooks*
- *Effectively communicate the school's mission and vision and solicit input from parents and families about school performance, areas for improvement, and their needs*
- *Engage and build strong professional relationships with parents, characterized by timely and regular communications, involving parents, wherever possible in the life of the school*
- *Coordinate special projects, such as peer mentoring, project-based learning and community involvement*
- *Ensure student orientation and onboarding programs meet the needs of students, family, and staff*
- *Respond in a timely, thorough, and professional manner to complaints, comments, concerns, and criticisms regarding school operations*
- *Collaborate on the development and implementation of the school marketing plans*
- *Collaborate on the development and management of the school budget*

- *Achieve and maintain budgeted enrollment thresholds*
- *Attend all Board meetings*
- *Other duties as assigned*

Qualifications

- *Master's Degree in Education or a closely related field preferred, Bachelors' Degree required*
- *Current state-specific administrative licensure*
- *Minimum of ten years' experience in education, preferably two years or more in an online school in an instructional role*
- *Minimum of two years' personnel management experience in a K-12 environment*
- *Fluency in state-specific Standards and Common Core Standards*
- *Fluency in state-specific School Accountability/Report Card Components*
- *Fluency in state-specific education code*
- *Knowledge of online learning methodology, measurement, and implementation*
- *Deep knowledge of curriculum development, instructional strategies, and program design*
- *Familiarity with school law, including the implications on the educational program and liability*
- *Track record of building positive working relationships with multiple stakeholders including staff members, students, and parents*
- *Ability to problem solve in a thoughtful and analytic manner*
- *Exemplary written and verbal communication skills that reflect professionalism and tact at all times*
- *Strong time management skills as reflected in effective work and adherence to deadlines on simultaneous projects*
- *Understanding of and ability to manage confidential information*
- *Strong computer skills including email and Microsoft Office*
- *Ability to pass federal, state, and local background checks*

Job Title: Special Education Manager

Reports to: Head of School

The Special Education Manager provides guidance and oversight to the school's Special Education teachers. The Special Education Manager provides direct instructional services to students with an Individualized Education Program and English Language Learners in support of their educational and behavioral goals.

Responsibilities

- *Coordinate the school's Special Education process*
- *Serve as a direct link between the school and the Special Education team for all eligibility determination meetings in relation to evaluations/re-evaluations*
- *Coordinate entry of all demographic and/or screening information for all evaluations into the computerized IEP system*
- *Coordinate the preparation of all special education records for students who are no longer actively enrolled in the school district prior to being microfilmed*
- *Assist with the timely implementation of the Individualized Education Program (IEP) for each student served*
- *Convene case conference committees and ensure that IEPs are developed in a timely manner*
- *Participate in the Multi-Tiered Student Support process*
- *Research and locate prior school IEP*
- *Maintain all student records and files according to the Models Policies and Procedures and follow up on all requests for IEP and Multi-Factored Evaluation (MFE) dates*
- *Write lessons plans to accommodate IEP curriculum*
- *Schedule and participate in case conference committee meetings*
- *Prepare and administer all standardized tests as directed*
- *Work with the teaching staff to improve standardized and proficiency testing results*
- *Maintain confidentiality concerning all student information and any professional matters*
- *Keep accurate records on each student such as grade books and progress reports, lesson plans, attendance records, and behavior/discipline records*

- Collaborate with teachers, psychologists, parents, other administrators, and professionals outside of school
- Work with Related Services to keep evaluations current, updated every three years
- Provide resources for classroom teachers for areas of disability
- Provide required forms to the data entry personal for all students with disability
- Attend, participate in and/or chaperone school activities such as faculty meetings (before or after school hours), open houses, commencement exercises, student activities
- Other duties as assigned

Qualifications

- Bachelors' degree in an Education field
- Holds a Professional Educators License
- Current certification/licensure as a school Administrator- preferably Administrator -Exceptional Needs license
- Strong content knowledge in one or more content areas
- Familiarity with state proficiency testing state teaching standards
- Understanding of the MTSS process
- Prior experience working with a diverse student body
- Excellent written and verbal communication skills that reflect professionalism and tact at all times
- Genuine care for children and a passion for teaching
- Proficiency in computer applications, including Google Docs, MS Office Suite, e-mail, and internet applications
- Prior experience with software and databases used to maintain compliance with IDEA and Indiana Article 7 requirements
- Ability to handle confidential information responsibly and exhibit sound judgment while maintaining that confidentiality
- Ability to pass federal, state, and local background checks

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

Attachment 20 includes the full-time school-based staff for the Virtual Preparatory Academy of Indiana for Years 1 through 5 of the charter term.

As part of the services agreement with Accel Schools, several of the listed team members in Attachment 13 will play a role in helping to launch the Virtual Preparatory Academy of Indiana and support ongoing school operations. The goal is to hire the Head of School in the Spring of 2021 and have him/her start in June so they can participate in the school development as early as possible.

SECTION II: OPERATIONS PLAN & CAPACITY

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation
<ul style="list-style-type: none"> • 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.

The school board is the Board of Directors of the non-profit corporation, Indiana Collaborative Learning Partners, Inc. (ICLP), that is applying for the charter to operate the Virtual Preparatory Academy of Indiana. ICLP has filed for federal tax-exempt status.

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.

The mission of the Virtual Preparatory Academy of Indiana is to educate, empower, and inspire students so they have the knowledge and skills needed to succeed today and in the future. The governing board is responsible for setting school policy, approving school budgets, and ensuring the school succeeds in its mission and serve its students effectively.

The principles of integrity, transparency, and accountability will continue to guide the board as it engages in strategic planning, policy development, budget review and approval. In making decisions, the board will seek out and rely on the best information and data available, as well as applicable best practices. The board also believes that consistent and transparent communication between the Head of School and the board is critical to the school's and students' success and is committed to ensuring that such communication occurs. The board also recognizes that parents and students are the key stakeholder group, and parent and student satisfaction and concerns are significant considerations in various board decisions.

One means of stakeholder involvement is participation in the board's regular meetings. When a board meeting notice is posted, the board's draft agenda will be included so that stakeholders (as well as the general public) can attend and offer public comment either generally or on a specific agenda item. In addition to the public notice required by Indiana's Open Door Law, the board may ask that the education service provider send an email to all parents announcing the board meeting along with the agenda and encouraging attendance and/or participation. The board may also seek stakeholder comment on proposed board initiatives via a request for written comment or an invitation to provide oral comment at a board or committee meeting. Although not yet formally addressed by the board, the board may choose to include stakeholders on standing or ad hoc board committees. The board is committed to continuously evaluating its efforts to promote stakeholder involvement and ensuring that stakeholders have a voice.

The board has not formally addressed how parent and student satisfaction will be assessed or how such information will be utilized. However, options for the board's consideration include (options are not mutually exclusive):

- establishing a standing board committee to develop a survey to assess parent and older student satisfaction with various elements of the virtual education experience. The committee might also include several parents who express an interest in participating in the committee's work. In developing a survey (e.g., questions, format, distribution, etc.), the committee would seek input from parents and school leaders, as well as from documented best practices. Surveys may be targeted to a specific group of parents or students (e.g., parents of elementary students, high school students) or may be applicable for all parents or older students. Survey distribution methods may vary, depending on the intended audience. Survey results would be tabulated, and the committee would report the results to the board, as well as to school leadership. As a new school, an initial parent/student satisfaction survey might be appropriate at the end of the first semester to provide the board with important feedback about its inaugural efforts. Future overall satisfaction surveys could be distributed on a semester or annual basis, with targeted surveys conducted as needed.
- creating a parent advisory group to serve as a parent liaison to the board to provide input on specific items at the board's request as well as the virtual education experience in general including challenges, concerns, and successes.
- inviting parents and students to address the board on general or specific questions about their Virtual Preparatory Academy experience.

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 governance structure of the Board is generally a policy board or a policy governance board. The primary role of the Board is to establish the mission, vision, policies, and procedures for the Virtual Preparatory Academy. The education service provider is responsible for the actual operation of the Virtual Preparatory Academy under the board's direction and pursuant to the terms of the management agreement negotiated by the parties.

Research in the education sector clearly confirms that employing a strong, highly competent leader increases a charter school's ability to succeed. A board ideally builds an effective, productive, and trusting relationship with the school leader, working in constructive partnership on behalf of the students and academic achievement. Building this relationship between the school leader and the board of directors is critical for the success of every charter school. A high performing board both supports the school leader and holds the leader accountable to mutually agreed upon expectations. Roles and responsibilities for the school leader will be clearly defined, and the annual goals will be clearly established. The annual school leader performance evaluation (see Attachment 22) will evaluate performance in areas such as instructional leadership, resource management, student learning, professional leadership, and establishing a culture of achievement and becomes a tool for evaluation.

A board must champion its leader, building trust and encouraging candor and open communications. Collectively, board and staff come together to address challenges, both proactive and reactive. In particular, the relationship between the board chair and school leader sets the bar for the rest of the board; if this is a strong, candid, and supportive relationship, then the board as a whole is likely to function in a similar manner. In addition, a truly high-performing partnership allows for proactive planning for both board and staff leadership transitions.

The current five-member School Board reside in central Indiana and will be near the Indianapolis administration office where Board meetings will be conducted. Throughout the year most meetings (70%) will take place in Indianapolis with some meetings, based on member availability and agenda topics, will occur virtually. As the school grows in size and geographically, the Board will seek regional representation for additional Board membership that can include parents.

As noted in Attachment 17, each current member of the board brings a unique set of personal experiences and professional expertise that will help ensure the success of the Virtual Preparatory Academy. The success of the School is ultimately determined by student success and measured using multiple measures including but not limited to academic achievement, college and career readiness,

student and parent satisfaction rates, are some examples. New student enrollment and current student reregistration rates are also good indicators of school success. Finally, staff retention and satisfaction are critical for long term school success. The Board will also hold the education service provider accountable for the school's success utilizing an annual evaluative instrument that is based on the factors and standards for school performance included in the authorizer's annual performance review: academic performance (federal, state, and local), financial management, organizational performance, and school climate/parent satisfaction.

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.

*Members of the School Board for the Virtual Preparatory Academy of Indiana are well educated and community leaders in each of their own professions. Each member recognizes the foundation and importance of a quality virtual K-12 education and has an interest in supporting this school choice. See **Attachment 17** for details on their distinguished backgrounds.*

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.

Not Applicable- Governing Board is intact and highly engaged.

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?

Not Applicable

- 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.

Not Applicable

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

Not Applicable

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 is currently made up of five members. Each individual was identified by an educational consultant to ensure that the board was comprised of members with diverse backgrounds and professional experiences, as well as an interest in establishing a virtual charter school and a commitment to excellence in such an endeavor. As a result, board members' cumulative experience with public education and related entities is extensive as evidenced in **Attachment 17** (Board Member Information).*

The adopted by-laws provide for a board with minimum of five voting members and a maximum of seven voting members. Should there be a need to fill a vacancy or add a board member, the board would select its new member(s) in a manner that would ensure continued diversity of experience and commitment to student success in a virtual learning environment. Although the board has not yet established a procedure for this, such procedure would likely include: identifying potential candidates, obtaining a resumes, and meeting with the board to assess the individual's experience and interest as well to ensure the candidate's alignment with the board's mission and vision. The board would then make a final decision in selecting the new board member.

Regular board meetings are currently scheduled monthly, but meetings may occur more frequently as needed. The board has not yet discussed the need for committees, but as the need is identified, the board will establish such committees.

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.

The Board's adopted by-laws include a Conflict of Interest section that provides:

A Director shall inform the Board of Directors of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not limited to, actions concerning a transaction: (i) in which the Director has a material financial interest, or (ii) in which the Director is presently serving as a director, trustee, officer, or general partner of another party.

The Director with a Conflict of Interest may participate in the discussion if requested to do so by a majority of the Board of Directors but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of the Directors who have no Conflict of Interest so vote, a quorum is deemed present at the meeting for the purposes of that vote.

*The extent to which an individual board member knows or has an existing relationship with anyone employed by or associated with the proposed Education Service Provider is noted in item #4 on each Board Member Information page in **Attachment 17**. However, none of these relationships pose an actual or perceived conflict of interest. Should any board member feel that another member's relationship results in a real or perceived conflict of interest, the board would address the issue in accordance with any adopted Conflict of Interest policy.*

*At its October 8, 2020 board meeting, Board members reviewed and approved a Code of Ethics and a Conflict of Interest Policy (included as **Attachment 18**).*

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.

As referenced above, as the school grows in size and geographically, the Board will seek to expand to seven voting members and will recruit regional representation, including parents, for additional Board membership. The current Board members have committed to a two-year term, and we do not anticipate adding any new members until sometime after the Virtual Preparatory Academy of Indiana becomes operational. Any vacancies during a member's term will be filled as described in the by-laws. When the Board decides it is ready to increase board membership, it will review the Board's and the School's priorities to determine what experience and strengths it needs from new members. Criteria will be developed by the Board for future recruitment that may include but not be limited to: geographic location, activity and interest in the school, and strengthening the Board's expertise in key areas such as finance, training/development, school operations, human resources, etc. In addition and as part of the process for ensuring the best candidate is selected to become a member of the board, current board members will have the opportunity to interview/talk with the prospective candidate, and the prospective candidate will be required to attend a board meeting. Once a new board member is selected, orientation will include: meeting with the Board President to review the school charter, by-laws, board policies, and the management agreement; a meeting with the Head of School, and attending a virtual elementary and middle/high school class.

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.

Following the first year of operations additional advisory groups and/or councils will be considered by the school administrative team along with the School Board. Potential advisory groups or councils may include a student council/governance, parent advisory, teacher leadership team, etc.

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.

See above response

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 objective to a governing board policy or decision, administrative procedure, or practice at the school.

Grievance/Complaint Process:

The Virtual Preparatory Academy of Indiana is committed to fostering and achieving student/family satisfaction. The Virtual Preparatory Academy of Indiana does not discriminate on the basis of a protected class including but not limited to race, color, national origin, age, religion, disability or sex (including sexual stereotype nonconformity), in the programs or activities which it operates or the employment therein or admission thereto. The School strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. The School has designated several staff members as coordinators of non-discrimination and anti-harassment. The identity and contact information for these staff members are listed in the chart on the next page. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassment law. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: *The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School will respond within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of School contact information is located in the school handbook and is listed in the Help section on the school's learning system.*

Step 2: *If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Virtual Preparatory Academy of Indiana Board of Directors and they will attempt to resolve the issue. To be consistent with the follow-up timeline of the Head of School, the Board President or designee will meet with the parent within ten days. A meeting will be scheduled virtually, by phone or in person that will include the parent, Board President/designee, Head of School, Principal, teacher and/or student if applicable. The Board of Directors contact information is available on the school website.*

Step 3: *If the Virtual Preparatory Academy of Indiana governing board does not resolve the situation, the family may file a complaint with the authorizer, Education One: Lindsay Omlor, Director. Ph: (260) 665-4600; E: Lindsay@education1.org.*

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 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.

Founded in 2014, ACCEL Schools is a K-12 full-service Education Service Provider based in Independence, OH currently serving over 13,250 students in online, blended and brick and mortar charter schools. ACCEL does not focus on one particular student demographic, nor subscribe to one specific school model or educational philosophy but rather customizes each school to maximize student performance. ACCEL Schools partners with each school board of directors to deliver a high performing school.

ACCEL Schools currently serves more than 45 partner schools in Arizona, California, Colorado, Michigan, Minnesota, and Ohio. Most ACCEL site-based schools are in cities with high percentages of economically disadvantaged students. In 2015, ACCEL was chosen to take over the management of the former White Hat and Mosaica Education brick and mortar charter schools including the highest performing charter school in Ohio. Since this time, the company's portfolio has increased dramatically both from building new site-based schools from the ground up and by working with schools experiencing academic and/or financial struggles.

ACCEL Schools is the U.S. school division of Pansophic Learning, a privately held global learning company with schools in the United States, Uganda, United Kingdom, Switzerland, Saudi Arabia, and Dubai.

Approach to Education: ACCEL's Mission is to provide a world class education anywhere in the world in either a blended, online, or brick and mortar school.

Our Vision states – We believe every child should be whatever they want regardless of where they are born. Our core beliefs include:

- *Schools should be accountable for their results and be financially self-sufficient*
- *Students should be supported as they pursue a wide variety of post-secondary options*
- *Schools and teachers should strive to maximize learning efficiency*
- *The learning environment matters*
- *Students should be taught core values*
- *Technology can increase engagement, access to resources, efficiencies, and academic results*
- *More time spent learning yields greater results*
- *Education should produce global citizens*

Accel Online Indiana LLC, an Indiana subsidiary of Accel Schools, would be the contracted corporate entity with the Virtual Preparatory Academy of Indiana school board. Accel Online Indiana LLC is registered to conduct business in the state of Indiana.

Executive Leadership for ACCEL Schools includes:

RON PACKARD - Founder/Chief Executive Officer

Ron Packard is the CEO and Founder of ACCEL Schools. Packard is a well-known educator, entrepreneur and visionary as well as the author of the highly regarded and reviewed book Education Transformation. (We have included copies of this book as part of our RFP response.) Packard was previously the long time CEO and Founder of K12 Inc. He oversaw the growth of K12 from just an idea to one of the largest education companies in the world. Before K12, Packard was the Vice President of Knowledge Universe and CEO of Knowledge Schools, one of the nation's largest early childhood education companies. He was also instrumental in the successful

investments in Learn Now, Children's School USA, Leapfrog, TEC, and Children's Discovery Center. Packard also worked for McKinsey & Company and for Goldman Sachs in mergers and acquisitions. Packard has received the Education Industry Association's James P. Boyle Entrepreneurial Leadership Award, as well as the Ernst & Young Entrepreneur of the Year Award in the IT Services & Solutions category in Greater Washington. The University of Chicago's Booth School of Business named him a Distinguished Alumni, and he also received an Outstanding Leadership Award from the United States Distance Learning Association. He sits on the Digital Learning Council. Packard previously served on the Department of Defense's Education Advisory Committee. Packard has been featured on nationwide radio and television shows and magazines, including Bloomberg TV, Forbes, and the Washington Post to name a few. He holds a B.A. from the University of California at Berkeley and an M.B.A. from the University of Chicago, both with honors.

MARIA SZALAY - Cofounder & Chief Operating Officer

Maria Szalay, Co-founder and Chief Operating Officer, brings over 20 years of strategy, operations and development capability to ACCEL Schools. Ms. Szalay joined K12 Inc. in 2000 and was instrumental in growing it from a startup to a public company. In this time, she served in a variety of roles including product management, product development, operations, strategy, and corporate development. Prior to joining K12 Inc., Ms. Szalay served as practice director at Operon Partners, an e-business consulting firm. At Operon Partners, Ms. Szalay led consulting teams assisting clients with turnkey eBusiness strategy, product management and business transformation consulting services. She worked directly in client organizations developing business plans to obtain funding, and also assisted with the implementation of online initiatives, with specialized expertise in integrating these solutions with their brick-and-mortar business. Prior to joining Operon Partners, she worked at Telecom New Zealand rolling out the company's Online Solutions business, where she was instrumental not only in developing the online strategy and implementation plan for Telecom Broadband, but also in executing to the implementation plan. Prior to that, Ms. Szalay worked for eight years as a management consultant at KPMG, assisting clients with systems implementations, product marketing and placement initiatives, including new product and service launches. Ms. Szalay started her career at Shearson Lehman. She holds a BS/BA from Virginia Polytechnic Institute and State University and an MBA from American University.

STEVE GOETZINGER- Senior Vice President, Finance & Controller

Steve Goetzinger, Senior Vice President, Finance & Controller, has a broad experience in all aspects of accounting and financial management. Steve manages the accounting and finance functions at ACCEL Schools providing accounting and finance support to the Company's public charter and virtual online businesses. He has vast experience in education, software technology, service and manufacturing industries.

Steve previously served for five years at K12, Inc. as VP of Finance/Controller where he managed the corporate accounting and the shared service accounting support for its virtual charter schools. At K12, he implemented the accounting infrastructure to prepare for the company's IPO.

Steve's specialties are Financial and SEC reporting, GAAP accounting, IPO, mergers and acquisitions, financial analysis, technical research, accounting software implementation, risk management and equity administration. He holds a BA in accounting from James Madison University and is a licensed CPA.

BRANDON KRUEGER- Chief Marketing Officer

Brandon brings over 12 years of education industry marketing experience to ACCEL Schools. Previously, Brandon had been the Chief Marketing Officer at Delta Career Education Corporation for over 3 years and the Senior Vice President of Marketing at K12 Inc. for over 9 years. Prior to joining K12 Inc., he held various operational roles at America Online, American Express and Arthur Andersen LLP. Brandon began his career as a Certified Public Accountant.

Brandon holds a Master of Business Administration from the Darden School of Business at the University of Virginia, and a Bachelor of Science in Economics with Concentrations in Finance and Accounting from the Wharton School of Business at the University of Pennsylvania.

RICHARD ROSENBERG- Vice President, Information Technology

Richard Rosenberg, VP of Information Technology, brings over 25 years of experience in Product and Information Systems to ACCEL Schools.

Richard brings expertise in the management, design and implementation of cutting-edge solutions, including data platforms, content publishing, and business systems. He has led the implementation of instruction and business automation systems, including content management, learning management, student information, order/logistics processing, and custom integrations. Mr. Rosenberg joined

K12 Inc. in 2001, as Director of Systems Architecture/Infrastructure and Systems Security. He designed the systems architecture and configuration of the On-Line School Application (the first of its kind), as well as created the processes and infrastructure for Quality Assurance and load testing. His technical, operational and solutions-driven vision has helped companies like Gannett and Fannie Mae establish and achieve long term strategic goals.

Richard holds a bachelor's degree in Computer Science & Public Policy from The City College of New York and completed a Logic & Methodology Program from Harvard University.

CHRISTOPHER RYAN- General Counsel

Chris Ryan, General Counsel and Senior Vice President of Corporate Development, brings over 25 years of public, private and government legal experience to ACCEL Schools. Mr. Ryan previously served for 10 years as Senior Vice President and Deputy General Counsel of K12 Inc. where he managed critical legal initiatives and M&A transactions during the company's growth through IPO to \$900M in revenue. Prior to K12, Mr. Ryan served as General Counsel of Everest Software, Inc., a business management software company, as Deputy General Counsel at CareerBuilder, Inc., one of the largest online recruiting companies in the country, as Assistant General Counsel at Best Software, Inc., a leading accounting and human resources software company, and as a Branch Chief at the U.S. Securities and Exchange Commission. In 2008, he received the prestigious "In-House Counsel of the Year" award by the Association of Corporate Counsel – National Capital Region. Mr. Ryan earned a JD from American University, an MBA in Information Systems and Marketing from the Smith School of Business at the University of Maryland, College Park, and a BA in Political Science from Wake Forest University.

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).

The Board of Directors of the Virtual Preparatory Academy of Indiana conducted their due diligence in selecting Accel Schools in multiple ways including:

- Holding meetings with Accel executive and operational leadership to discuss virtual school best practices, finance, and the proposed school academic and operational model.
- Two board members have experience with other virtual schools through former career positions at IDOE or the State Board of Education. Their extensive experience in the field of education includes knowledge of Indiana education law, special education compliance procedures, Indiana public school accountability, and instructional best practices.
- Another board member successfully educated his children in a currently operating virtual school and was able to review the Accel offering from a potential parent perspective.
- The Board of Directors is working closely with their independent counsel to review and negotiate the Accel agreement.

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.

The school governing board and ESP have created a draft **annual** evaluation document based on Education One's accountability plan. It is included in **Attachment 19**.

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

The school governing board and Accel Schools are unaware of any potential conflicts of interest between the two organizations or any Accel affiliated business entities.

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.

The Head of School and senior leadership team of the Virtual Preparatory Academy of Indiana will work in a shared leadership model with teacher leadership working, not only to ensure a successful education environment for students and parents, but also to try and resolve any instructional and operational issues. Over the proposed charter five year term, the highest overall teacher-to- student ratio is 35:1. The total adults-to-student ratio is 26:1.

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.

All school-based staff at the Virtual Preparatory of Indiana will be employed by Accel Schools as part of their agreement with the Board of Directors. They will all be at-will employees.

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.

ACCEL Schools offers a competitive compensation and benefits package for all school staff. The HR team reviews local salaries in the state/region by position and uses this information to make salary determinations. School staff salaries are calculated with a competitive base compensation with increases based on college degrees held, years of experience in a site-based and/or virtual classroom, and certifications held. School staff may be eligible for an annual performance-based pay program including merit

increases and bonuses. The average school salary as referenced in the budget assumptions for general education teachers is \$50,000 and \$52,000 for special education teachers. The ELL teacher salary is budgeted higher as that is role that is in high demand. **These average teacher salaries are higher than two other statewide virtual charter schools (based on data from the Indiana Gateway) and competitive with the statewide average for all public school teachers (based on data in the Indiana Education Employment Relations Board's Indiana Teacher Compensation Report for 2019-20 School Year).**

Below is a summary of the Accel employee benefit package that school staff would be eligible to participate in:

Medical Benefits - Full-time employees (those who work 30 or more hours per week) are eligible for medical benefits provided by a national carrier with both in-network and out-of-network coverage. Employees have multiple plans to choose from that offer a wide range of deductibles and co-insurance levels. Our goal is to provide employees with maximum choice in finding a plan that meets their individual needs. Employees have access to PPO plans with set co-pays for certain medical services and High Deductible Plans with set co-insurance levels after deductibles have been met.

Dental and Vision Benefits - Full-time employees (those who work 30 or more hours per week) are eligible for dental benefits and vision benefits. Coverage is available both in-network and out-of-network.

Flexible Spending - All benefits-eligible employees may enroll in flexible spending as a tax-advantaged way to pay for health expenses. Employees enrolled in a High Deductible Health Plan (HDHP) have access to a Health Savings Account (HSA); all other benefits-eligible employees (including those not enrolling in a company-sponsored health plan) have access to a Flexible Spending Account (FSA) and Dependent Care Reimbursement Account.

Benefits-eligible employees may enroll in a Dependent Care Flexible Spending Account that covers IRS-designated care costs for children under age 13 or a spouse or relative living in your home who is physically or mentally incapable of self-care.

Ancillary Insurance Benefits - Full-time employees (those who work 30 or more hours per week) receive Short-Term Disability, Long-Term Disability, Basic Life, and Accidental Death & Dismemberment (AD&D) insurances. Benefits-eligible employees may purchase additional life and AD&D coverage and/or Accident and Critical Illness insurances.

Retirement Benefits - Employees are eligible to participate in the Company's 401(k) plan. Employee contribution maximums are determined by the Internal Revenue Service (IRS). For every dollar an employee puts into the retirement plan, up to 4% of gross salary, the Company will match one dollar (up to 4%) and place this into the employee's retirement plan. The Company retains the sole discretion to revise these terms for all employees, and the size of the contribution is limited by federal law. Eligible newly hired employees are automatically enrolled in the 401(k) Plan at a contribution level of 4% after the 45th service day requirement is met. Information will be mailed to the employee's address with more information after their hire date. Employee contribution changes including Opt-out from the Plan can be done at any time. Since the 401k Plan utilizes automatic enrollment, an employee who does not wish to participate must Opt-out of the Plan within 90 days of the effective date.

Accel Schools will work hard to create an environment at Virtual Preparatory Academy of Indiana that not only attracts great teachers but also retains them. **The company employs several staff retention strategies including:**

- Regular benchmarking is done to ensure salaries are competitive, and the company assesses our compensation structures annually to ensure they are structured to recognize educational attainment and professional experience in an online setting.
- Professional development is a key part of our offering and includes topics such as online student engagement, boosting achievement in the online environment, SEL in the online environment, and working with subgroups in the online environment.
- Stretch assignments such as Lead Teacher or Teacher Mentor are available for those looking for professional development, and internal mobility is supported and encouraged to allow employees to grow their careers.
- The Accel HR department includes employee relations professionals who work closely with school leadership and support staff to address any workplace concerns that may arise.

Recently, the company began doing electronic surveys of new hires post-onboarding. When asked about feeling welcome at work, the average score was 4.6 out 5 (with 5 being the most favorable). This rating is reflective of Accel online school staff sentiment.

At the end of the 2019-20 school year, 89% of Accel online school staff intended to return with 92% of those employees currently active.

The compensation and benefits package are important strategies for retaining staff, but other factors tend to weigh equally such as school culture, school administrator leadership style, professional learning, and opportunities for growth such as the teacher leadership opportunities. Accel Schools will conduct annual employee satisfaction surveys to get feedback on how the school and company can get better. The Head of School will report to the school board on the results of such surveys.

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.

ACCEL Schools actively recruits teachers who are excited to create a rigorous and nurturing virtual classroom environment that prioritizes student learning and social-emotional development. With a network of 50 charter schools and growing, ACCEL Schools employs a diverse staff of passionate administrators and educators who value research-based practices and a desire to grow as professionals. We work tirelessly to raise student achievement, regardless of historical barriers, while committed to participating in ongoing professional development, job embedded instructional coaching, and embracing a growth mindset.

The school will employ Indiana certified and Highly Qualified teachers with a priority on teachers with virtual learning experience. In order to ensure the best quality of educators, we will recruit candidates that we believe will: embody the core values of the Virtual Preparatory Academy of Indiana, participate in continuous, research-based professional development to hone their craft, demonstrate a passion for personal improvement, are willing to be held accountable for student learning, and who will effectively and regularly communicate with parents, other teachers, and the school leadership. We will provide numerous professional development opportunities for our teachers, will support them with a full time, online trainer, and will reward teachers for high quality performance.

In Spring and Summer 2021, Accel will advertise positions on widely used education-focused job boards including Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, Handshake, university sites, as well as recruit using one-to-one and event strategies. We will conduct a thorough interview process with multiple stages to identify top candidates. Interview rounds are conducted by veteran online school leaders and questions for virtual teaching candidates specifically address the online school environment. Once top candidates are identified, we will conduct comprehensive reference checks to include recent supervisors.

Compensation and benefits are key recruitment and retention tools. Some additional strategies employed to recruit desirable candidates not mentioned in the previous response include the use of sign-on bonuses when credentialed teachers are in short supply and providing teachers the opportunity to participate in supplemental activities such as tutoring programs.

Instructional staff will be hired to begin work at least two weeks before the first day of school so that teachers may complete onboarding and professional development activities and start their outbound calls to families to introduce themselves.

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

The Accel Schools Human Resource (HR) team will work with the Head of School and School Board to support the staff hiring process. All interested candidates for school positions will complete an online employment application with Accel schools. The Accel HR team will do initial candidate screening based on the positions identified in the board approved budget and levels of enrollment to support the hiring. The School Board will be provided monthly staffing reports on the new school-based staff including their resumes/certifications along with any dismissals.

School Staff and Volunteer Background Checks

Pursuant to IC § 20-26-5-10, the Virtual Preparatory Academy of Indiana will adopt a policy concerning criminal history information for individuals who apply for employment with Accel Schools to serve at the school or who will provide services to the school if the individuals are likely to have direct, ongoing contact with children within the scope of the individual's employment with Accel. Additionally, any volunteers including parent volunteers who have direct, ongoing contact with children must comply with the school's policy concerning criminal history.

The school board and Accel Schools will administer the policy adopted under this section uniformly for all individuals to whom the policy applies. Accel Schools will conduct an expanded criminal background check, within 14 days of hiring or volunteering, that meets

the definition of an expanded criminal background check under IC § 20-26-2-1.5 after obtaining any necessary consents from the individuals who are subject to the expanded criminal background checks.

Accel Schools may require the individual to provide a set of fingerprints and pay any fees required for the expanded criminal history check. Each applicant for noncertificated employment or certificated employment may be required at the time the individual applies to answer questions concerning the individual's expanded criminal history check. The failure to answer honestly questions asked as part of this process is grounds for termination. The applicant is responsible for all costs associated with obtaining the expanded criminal history check. An applicant may not be required by the school board or Accel Schools to obtain an expanded criminal history check more than one time during a five year period.

Below are key sections of the Accel Employee Handbook that address employment with Accel Schools:

Equal Employment Opportunity

ACCEL Schools provides equal employment opportunities to all employees and applicants in all Company and school facilities without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender, gender identity, sexual orientation, transgender status, or genetic information in accordance with applicable federal, state and local laws.

This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leaves of absence, compensation and training.

Accommodation of Disabilities:

Accel Schools is committed to making every reasonable effort to reasonably accommodate an otherwise qualified individual with a disability who is an employee or applicant. A reasonable accommodation may be provided as long as it will enable the employee to perform the essential duties of the job, and it does not create an undue hardship for the Company and/or a direct threat to the health and/or safety of the individual or others would result. A reasonable accommodation may include changes in the work environment or in the way a job is performed, so a person with a disability may enjoy equal employment opportunities.

Introductory Period:

All Accel employees will undergo an introductory period of employment. The introductory period shall consist of the first one hundred twenty (120) days of employment or ninety (90) days following transfer or promotion within the organization. This is an opportunity for the Company to evaluate the employee's performance. It also is an opportunity for the employee to decide whether he or she is happy being employed by the Company. The Company may extend the introductory period if it desires. The employee will be notified, either verbally and/or in-writing if this period is extended. Completion of the introductory period does not alter an employee's at-will status.

It is expected that an employee must actively be at work during the Introductory Period except with written management approval or unless approved in writing by management or Human Resources.

The Company reserves the right conduct a formal performance review at the end of the introductory period.

Separation from Employment:

An employee may be separated from employment either voluntarily or involuntarily by resignation, retirement, lack of work, poor performance or other reasons. Regardless of the reason for separation, all separations will be handled fairly and in compliance with applicable state and federal law.

Employment Termination

Our goal is to build and maintain lasting work relationships with our employees. In the case that an employee chooses to resign, he/she should consult the terms of his/her employment agreement.

It is expected that teachers and intervention specialists provide a minimum of 30 calendar days' notice and others provide a minimum of 14 calendar days' notice of resignation.

The Company reserves the right to accept the resignation immediately upon notice, or based upon the individual circumstances, the Company may elect to allow the employee to work out his/her notice. Employees must actively be at work during a notice period except with written management approval or unless approved in writing by management or Human Resources. Paid Time Off (PTO) cannot be used during this notice period.

Once notice of resignation is received by the school leader, it cannot be withdrawn except with the written agreement of the school leader, even if such attempt to withdraw is during the notice work out period. Some employees may have additional conditions and/or limitations regarding resignation from employment. For additional information regarding any additional conditions and/or limitations regarding resignation from employment see your employment agreement, if any.

Employees who fail to follow any additional restrictions or conditions within their employment agreement, if any, may be in breach of their employment agreement and/or state law.

Exit Interviews

The school leader and/or human resources will generally schedule exit interviews or provide an exit survey around the time of employment termination. Topics of discussion may include reasons for leaving as well as impressions about the School and/or Company. During the exit interview, employees can provide insights into areas for improvement their specific position held, the School, and/or the Company.

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.

All school leadership will go through an onboarding process that immerses them into the operations and culture of Accel Schools. School leaders will first participate in the same training as teachers so they understand the school curriculum and AMP system and can serve as instructional leaders. They will receive additional training from the Accel School Operations team on using the administrative data reports and tools available within AMP to oversee the school operations. Each of the Accel department leaders, that will provide key services to their school, will meet with the Head of School and other administrators to provide upfront training and ongoing support. These include: Human Resources, Marketing and Communications, and School Finance. The Accel School Operations team will meet weekly or as needed to continue to support the school leader's development.

Public Law 90, passed in April of 2011, required statewide implementation of new or modified teacher evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. This legislative change led to the further refinement of the original system to create RISE 3.0. School corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation. Attachment 22 presents the Rise 3.0 rubric for the evaluation of Indiana school leaders. This rubric will serve as a template to make modifications to a virtual environment in the evaluation of the school's leadership. After a draft evaluation instrument is designed, additional applicable areas may be added by the School Board.

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.

Similar to the onboarding process of the school leadership, teachers will also be immersed into the operations and expectations of the Virtual Preparatory Academy of Indiana. Training will begin on day one introducing teachers to the systems within Accel Schools as well as introduce them to the curricular and instructional resources they will be using. Professional development is ongoing throughout the school year with ten days committed without students at the start of the year for trainings. (Please see more detailed support below in the Professional Development section.) The Indiana Department of Education released RISE 3.0 as a model plan for teacher and principal evaluations. The RISE model plan was revised in 2020, removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan. The Head of School will facilitate the development of the teacher evaluation with the teachers based on the Rise Teacher Evaluation Tool in

Attachment 23. The VPA Teacher Evaluation will be based on a virtual school with additional factors emphasized such as student and parent engagement.

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

Accel Schools will work closely with the school board to communicate concerns regarding unsatisfactory leadership/teacher performance. Teachers and school leaders will be provided extensive training and support from the Accel School Operations team and by the local teacher leadership team. If a teacher is having performance issues, their supervisor will step in to provide coaching and collaborate with the school's teacher leadership team to assign a peer mentor to provide additional support. The Head of School will be coached and supported by the Accel Sr. Director of Virtual School Operations.

If the school leader or teacher continues to not perform, the process for unsatisfactory leadership or teacher performance may follow the sequence below:

1. The administrative supervisor holds a meeting with the individual that presents unsatisfactory behaviors or performance and the desired expectations can be verbal or written.
2. If the unsatisfactory behavior or performance continues another meeting occurs with the individual and administrative supervisor that is documented that references expected improvement(s).
3. If the unsatisfactory behavior or performance continues a third meeting occurs, includes another administrator and the individual is placed on an improvement plan. The improvement plan will state areas for needed improvement with a timeline of expectations when improvement should occur.
4. Lastly, if the individual does not show improvement or in fact his or her behavior or performance has become worse, the process for termination begins.
5. The individual, if they feel have been treated unfairly, can follow the grievance policy referenced in the Employee Handbook.

Leadership and teacher turnover is inevitable at any school. The key is to set clear expectations from the first day of employment and develop a climate and eventually a culture at the school where all staff want to continue to work there. Accel Schools keeps a running file of teacher and school leader candidates should the school need to find a replacement. The company has many seasoned virtual school leaders working at the company and is in a position to assist if the school has a turnover. Ideally, the school will develop their succession leaders within the current administrative and teaching staff.

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.

All staff will receive numerous hours of professional development related to online student engagement, boosting achievement in the online environment, Social Emotional Learning (SEL) in the online environment, working with subgroups in the online environment, and other topics. Professional development will be provided both in-person and online modalities. Along with participation in monthly online professional learning communities, staff will be trained in techniques of differentiated instruction, enabling them to identify students' learning styles and to create learning activities compatible with the students' needs. At the same time, the staff will be trained to use various assessments and how to interpret those results to personalize instruction based on individual student needs. The Assistant Head of School will be responsible for the annual professional development plan and will work with the Head of School and Accel Schools Senior Director of Operations to create it. Accel will share this plan with the school's board of directors.

- 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.

The Virtual Preparatory Academy of Indiana professional development program design is based on needs as measured by surveys of professional staff and parents/guardians, and interviews and observation, as well as the experience of the Accel trained professional-development personnel, who remain current on new as well as tried-and-true teaching methods and strategies specific to the online learning environment. Staff development will take place before the school year begins, and ongoing training will continue throughout the school year, based on detailed assessments of staff needs.

The school's professional development approach stems from proven research and years of experience in effective instructional and administrative practices. Some of the underlying research that supports our approach includes the following:

Teaching to Multiple Intelligences: *The school recognizes different domains of ability, or "intelligences," as described by Dr. Howard Gardner. Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.*

Reciprocal Teaching: *Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The school's model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.*

Differentiated Instruction: *Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. The school's teachers are taught effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all given the best opportunity to succeed.*

- 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.

School staff will receive over forty hours of professional development prior to school opening. The components of our professional development offerings are delivered in a combination of asynchronous learning (via the learning management system) and synchronous learning as determined by the Head of School). Below is an outline of topics covered:

1. *School and Accel Overview*
 - a. *Mission and Vision*
 - b. *Accel Services and Supports*
 - c. *Initiatives Overview*
 - d. *School Specific Performance and Goals*
2. *Accel Management Platform (AMP)*
 - a. *Overview of Ecosystem and Components for New Users*
 - b. *What's New in AMP SY20-21 for Returning Users*
3. *Canvas (Learning Management System- LMS)*
 - a. *Canvas Basics for New Users*
 - b. *Canvas Advanced Features*
 - c. *Student Teacher Dashboard NEW FALL 2020*
4. *Video Conferences*
 - a. *Big Blue Button Basics for New Users*
 - b. *Orientation for Big Blue Button*

5. *Core Curriculum*
 - a. *School Specific Vendor Information and Methodology*
 - b. *School Specific Core Curriculum Deliverable*
 - c. *School Specific Core Curriculum Discussion*
6. *Supplemental Curriculum*
 - a. *School Specific Supplemental Resources Information and Screencasts*
 - b. *What's New for Returning Users*
 - c. *Supplemental Curriculum Deliverable*
7. *Instruction*
 - a. *Recommended Instructional Model: Putting It All Together*
 - b. *Asynchronous Instruction Best Practices*
 - c. *Home Page Set-Up: Classroom Management*
 - d. *Synchronous Instruction Best Practices*
 - e. *Small Group Instruction*
 - f. *Using Data to Inform Instruction*
 - g. *Curriculum Mapping*
 - h. *The Learning Cycle*
8. *Assessments*
 - a. *MasteryConnect Information and Screencast*
 - b. *MasteryConnect Deliverable*
 - c. *NWEA Information and Screencast*
 - d. *NWEA Deliverable*
 - e. *School Specific Assessment Platforms*
9. *Special Education*
 - a. *Basics of Special Education Programming and Compliance*
 - b. *Best Instructional Practices for Students with Disabilities*
10. *PowerSchool (SIS)*
 - a. *PowerSchool for Returning Users: What's New in SY 20-21 (Admins)*
 - b. *PowerSchool Overview for New Teachers*
 - c. *PowerSchool Overview for New Admin (Leaders and Student Services)*
 - d. *PowerSchool Overview for New Student Services*
 - e. *Training on Reporting in PowerSchool*
11. *IT Support*
 - a. *IT Support Flow*
 - b. *Ring Central*
12. *Student Services*
 - a. *What are Student Services?*
 - b. *Best Practices in Orientation and Onboarding*
 - c. *Using Data to Inform Engagement and Retention*
13. *Compliance (sample, offerings are customized for state requirements)*
 - a. *AED Use*
 - b. *Child Abuse and Mandate Reporting*
 - c. *Email Safety: Phishing, Malware, Ransomware*
 - d. *Implicit Bias and Cultural Responsiveness*
 - e. *Sexual misconduct – Staff to Student*
 - f. *Social Media: Personal and Professional Use*

- g. *School Emergency Management Plan*
- h. *Homeless Education: Serving Students Under McKinney Vento*
- i. *School Policies and Procedures*
- j. *Student Privacy Rights (FERPA)*
- k. *Code of Professional Conduct for Educators*
- l. *Preventing Child Abuse and Human Trafficking*
- m. *Depression and Suicide Prevention*
- n. *Bullying Prevention*
- o. *Prevention of Mental, Emotional, and Behavioral Disorders in Students*
- p. *Building Safe and Supportive School Environments*
- q. *Ethical Use of Tests*
- r. *CIPA Course Curriculum*

After completion of this initial training program, teachers will have the foundation to successfully deliver instruction in the school's online environment. As mentioned earlier, the Virtual Preparatory Academy of Indiana will conduct training throughout the school year to reinforce these concepts and address additional topics based on teacher feedback. The school will also form professional learning communities by grade levels, content areas, and additional areas identified by staff.

- 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.

Unlike site-based schools, virtual schools have additional flexibility to conduct professional development when students are not in a building. This permits the school to hold more frequent but usually shorter training sessions-sometimes for 30 minutes to an hour. In the first year of operation, these ongoing sessions will occur weekly especially at the beginning of the school year. As the staff becomes more proficient, these will become bi-weekly. The school will hold the ongoing mini-training at the beginning or end of the school day, outside of the core hours when students/parents are working. Formal teacher professional development days will occur on non-instructional school days.

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.

To ensure that students are on track to demonstrate mastery on state mandated summative assessments, formative assessment opportunities will be utilized in an ongoing manner. These assessments will provide teachers with the information required to monitor progress and adjust instruction.

Formative assessment will include:

- *Qualitative and observational data obtained by teachers through student level interactions (live web conferencing sessions, one on one meetings, phone conversations)*
- *Using iReady as an incoming assessment to evaluate student baseline understanding of the grade level standards*
- *Embedded course assignments and assessments at the lesson and unit level*
- *Frequent, brief standards aligned short cycle assessments (iReady and MasteryConnect) sequenced to assess mastery of content recently presented*
- *Local benchmark assessments (iReady) administered 3 times per year; and*
- *Common mock assessments administered 3 times per year*

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.

One of Accel Schools core tenets is data-based instruction. As part of the school services agreement, the Accel Data Science team provides testing data analysis services to the school. In addition, the iREADY and MasteryConnect interim assessment data and analysis tools provide teachers and administrators easy access to their individual student, student cohorts and schoolwide results.

The Virtual Preparatory Academy of Indiana will form a School Improvement team, led by the Head of School, and members including teachers, school administrators, and school counselors. Administrators and teachers will be provided training by Accel Schools on interpreting all types of assessment data and how to use those results to improve instruction. The school staff will also take advantage of any training available by the authorizer or IDOE to further their understanding of using state assessment data to improve instruction.

Each year, Virtual Preparatory Academy of Indiana will create a school improvement plan based on the annual data analysis of state assessments, review of the year's benchmark assessments, and feedback from the School Improvement Team. The school improvement plan will contain the required components as defined by state law including strategies for improving instruction. In a virtual school, that often includes discussions on the content of synchronous instructional sessions, strategies to improve student engagement, and the use of supplemental curriculum to support student learning gaps.

The school board will receive reports on the interim assessment results throughout the school year. Finally, the school will produce an annual report that includes academic results and distribute to key stakeholders in the school community.

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 AMP system will house the summative and interim assessment along with course assessment results. The Accel School Operations team will provide professional development to both teachers and administrators explaining how to access and interpret student level data to provide instructional interventions including for each student's needs.

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

School leadership and teachers will receive training at the beginning of the school year on the various assessment tools utilized during the school year, how they are administered, how to access and use the data, and how to create interventions. During the school year, teachers will be provided ongoing professional development to reinforce the concepts already provided but also share the next level of instructional strategies.

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.

The Virtual Preparatory Academy of Indiana is committed to continuous improvement in all areas -- academically, operationally, and fiscally. The school will create a cross-grade level team of school leaders and teachers to work on the annual school improvement plan. After a thorough review of the cumulative academic data results from the last school year, the school improvement team will collaborate on expected root causes for any shortcomings in individual, classroom, or school-wide results. The school improvement team in partnership with the Accel School Operations and Curriculum team will also participate and provide additional resources/professional development/guidance as needed. The Head of School will present the proposed school improvement plan, which will comply with IC 20-31-5,6 and 511IAC 6.2-3-3, to the school board for review prior to submission to IDOE.

FACILITIES

If you are seeking an existing public school facility made available by the authorizer, complete Part A and 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.

Not Applicable

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

Not Applicable

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, work room/copy room, supplies/storage, teacher work rooms

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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.

Although not operating a school in an independent facility, the Virtual Preparatory Academy of Indiana will maintain an administrative office and meeting space. Accel Schools has an experienced real estate and facilities team that will support the board in their search for a leased school administrative office in the northern part of Indianapolis. There is consistently office space available in this area. We anticipate that search will commence no later than January 2021 with a goal of securing it by April/May.

Accel Online Indiana, LLC is prepared to provide the school a loan to cover the start-up costs including the rent, maintenance, and repair of the leased administrative office. The ongoing costs of the facility will be covered by the revenue from state funding.

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**. *Not Applicable*

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.

*The school administrative office will be located on the northside of Indianapolis. The preliminary goal is to secure office space of approximately 5,000 square feet that will house the administrative team for the school. Providing that the Board is approved to open the school, we have an Accel Schools facilities team whose role is to identify potential office and/or school facilities. We anticipate securing office space no later than May of 2021 with a move-in date no later than July of 2021. **Attachment 25** shows a sample layout for the school administrative office.*

Teachers will work primarily from a home office but may visit the administrative office for planning, professional development, or student/parent meetings. The facility will host the School Board meetings as well as other meetings, as needed. The facility layout will include several offices, flexible classroom/meeting space, conference rooms, storage room, and a staff breakroom. The school will be looking for a flexible office space layout that allows the staff to adapt the room size for some events.

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 28**.
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.

Not Applicable

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.

Even though students and most staff will be working remotely, the school will develop a School Safety Plan for the administrative office based on the Indiana School Safety Recommendations. The draft School Discipline Policy, Attachment 9, addresses many of the policies that the school will employ.

4. Provide, as **Attachment 27**, 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

The school board will continue to meet regularly once the charter is approved to ensure launch operations are on track. The Accel school launch plan is managed by a seasoned project manager, and all relevant department leaders attend launch meetings to report out on their areas of responsibilities. These include the referenced key members in Attachment 13 from the school development and operations, curriculum and instruction, special education, student support and development, finance, grants and compliance, systems and data, state reporting, marketing, human resources, and facilities teams. In addition, the Chief Operations Officer, Maria Szalay, attends to ensure the Accel team is executing on the launch plan.

Lynn Black, VP of School Development, and Shannon McElwain, Senior Director of School Operations, will be attend the board meetings and provide progress reports as the school gets closer to launch.

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

Accel Schools' facility and school operations teams will work with the school board to find and lease a suitable school administrative office building. The Accel facilities team is very experienced with this process as the company currently manages 45 site-based charter schools in several states. They regularly work with school boards and school leadership to find, renovate, and provide ongoing maintenance to school buildings and virtual school administrative offices. Wendy Schwingel, VP, leads this team and her bio is included in Attachment 13.

The school board will be the lessee and a board member representative will participate in the facility search. Accel will present two or three finalist facilities for the board representative to tour and review the terms. The school board will work with the Head of School and counsel to finalize the terms of the lease that will not exceed the term of the charter agreement.

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 maintains 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.

*Financial services for the Virtual Preparatory Academy of Indiana will be provided by Accel Schools financial team. We have provided the draft Accel Management Accounting Procedures Manual as **Attachment 34** so that the authorizer may review these procedures. This manual describes the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll.*

The Accel School Finance team will use the Microsoft Dynamics™ (Great Plains) software system to manage the accounting for the school. Accel uses Ultipro™ as its Human Resource Information System which includes payroll functionality.

To ensure that all school processes and reporting are compliant with state-specific reporting requirements, Bookkeeping Plus, will be retained by the ESP, to support compliance. Bookkeeping Plus is headquartered in Greenfield, Indiana and has been providing financial and compliance services to the Indiana charter school community for over twenty years.

*Indiana recently passed a law that requires schools and other government entities to implement a specific internal control methodology. As a new charter school, the Virtual Preparatory Academy of Indiana will adopt and implement financial policies and procedures to ensure the school is compliant with the statute and the accompanying regulations from the State Board of Accounts (SBOA). In addition, the school will train its staff and prepare written certification on SBOA forms. Bookkeeping Plus will support the Virtual Preparatory Academy of Indiana to ensure the school's internal control methodology is compliant, will conduct the training, and prepare the required written certification on SBOA forms. Prior to the school launch, the school board will approve a complete set of financial controls policies based on the drafts in **Attachment 34** and after review for Indiana specific requirements.*

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

The Board Treasurer is the fiscal officer for the school and will review all financial documents, at a minimum, on a monthly basis. He/She will review Accel invoices and authorize payment. The Board Treasurer will participate in the annual school budgeting process and provide a detailed review prior to the budget being presented to the full board for review and approval.

The Accel finance team provides hands on financial management that aligns with the strategic vision of the Board, and helps the school execute its operational plans. The Accel financial services include bookkeeping for the school, development of the draft annual budget, providing business analytics, and preparing monthly/year-end unaudited financial statements.

Bookkeeping Plus will work with the school finance team to ensure all reports and processes are compliant with any Indiana laws.

In carrying out the school's operations, the Head of School will be authorized to spend funds aligned with the school budget and within the school spending policy limits. The Accel Management Accounting Procedures in Attachment 34 provide detailed processes for the Head of School to follow.

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

The Virtual Preparatory Academy of Indiana school board will seek an independent audit firm, approved by the State Board of Accounts, to conduct the annual school audit of financial and administrative operations. The board will request at least two bids from firms with experience with charter schools with a preference for one with virtual charter school audit experience.

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.

The school is committed to transparency and will comply with all state, federal and authorizer finance and reporting requirements. The Indiana Transparency Portal provides the annual financial reports for all school corporations in the state. Any member of the public will be able to view the school's annual financial statements.

The Virtual Preparatory Academy of Indiana board will also review detailed financial documents on a monthly basis. Those financial reports will be part of the school board meeting deck and, therefore, public documents. Any member of the public may request those public documents through a request pursuant to Indiana's Access to Public Records Act and the school will comply with those requests. The school will produce an annual report which will include school academic and financial information and will distribute it to all parents in the school. The authorizer will be provided a copy of this report.

The authorizer has required monthly and annual reporting requirements which include financial reports. The Virtual Preparatory Academy of Indiana will comply with all requests from the authorizer to review school financial documents.

The anticipated costs for these reporting services are covered under Accel's School Business Support Services fee. The school annual report creation will be led by the Head of School but supported by the Accel School Operations and School Business Support Services' teams. The report will be a digital PDF so the additional costs should be negligible unless the school prints hard copies, which isn't necessary. Most public records requests can be fulfilled with the local school staff with no additional costs.

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.

The Accel school finance team, as part of the ESP agreement, will provide financial services to the school. They will partner with the known local charter school finance, Bookkeeping Plus, to provide consultation to ensure that all finance procedures and reporting comply with State law and in accordance with the State Board of Accounts and IDOE requirements. The Accel team will provide payroll services to the school as well.

Michael Smith, VP of Finance, leads the finance team for Accel and is a seasoned finance professional. He previously worked for K12 Inc. providing virtual charter school boards with school finance services. He has experience in both site-based and virtual charter

school finance including in the state of Indiana. The costs for these services are contained within the School Business Services Fee in the Accel fee schedule within the Accel Management Agreement.

The School Board will contract directly with a State Board of Accounts approved charter school auditing firm.

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

*The school will procure general liability insurance which will include educator's professional liability insurance. The school board will secure directors and officers liability insurance to protect them. Proposed limits for each are included in **Attachment 27**.*

7. Submit the Charter Application Budget and Staffing Workbook (provide the completed workbook as **Attachment 28**, 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; - *Not Applicable*
 - Accounting and internal controls.

See Attachment 13 for qualifications of the finance team.

SECTION IV: PORTFOLIO REVIEW & PERFORMANCE RECORD

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:*
 - Past five years of 4-year graduation rates;
 - Past five years of college and career readiness percentages;
 - 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.

South Columbus Preparatory Academy (SCPA), a site-based elementary/middle school in Columbus, Ohio has turned into one of the highest performing schools in the Accel network, despite a rocky start. It has earned a Performance Index score of 97 and 85 over the last two years as compared to the resident school that received a Performance Index score of 45. SCPA has received an "A" on the value-added growth indicator and a "B" on the Gap Closing Component Grade. The school serves a very at-risk student population with over 90% of the students qualifying for free and reduced lunches- poverty.

With so many students entering below grade level, the school utilized a formative reading assessment system, the i-Ready interim assessments, and a proprietary measurement driven instruction/intervention method. They also aligned instruction to ensure lessons and curriculum were aligned to the state standard and administered short cycle assessments. Data was collected and analyzed to understand the areas students were struggling with. With this information, teachers provided interventions including reteaching and modeling. This level of detail on instruction is what led to SCPA's academic results.

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

South Columbus Prep Academy had a very rocky start. The school purchased a very old building and it needed considerable renovation and repairs before students could attend. Because of those repairs, the school did not start until late September in 2017 and began with only 75 students. This directly impacted the expected funding and the school budget. ACCEL was able to provide financial support to the school in that first year and, by year three, the school not only finished with great academic results but also \$150,000 surplus. SCPA currently has 230 students enrolled- near capacity.

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

network.

The proprietary measurement driven instruction model is being implemented across the site-based school network and Accel is creating a similar methodology suitable for a virtual school. This will be ready for the launch of the Virtual Preparatory Academy of Indiana.

3. Select one of the organizations 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.

Accel Schools took over the operation of Berwyn East Academy (now known as Eastland Preparatory Academy) in 2017 from White Hat Management. Prior to Accel operating it, the school had consistently poor academic results on the state assessments including a Performance Index score of 45! The school's former facility was a large mobile classroom unit. Accel was able to move the school into a new facility and invested over \$2 million dollars to renovate it. In 2018, the school moved into the new building and the school's Performance Index score was raised to 52. In the 2019, the school's performance index scored raised to 60, which is still a "D" in the Ohio school report card system. Enrollment this fall is at 350 students.

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

Most of the teaching staff has been replaced. The highest performing teacher was elevated to a Director of Academics and has mastered the measurement driven instructional model that is referenced above and is now in charge of professional development for the new teachers. The school principal was retained as she has excellent support in the school community. She has been provided extensive professional development, which was lacking under the former ESP.

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

Accel expects this school to receive an "A" or a "B" on the Value-Added progress measure on the 2020-2021 school report and expects the school to elevate its Performance Index score by at least 5 points this year. The school building has the capacity to enroll more students and so student retention rates and new student enrollment rates will also be good measures. The principal will be working hard to retain talented teachers despite the funding discrepancies in Ohio that make it difficult to compete with district teacher salaries. In future years, Accel expects all partner schools in the network to continuously improve until all students are performing at or above grade level.

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.

Not Applicable

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."

In 2019, Accel schools did not renew the management agreement for Aurora Academy. The material breach that was the basis for the termination of the Management Agreement between Accel Schools Ohio LLC and Aurora Academy was the Aurora's failure to pay management fees pursuant to its Management Agreement with Accel and failure to pay rent pursuant to a Lease with a real estate affiliate of Accel.

In 2020, two contracts were non-renewed due to a mutual understanding that both parties did not wish to continue the partnership, Columbus Preparatory Academy and Frazier Preparatory Academy.

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.

During the summer of 2015, Accel Schools assumed the management of the former White Hat Academies. In 2016, Buckeye Hope Community Foundation (Ohio charter authorizer) declined to renew the charters for two of these schools, Pearl Academy and Garfield Academy, due to consistently low academic progress. STEAM Academy of Dayton was non-renewed by Ohio Council of Community Schools (charter authorizer) in 2018 due to consistently low academic progress. In late 2018, Accel Schools took over a cluster of former Cambridge schools and, in 2019, Buckeye Preparatory Academy was non-renewed due to poor academic performance and in 2020 Winton Preparatory Academy was also non-renewed for the same reason. Accel Schools also took over former White Hat Management schools, University Academy and Chapelside Academy, and they were non-renewed for poor academic performance in 2020. STAR Academy in Toledo, Ohio was closed due to the inability to find a suitable facility.

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.

Accel Schools has had no performance deficiency or compliance violations that has led a formal authorizer intervention with any school they operated in the last three years.

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.

Accel Schools concluded one action with a charter school which was for collection of unpaid management fees and rent with Aurora Preparatory Academy in Ohio, a school that had been closed by a decision of the school's board. Otherwise, Accel has pursued three actions with charter schools that it formerly managed to collect unpaid invoices. The Aurora Preparatory Academy Ohio matter has concluded and the other three are still in progress in various stages. Attachment 33 contains the complaint that Accel filed against Aurora in July 2019 and the judgment of the court awarding Accel damages in November 2019. The time for Aurora to appeal its judgment long since passed, Aurora paid Accel as much money as it had and the matter has been concluded. Furthermore, the board of Aurora voted to close the school as of June 30, 2019 and the school no longer exists.

SECTION V: INNOVATION

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

The Virtual Preparatory Academy of Indiana envisions a learning experience that combines the best of online instruction with its capacity for individualized, self-paced learning. Our school will feature an innovative, interactive curriculum being taught by Indiana state certified teachers. Teacher-led instruction will be synchronous, asynchronous, one-to-one tutoring, and organized peer interaction through project-based learning. We will partner with our parents to insure they have the appropriate resources to support their student's learning. Parents will choose the Virtual Preparatory Academy of Indiana because it will offer a high quality and engaging curriculum, aligned to Indiana Standards.

The Virtual Preparatory Academy of Indiana teachers will be trained in the known best practices in online instruction and will be provided flexible instructional tools that allow them to support all types of students. Parents and students will transition more quickly to online instruction due to the onboarding programs that are provided to both. The school will implement a continuous improvement model, listening to both parents and students while also supporting teachers in their instructional effectiveness.

The uniqueness of our school is an emphasis on project-based learning with students working together in a virtual world. We, as adults, are experiencing this shift of thinking and its implications of working in a virtual world that has minimized face-to-face interactions. Our students will learn how to use the same technologies that our teachers use in their instruction emphasizing both small and large group interactions. The Virtual Preparatory Academy will partner with known national groups like Project Lead The Way and Project Based Learning Works! to support its unique project learning focus.

Schools across the country are struggling with having to use multiple technology resources to develop, teach and assess students in a virtual classroom. A game changer in virtual education is ACCEL Schools' learning ecosystem, called the Accel Management Platform (AMP) for Education. The Accel Management Platform integrates the best available courses with a powerful Learning Management System and Student Information System, providing students, parents, teachers, and administrators with a single sign-on, consistent user experience. The AMP system allows teachers to truly personalize learning and allows school administrators to operate an efficient online school centered on data.