Charter School Application

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

Trine University
One University Avenue
Angola, Indiana 46703
Telephone: 260-665-4600

Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community. Education One at Trine University currently authorizes 11 schools in Fort Wayne, Gary, Indianapolis, South Bend, and Springville, Indiana.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended guidelines for submission have been outlined to support quality school start up.

Education One is governed by its own board of directors separate from Trine University. The Executive Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant's authorized representative.

Applicants who should use this application are those who are applying to open a new charter school. Existing charter schools applying to replicate their school(s) should complete the application as well as items marked for replication.

Education One 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.

Applicant Submits Letter of Intent:
Recommended Timeline for Submission: One Year Prior to Start of School
Interested candidates must submit a [Letter of Intent](#) to the Executive Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

Applicant Submits Initial Proposal:
Recommended Timeline for Submission: One Year Prior to Start of School
Following the submission of a Letter of Intent, an applicant will submit an [Initial Proposal](#), describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

Review/Feedback of Initial Proposal by Executive Director (Q & A):
Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Executive Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

Applicant Submits Full Application and Participates in Capacity Interview:
Recommended Timeline for Submission: At Least Nine Months Prior to Start of School
Following the invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Executive Director.

After an initial review of the application, the Executive Director will provide initial written feedback from the Application Review Team to the applicant. The applicant will have time to review the feedback and make any changes to the application they deem necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed.

Application Specification and Submission Instructions
- The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes, with a minimum of 11-point font, to answer application questions. If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- The application narrative should not exceed 75 pages. For replication schools, the narrative should not exceed 100 pages. Attachments do not count toward the page limit.
- 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 included in an answer(s) to meet expectation standards.
- Upload a complete copy of the application as one PDF in your Application folder.

Following the final scoring of the written application, the applicant will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's Governing Board, school leadership team, and proposed staff members. The interview will gauge the applicant's capacity to execute the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

<u>School Board Meeting</u>
Recommended Timeline for Submission: At Least Nine Months Prior to Start of School
Prior to recommending approval of an application, the Executive Director will attend a board meeting for the proposed school in order to monitor and measure the board's capacity to govern the proposed school in accordance with Education One's board governance skills matrix, which includes skills associated with business, community engagement, education, finance, and legal.

<u>Public Hearing</u>
Recommended Timeline for Submission: At Least Nine Months Prior to Start of School
Prior to recommending approval of an application, a public hearing will be scheduled. During the Public Hearing applicants will present their proposal to the community in a public forum. Applicants will be asked to answer questions from the Education One team, as well as members of the public. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. Education One will also accept written forms of support/opposition from the public.

<u>Education One Board Meeting</u>
Recommended Timeline for Submission: At Least Eight Months Prior to Start of School
The Executive Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote.

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.
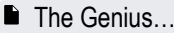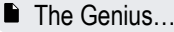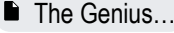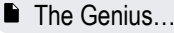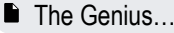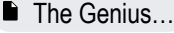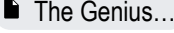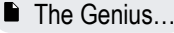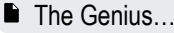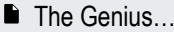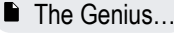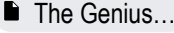
The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the 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.
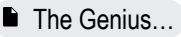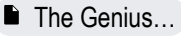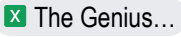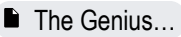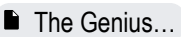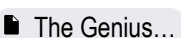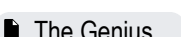
APPLICATION ATTACHMENTS

Education One utilizes Google Drive to organize each applicant's application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled "Application Attachments," will be used to save attachments in the following manner:
- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the school name + attachment number (i.eThe Genius School Attachment 1, etc.).
- Link each attachment to the table below, following these steps:
    - Right click on the attachment PDF saved in the Application Attachments folder.
    - 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" button.
    - Paste the link into the table.
    - Add a space after the link to activate for viewers to click and be directed to the attachment.

Application Attachment Table		
Attachment	**Description**	**Link**
Attachment 1	**Planned Curriculum** *Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.*	📄 The Genius…
Attachment 2	**Plan for Development of Program** *Provide a plan for how the program will be developed between approval and opening, including the person responsible and key stages for completion.*	N/A
Attachment 3	**Exit Standards for Graduation** *Provide the school's exit standards for graduating students from the last grade served by the school.*	📄 The Genius…
Attachment 4	**Proposed School Calendar** *Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.*	📄 The Genius…
Attachment 5	**Proposed Daily & Weekly Schedules** *Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.*	📄 The Genius…
Attachment 6	**Enrollment Policy** *Provide the school's proposed enrollment policy.*	📄 The Genius…
Attachment 7	**Discipline Policy** *Provide the school's proposed discipline policy.*	📄 The Genius…
Attachment 8	**Evidence of Community Support** *Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).*	📄 The Genius…
Attachment 9	**Principal/School Leader Information** *Provide the resume for the proposed principal/school leader.*	📄 The Genius…
Attachment 10	**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.*	📄 The Genius…

Attachment 11	**Additional Leadership Team Information** *Provide the qualifications, resume, and professional biography for any identified leadership team members.*	📄 The Genius…
Attachment 12	**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.*	📄 The Genius…
Attachment 13	**Signed Statement of Assurances** *Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.*	📄 The Genius…
Attachment 14	**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.*	📄 The Genius…
Attachment 15	**School's Governing Board** *List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.*	📄 The Genius…
Attachment 16	**Board Member Notice of Disclosure** *Submit completed and signed information sheets for each board member. Use the template provided by Education One.*	📄 The Genius…
Attachment 17	**Board Code of Ethics & Conflict of Interest** *Provide the board's proposed Code of Ethics and Conflict of Interest policy.*	📄 The Genius…
Attachment 18	**Term Sheet for Contract** *Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.*	N/A
Attachment 19	**Complete Staffing Chart for School** *Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.*	📄 The Genius…
Attachment 20	**Personnel Policy/Employee Manual** *Provide a personnel policy or an employee manual if developed.*	📄 The Genius…
Attachment 21	**Leadership Evaluation Tool** *Provide leadership evaluation tools that have been developed.*	📄 The Genius…
Attachment 22	**Teacher Evaluation Tool** *Provide teacher evaluation tools that have been developed.*	📄 The Genius…
Attachment 23	**Proof of Secured Facility** *Provide proof of commitment for the facility.*	📄 The Genius…
Attachment 24	**Facility Description** *Provide supporting documents that detail the facility (10 page limit).*	Attachment 24

Attachment 25	**Start-up Plan/Timeline** *Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*	📄 The Genius…
Attachment 26	**Insurance/Levels of Coverage** *Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.*	📄 The Genius…
Attachment 27	**Implementation Schedule** *Provide an implementation schedule that explains the strategy for executing each charter that is approved. Use the template provided by Education One.*	N/A
Attachment 28	**Completed Budget and Staffing Workbook** *Use the workbook provided by Education One.*	☒ The Genius…
Attachment 29	**Budget Narrative** *Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.*	📄 The Genius…
Attachment 30	**Historical Performance Workbook** *Use the workbook provided by Education One.*	📄 The Genius…
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.*	📄 The Genius…
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*	📄 The Genius…
Attachment 33	**Litigations** *Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.*	N/A

APPLICATION COVER SHEET

Name of team or entity applying:	The Genius School Inc.

Name of proposed school:	The Genius School Indy
Primary contact person:	SQ Ely
Mailing address:	4010 N Sherman Dr, Indianapolis, 46226
Phone number:	317.643.5430
Email address:	sely@tgsindy.org
Fax:	

Primary contact for facilities planning:	Nadia E. Miller
Phone number:	317.258.8077
Email address:	nmiller@tgsindy.org

Applicant Team

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
SQ Ely II	Head of School/Founder	Founder
Nadia E Miller	Chief Operating Officer	Chief Operating Officer
NaTanza Bratcher	Director of School Compliance	Director of School Compliance

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

☐ Yes   x No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proposed School(s) Information

Provide the proposed school(s) opening information, adding lines as needed. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
The Genius School Indy	2024/25	New Start	Indianapolis	K-6	K-9

Model or Focus of Proposed School:	Holistic, Project-Based, Accelerated Focus, Martial Arts infusion

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

If yes, identify the ESP or other partner organization:

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

If yes, identify the CMO or other partner organization:

Enrollment Summary

Complete the following table, adding lines as needed.

Proposed School Name		Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029	At Capacity
The Genius School Indy	Grade Levels Served	K-6	K-6	K-6	K-7	K-8	K-9
	Total Enrollment	150	280	280	320	360	400

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

Our intent is to have a smaller, more intimate school, as opposed to aiming for the most enrollment possible. We assert that we will have a more authentic, individualized experience with students in smaller class/school size (approx. 20 geniuses/class). Two cohorts per grade level would allow for fiscal sustainability of the operation. To better build the culture of excellence and acceleration that we envision, we employ a hybrid slow-growth approach. Although we are a K-6 school, the first two years we have 150 geniuses (one cohort per grade level). In year three, we plan to add a second cohort per grade level which ultimately doubles the enrollment within the first three years. Each successive year we will follow our most senior 2 cohorts of geniuses up through 9th grade. In this way, as an elementary and junior high school, we can better determine whether to expand to high school or continue to develop and sharpen our K-9 experience and outcomes, while preparing geniuses for their high school of choice.

Mission and Vision

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.

Replication Schools: Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

The Genius School (TGS) vision is to enhance, engage and elevate the community through unleashing the inner genius.

The mission of TGS is to provide the community with a responsive learning institution that propels scholars academically, socio-emotionally, and culturally by utilizing a holistic curriculum that provides rich opportunities for enrichment, achievement, and increasing degrees of impact in every field of endeavor.

SECTION I: ADDRESSING EDUCATIONAL NEEDS THROUGH 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/or other approaches.

> **Meets Standard Expectation**
> ● Evidence that an educational need within the targeted community exists.
> ● Evidence that the school model is innovative and reflects the needs of the proposed community.

Educational Need and Anticipated Student Population

1. Provide a rationale, along with quantitative evidence, to summarize the educational needs of students within the proposed community(ies).

The vision is to enhance, engage and elevate the community through unleashing the inner genius. At the core, The Genius School Indy has a spirit of community service. In assessing the current state of education across urban Indianapolis over the last decade, blatant discrepancies ring apparent. Disparities in the academic achievement between certain subgroups of the populous in America are so pronounced that many in the field deem a national crisis (Bowman & Rowley, 2009, p. 305;

Risk, protection, and achievement disparities among). The achievement gap between white and/or middle to upper class students compared to economically disadvantaged students and/or especially black and brown children, unfortunately is not a new phenomenon within American education. The educational achievement chasm between black and/or brown children as compared to white children has long reaching and deep effects on American society and the subcultures within. It has been suggested that the lack of basic reading skills is one of the key factors setting up many black and brown children for a generational loop of poverty, incarceration and a lifetime of hardship. The gaps and implications are evident when considering the academic and behavioral data as highlighted in the 2020 civil rights data collected by the U.S. Department of Education (www.nces.ed.gov). The DOE's civil rights data collection process uses key civil rights indicators related to the accessibility of high-quality education for all of America's children. The civil rights indicators referenced are also related to the identification of the barriers that block access to said quality education and the equity within and throughout the educational experience of youth spanning pre-kindergarten to 12th grade.

In Marion County and within Center Township/Indianapolis Public Schools, the IDOE provides data that show black and brown students make up nearly 3/4 of the district's population (https://inview.doe.in.gov/corporations/1053850000/population). As well, approximately 2/3 of all students that attend IPS also receive free lunch. This same demographic also comprises nearly 80% of all students that receive free lunch. More than ⅔ of the IPS population despite racial make-up are deemed to be living at or below the poverty standard with the a majority being minoritized children https://www.rmff.org/community-data-snapshot/education/#charts). In Marion County, for minoritized children (Black and Brown), 34% greater likelihood to go to a low performing school (https://www.rmff.org/wp-content/uploads/2022/11/EducationForAllReport_RichardMFairbanksFoundation_English.pdf).

 Additionally, across the state, there is an approximate 20-point gap between students that passed I-READ in 2022-23 that also met criteria for free and reduced lunch vs. students that passed I-READ and could afford to pay for lunch (https://www.in.gov/doe/it/data-center-and-reports/). Moreover, approximately the same sized divide exists between white students of whom passed I-READ in 2022-23, and black or Hispanic children of whom passed the test (https://www.in.gov/doe/it/data-center-and-reports/). The data highlight a correlation between ethnicity, poverty, and performance within the state and especially Center Township. Attempts to increase literacy rates in these subgroups continue to be a top priority in Marion County. As reported by the Fairbanks foundation, English and math proficiency of Black and Hispanic students in Marion County is 25% that of the Asian and White counterparts (https://www.rmff.org/insights/research-and-reports/education-for-all-2022/).

Furthermore, African American youths- males especially- are more likely to be represented in the Special Education Program population than their Caucasian counterparts. At the turn of the century, the Department of Education concluded that African American students represented 38% of the special education population, while comprising only 16% of the educational population (Alexander & Hunter, 2004, p. 47). Today, in IPS alone, approximately 20% of all the district population is considered Special Education. Yet, even with advancements made in the Special Education law, justly or unjustly, too many African American youths are identified, tested for disability and given Individualized Education Plans (IEP), provided a watered-down curriculum, removed from the general education population, and provided services that do not properly meet the standards. IDOE data show that Black and Brown children represent nearly 80% of the Special Education population with Black children tipping the scale at approximately half of all students identified.

Ultimately, our goal is to close the educational gaps and create a k-13 educational experience that also helps to close the income inequality gaps as well. These gaps have existed for decades, and yet the Covid-19 pandemic is well documented to have devastatingly impacted many lives and industries of service. The effect the pandemic had on children and education is no different. The Covid-19 pandemic changed the world; and while we know that "Covid Learning Loss" is a reality still only three years removed from the time epicenter of the world outbreak, the true impact of the pandemic may not be none for years to come. Even a handful of years later Center Township is yet to get back to pre pandemic levels (https://www.chalkbeat.org/2023/7/11/23787212/nwea-learning-loss-academic-recovery-testing-data-covid). As a result, The Genius School Indy exists as a community school to serve as an educational and cultural lab to provide a quality and deliberate option for children and families throughout the city that may have been negatively impacted by Covid-19 pandemic, are economically disadvantaged, and/or live within critical areas of the city/state. TGS is a unique option to effectuate this end because the model is community oriented (important community partnerships), holistic in nature (SEL focused and family assistance initiatives), research & project based, and incorporates academically responsive pathways of learning (remediation, foundations of mastery, acceleration). Scholarship and partnerships with universities will assist in the goal of developing TGS into a "lab school," thus bridging the gap between the researcher and practitioner. The cultural focus of the school is adaptable to the demographic enrolled so that all students and their cultures are represented at a physical location somewhere within urban Indianapolis.

Innovative Approach to Education

1. Summarize the innovation(s) embodied in the proposed school design. How does this specific school model meet the needs of students within the proposed community(ies)? 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(s) will be located
    - Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model and how it meets the needs of the anticipated student population

The mission of The Genius School is to provide the community with a responsive learning institution that propels scholars academically, socio-emotionally, and culturally by utilizing a holistic curriculum that provides rich opportunities for enrichment, achievement, and increasing degrees of impact within the community. The model for TGS not only assumes that all children can learn and are exceptional, it also assumes that all that are counted in the TGS stakeholdership have a genius waiting to be unleashed. This applies to both adults within the organization, as well as the children. The model assumes, as the science of epigenetics suggests, that wellbeing and peak performance is largely a result of the environment. Our model seeks to create a uniquely holistic environment that offsets the environmental stressors that may add degrees of difficulty to the learning experience.

Currently, only one school meets the criteria as a High Ability school in center Township (Sidener Academy) and no other accelerated elementary schools. It has been well documented that even years after the brunt of the Covid-19 pandemic, that particularly black, brown and impoverished demographics in Center Township are yet to return the pre-pandemic levels academically https://in.chalkbeat.org/2023/7/14/23794234/indianapolis-public-schools-ilearn-2023-test-scores-independent-charters-perform-better-innovation. The goal of TGS is to offset the impact of the Covid-19 learning loss by presenting a model that will remediate and

accelerate depending on the need of the child, and to develop over time an accelerated school with a track for HA/GT students. As well, no schools in the district have incorporated meditation and martial arts within the foundation of the school culture.

The TGS model strives to create environments and relevant experiences that not only inspire academic and intellectual excellence; but also influences positive character development; the cultivation of creativity and cultural relevance through exposure, practice, and display of the arts. There are five pillars of innovation at TGS: responsive academics (growth and acceleration), habits of success (character development and personal growth); excellence through enrichment (project-based learning, the arts, financial literacy); community engagement (community partners and family supports) and a unique community school culture (culture of mastery, creativity, and community).

Research & Responsive Academics (research, growth, acceleration)
Research-based practices and educational scholarship;
- The foundation of the school model is based on educational scholarship and research. The foundational principles of the school model not only consider scholarship and research regarding best practices within education and teaching & learning pedagogy; but also, within the disciplines that include neuroscience, psychology, sociology, accelerated learning, peak performance, etc. The goal is to utilize current scholarship, research, and relationships with educational institutions to inform decisions and efforts to continually refine the model. Having a strong tie to research and scholarship helps to bridge the gap between the researcher and the practitioner. In so doing, TGS essentially functions as a "lab school" at the leading edge of the field by applying relevant scholarship to the field of education and continually evolving the model for better outcomes for all stakeholders.
- Responsive Academics
  - Our focus on smaller teacher to student ratios and a modest school capacity enrollment allow for more flexibility with scheduling. In this way our academic team can review data and set goals of mastery, while the fluidity of logistics allows for a more responsive use of our small group scheduling. Foci for small groups include the following:
    - remediation of standard/concept,
    - reinforcement of grade level standard/concept,
    - acceleration based on previous level of mastery
  - Research suggests that many minoritized children may have a much greater probability of misdiagnosis and misrepresentation in special education (Webb et al., 2016; Misdiagnosis and Dual Diagnosis of Gifted Children https://www.jeffcogifted.org). The TGS special education process looks at the entire curve of the special education function. In doing so, TGS develops a special education track for High Ability and Gifted & Talented (HA/GT) learners. One of the research initiatives is along the discipline of HA/GT in minority populations specifically.
- A smaller and more intimate learning space;
  - Research Suggests that smaller group instruction can enhance learning especially in communities that are economically disadvantaged as they tend to have more struggling students. Keeping our class sizes ratios to 1 adult: 10 students for most of the instructional time and creatively creating opportunities for data driven small groups allows for a more personal and individualized experience. Evidence also suggests that positive relationships can help impact educational outcomes. We believe that as the volumes of families and children increase, so too does the degree of difficulty to develop quality relationships due to the sheer volume of interactions and the intention and time necessary to truly connect with families and students in educationally meaningful ways. We believe that a smaller school with an ideal ratio of instructor: child provides for a more intimate experience and assists in building the quality relationships with children and families support our goal of remediation, reinforcement, and acceleration.

Habits of Success (character development and personal growth)
An emphasis on socio-emotional learning and restorative practice:
- Today the influence of social media and pop culture may be negatively impacting the prevalence of low self-esteem, depression, and bully culture that has emerged throughout the nation. Suicide rates are at highs in the youth demographic Acccording to the Jed Foundation, about 1 out of every 4 students has an mental, emotional, developmental, or behavioral

challenge ([NSCH, 2019](#)). and the diagnosis of attention deficit disorder has steadily increased since the 90s ([NSCH, 2019](#). Conditions and environmental factors experienced by many in the inner-city and the target demographic can be the cause of chronic stress to families within the area codes in which TGS is situated. Our goal is for children to express their genius and mastery, and in so doing, educationally self-actualize. Abraham Maslow spoke to human self-actualization. He theorized that for a human to fulfill his potential or to transcend the self, basic needs must be met such as physiological needs, security and safety needs, social needs, and esteem needs. To inspire the best in the children despite circumstances outside of the school's influence, we assert the importance of a safe and loving environment and a process for socio-emotional development. We utilize a layered approach that disguises repetition of concept and includes the following:

- ○ a research-based socio-emotional curriculum;
- ○ a school values initiative that incentivizes principle-based behavior;
- ○ the study and application of the science of self-regulation;
- ○ a character development and personal growth process through the practice of traditional martial arts and martial arts philosophy;
- ○ a unique and science driven practice of meditation/mindfulness/regulation and focused concentration.
- ○ a restorative practices process that assists with building healthy and resilient relationships, community, and cultivating a practice of empathetic conflict resolution.
- ● Leadership, voice, choice and service:
    - ○ We assert that there is no higher purpose than service. To prepare students for leadership and success in their communities, it is important that they learn principles of organization, democracy, individuality, unity, and community. At TGS our geniuses gain valuable experience learning about their communities, and engaging in yearly cross curricular service projects that impact the community. The Genius Achievement Council (GAC) is a student government organization in which all students participate at varying levels. At the very least, each student has a vote on certain school and student matters of which student elected officers lead and campaign. Through this experience our geniuses learn how to lead, govern, and create a democratic, pluralistic culture that principles of democracy, student voice, student choice, organizational dialogue, business, and organization.

Excellence through Enrichment (project-based learning, the arts, financial literacy)

TGS asserts that providing vast, broad, and meaningful experiences help enrich the brain. Neuroscience suggests that multisensory learning deepens connections in the brain (Willis, 2015; [How Your Child Learns Best: Brain-Friendly Strategies You](#) https://www.amazon.com › Your-Child-Learns-Best-Brai). Because the TGS model is holistic and cultural in nature, there is an emphasis in the model on broadening experiences and skills through the arts. While the practice of the arts can have a therapeutic effect on the practitioner ([https://hechingerreport.org/schools-use-art-to-help-kids-through-trauma/#:~:text=According%20to%20UCLA's%20Center%20for,helps%20reduce%20children's%20feelings%20of](https://hechingerreport.org/schools-use-art-to-help-kids-through-trauma/)), the development of artistic skill sets can also boost confidence and enriches the brain from a multisensory perspective. The TGS elective program is cross curricular and incorporates multisensory experiences through music, drama, dance, and traditional martial arts.

Enrichment through physical fitness, the arts, and the mind-body connection (martial arts, meditation, yoga, etc.);

- ● According to the Center for Disease Control, students that are more physically active tend to have better achievement in school, school attendance, cognitive performance, and classroom behaviors. 2 tenets of Genius at TGS are self-discovery and self-mastery. As a practitioner and master instructor of the martial arts, the founder of TGS has first hand knowledge of the positive impact that martial arts has on building confidence and esteem (important in Maslow's Hierarchy of Needs); reducing and offsetting bully culture; developing coordination, executive function, strength and balance; reducing stress; and improving the skill of concentration (https://pubmed.ncbi.nlm.nih.gov/34831501/). Additionally, there is evidence to suggest a positive correlation in students that practice martial arts and achieve higher levels of promotion and success in school (Pinto-Escalona et al., 2021). Through a uniquely robust martial arts process that is interwoven in the fabric of the school culture, geniuses learn about themselves and witness their own transformations through the practice of martial arts.
- ● The meditation program at TGS is unique in that it is based on cutting edge research from the HeartMath Institute, an organization dedicated to personal wellbeing, optimal performance, and stress management. HeartMath's pioneering

research into the heart-brain connection and simple tools that help heart-brain coherence has huge implications for both TGS students and TGS staff.

- Two rites of passage programs (Rising Kings/Queens) serve to reinforce the character development process within the school.
- **note: financial literacy is an important development to offset the wealth disparity within Center Township. At the time of this part of the application, TGS is still seeking the right robust partnership to infuse financial literacy into the curriculum.

Unique School Culture (culture of mastery, scholarship, creativity, and community)
At TGS we assert that "culture eats strategy for breakfast." Many of the above threads weave together to create a unique school culture. To intentionally develop the culture that will support academic and holistic excellence and achievement, the cultural threads alluded to above are built on the cornerstones of scholarship, mastery, wellbeing, and community/cultural relevance.

NOTE: Community Engagement (community partners and family supports)
While TGS considers Community Engagement a 5th "Pillar in progress", we are in the process of building community partners and rapport in the specific geographic locale of the school. By Year 2, TGS will have a thorough, diverse, and dynamic portfolio of community supporters and partnerships to assist with the heavy lift of education and community development post pandemic.

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.   If multiple schools/campuses are being proposed, explain any differences among them.

Our school's learning environment is designed to provide a responsive educational experience for each scholar. Our classrooms are configured to provide teacher-led whole group instruction, as well as opportunities for scholars to participate in rich social learning opportunities such as "Turn and Teach" discussions in each lesson. Turn and Teach is a vital aspect of our curriculum because we believe the adage that when one genius teaches, two geniuses learn.

Class sizes are meant to be smaller than the average departmentalized class size of 30 students in Indiana (https://nces.ed.gov/surveys/ntps/tables/ntps1718_fltable06_t1s.asp). Classrooms and seating arrangements reflect the importance of social learning opportunities as well as partner and group collaboration.

While we allow for personalization in each teacher's classroom, we also have uniformity expectations. Each room has an area for self-regulation and reflection (calming corner). All classrooms have a Black Board Configuration (BBC) regarding silent gestures, classroom rules/expectations, daily schedule, lesson objectives, and Genius Values of the Month. BBCs are present so that the teacher, the geniuses, and even visitors can know the learning objectives and the schedule for the day. There is an area in each room dedicated for small group instruction and quick access to technology. Each classroom has a convenient space for transitions from desks to an area for classroom academic/restorative/progressive circles.

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2. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve.

3. Identify course outcomes and components to demonstrate alignment with applicable state standards.

Course learning outcomes and components are meticulously aligned to Indiana Academic Standards (IAS). Components used by The Genius School to align to state standards include:

- A vetted curriculum that is aligned to IAS.
- TGS created curriculum mapping in reference to IAS and ILEARN priority standards.
- Standards aligned benchmark assessment (currently NWEA)

- Rigorous weekly assessments in ELA and topic quizzes and modular assessments in Math that are specific to the skills that were taught and measure proficiency.
- Weekly PLC meetings between the classroom teachers and the assistant principal to examine assessment data to determine if mastery was achieved and remedial opportunities for those that did not meet proficiency.
- Daily review of learning objectives through multisensory engagement and interaction.

4. Summarize program choices by grade and/or subject, and the rationale for each. Describe the evidence that these programs will be appropriate and effective for the anticipated student population.

English/Language Arts - The Genius School currently utilizes Houghton Mifflin Harcourt's (HMH) *Into Reading* curriculum for grades K-6. Resources provided by HMH are aligned to state standards, as well as Indiana's new Science of Reading initiative. Per the HMH *Into Reading* website: HMH *Into Reading* features research-based, explicit systematic instruction with resources to support whole class, small group, and independent student work. Data driven instruction drives student growth in HMH *Into Reading*. Specifically, the program supports teachers to connect assessment insights with relevant instructional content, tools, and resources to accelerate student growth and narrow the achievement gap. Assessment and actional data insights include: embedded formative assessment; the Reading Growth Measure; Reading Growth Measure reports that inform instructional decisions, planning, and grouping; and Oral reading fluency assessments and dyslexia screening. HMH *Into Reading* includes a variety of program resources to meet the needs of all learners. Teachers can continually return to the data and adjust dynamically, allowing them to reinforce, extend, and intervene, in response to students who make learning gains at a different pace. HMH also offers supplemental practice and instructional opportunities, connected to HMH Into Reading on the Ed learning platform.

Math - The Genius School utilizes the *Eureka Math* curriculum for grades K-6. Per the *Eureka Math* website: *Eureka Math* is a math program designed to advance equity in the math classroom by helping students build enduring math knowledge. Thoughtfully constructed and designed like a story, *Eureka Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year. With a great focus on fewer topics centered on the major work of the grade band, students develop an understanding of the why, not just the how behind the math. *Eureka Math* exhibits unparalleled rigor throughout the grades. Students develop conceptual understanding and practice procedural skills and fluency. They also have opportunities to connect their learning with real-life application problems.Topics, concepts, and mathematical models are linked across *Eureka Math* modules and grade levels to help students build an enduring understanding of math.

We chose these two curriculums because they are aligned to our responsive academics pillar of innovation. The chosen curriculum provides ample opportunities for remediation, reinforcement, and acceleration built into each lesson. The curriculum is researched based and provides geniuses of all learning styles an opportunity to actively participate in learning. Each curriculum pushes genius learning through advanced cognitive practice on the Bloom's Taxonomy scale.

In addition to these core curriculum products, we also utilize Lexia for independent, online English/Language Arts skill practice; iXL for continued skills practice and instruction in English/Language Arts, Math, Science, and Social Studies; Flocabulary for a creative and multisensory academic standard reinforcement; and BrainWare Safari which addresses the cognitive skill gaps which are likely retarding academic progress.

5. If the programming is not already developed, provide, as **Attachment 2**, a plan for how it 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.

6. 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.

At The Genius School, we have multiple strategies that are expected to be utilized in the classroom to meet the needs of all our scholars. Since The Genius School has a diverse population, it is important that we use instructional strategies that are proven effective with all learners. Examples of this include:

Gradual release – Each lesson begins with a teacher-led lesson. During this lesson, the teacher explicitly focuses on the skill that is being taught. After the lesson is taught, the responsibility slowly shifts from teacher-led to student-led practice. The gradual release method occurs through the following steps:

- I do
- We do
- You do together
- You do alone

During the "You Do" portions of the gradual release method, if the teacher identifies scholars that are struggling with the skill taught, she pulls them to the small group table for additional "we do" and "you do together" practice until scholars are comfortable with working independently.

The goal of gradual release is to provide appropriate instruction, moving students towards independence. Gradual release does not have to be followed as listed above. Based on learning objectives and scholar comprehension, a teacher may choose to jump back and forth through the framework. The framework also allows the teacher to provide additional support for scholars that may need additional "I do" and "We do" support while scholars that have grasped the concept can accelerate by continuing along the "You do" path. Scholars will move back and forth between each of the components as they master skills, strategies, and standards.

Real-time feedback – Through the use of real-time feedback, teachers at The Genius School are able to track progress towards mastery on a daily basis. This allows us to provide immediate remedial/advancement supports for our geniuses without having to wait for a formal assessment at the end of each unit. Real-time feedback is tracked through:

- Exit tickets
- iXL skill analysis

Whole Brain Teaching/Teach Like a Champion strategies – At the Genius School, we believe it is vital to provide our teachers with the proper tools to ensure they can provide a rigorous education to our scholars. Through regular professional development and coaching, teachers utilize aspects of both Whole Brain Teaching and Teach Like a Champion. Whole Brain Teaching skills allow geniuses an opportunity to use more of the brain to acquire and retain key information. Teach Like a Champion provides specific, concrete, actionable techniques to enhance the learning culture in the classroom. Skills that are expected to be used include:

- Mirror Words and Gestures
- Teach OK
- No Opt Out
- Do It Again
- Turn and Talk (Often referred to as Turn and Teach at TGS)

These methods are research based best practices that are universal in each classroom at The Genius School. Through utilizing these strategies, our educators are able to craft their lessons more effectively using concrete, replicable actions to bridge the engagement gap in the classroom.

Frequent assessments – Frequent assessments are used to support our learning population.
- Each week in English/Language Arts, students in all grade levels take a rigorous, standards-aligned assessment based on the skills taught for the week. Weekly ELA assessments have a cold read that geniuses use to practice the skills they

learned for the week. In addition, there is a section for the grammar, writing, and foundational literacy skills taught for the week.
- Geniuses take a mid-module and end of module formative assessment in Math. These assessments are aligned to the skills taught during that module and are aligned to state standards. In addition to these formative assessments, geniuses take interim topic quizzes at the end of each topic.
- Data from these assessments are examined weekly between classroom teachers, "special populations" instructors, and the assistant principal. In the event mastery is not met, a remediation plan is created to help bridge any learning gaps.

7. **Replication Schools:** Explain the organization's approach to replicating and implementing the school model, including program and instructional design among multiple schools.

Insert Text Here

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. Address the priority standards, skills, and/or knowledge each student will be expected to attain by the end of one grade for each division served (elementary, middle, high school).

As a data-driven organization, The Genius School regularly monitors mastery and performance levels to ensure scholars are on track for state-mandated end of year assessments and promotion to the next grade level. As such, TGS has developed curriculum maps to ensure all Indiana Academic Standards are covered throughout the year. While all standards are important, TGS understands certain academic standards have a higher level of importance. All standards are broken down into three categories:
- High priority standards
- Medium priority standards
- Low priority standards

These priorities are determined based on the IDOE ILEARN blueprints and the percentage of the assessment each standard covers. Standards that are for certain on the ILEARN assessment are considered high priority standards. Standards that may be on the ILEARN assessment are considered medium priority standards. Standards that are not tested on ILEARN or have not been tested over the past two years are considered low priority standards. Utilizing these categories helps teachers determine which standards.

2. If you plan to adopt or develop additional academic standards beyond the state and/or 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.

No additional academic standards are being adopted or developed at The Genius School.

3. 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. Not applicable for those schools serving only 9th-12th grade.

Promotion - Grades K-2

Geniuses in grades K, 1, and 2 must make satisfactory progress on the Indiana Academic Standards in Math, English/Language Arts, Science, and Social Studies with an increased focus on English/Language Arts and Math. Geniuses progress towards grade-level mastery will be determined by standards-aligned assessments, benchmark assessments, and teacher input. Scholars will take NWEA three times a year to monitor their growth and progress. Geniuses not making adequate progress towards mastery will be referred to the MTSS team to determine if additional interventions and support are needed. The MTSS team will monitor progress monthly to ensure interventions are supporting academic growth. If it is determined that a genius is still not making adequate progress, they may be subject to retention.

Promotion - Grades 3-6

Geniuses in grades 3, 4, 5, 6 must make satisfactory progress on the Indiana Academic Standards in Math, English/Language Arts, Science, and Social Studies with an increased focus on English/Language Arts and Math. In addition, scholars who do not pass the IREAD-3 assessment and/or the English/Language Arts or Math ILEARN assessments will be considered below grade level. Scholars progress towards grade-level mastery will be determined by standards-aligned assessments, benchmark assessments, and teacher input. Scholars will take NWEA three times a year to monitor their growth and progress. Each scholar determined to be learning below grade level will be referred to the MTSS team to determine if additional interventions and support are needed. The MTSS team will monitor scholar progress monthly to ensure interventions are supporting academic growth. To be promoted to the next grade, a scholar must demonstrate mastery of grade-level standards in at least Math or English/Language Arts. Third grade scholars must pass IREAD-3 or qualify for an exemption to be promoted.

Parents are notified at the January Parent/Teacher Conference if their scholar is not showing grade-level proficiency and are at risk of retention. At the March Parent/Teacher Conference, if the scholar still has not shown sufficient progress, a parent meeting is scheduled to discuss retention. At this time, the school presents data supporting the retention and parents are given the opportunity to respond. The final decision rests with school leadership.

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4. Provide, in **Attachment 3**, 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. Not applicable for those schools serving only 9th-12th grade.

High School Graduation Requirements (High Schools Only)

Meets Standard Expectation
● 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 state and/or authorizer requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

N/A

2. Explain how the graduation requirements will ensure student readiness for college and/or careers.

N/A

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

N/A

School Calendar and Schedule

> **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 and/or anticipated student population. In **Attachment 4**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction. Instructional calendar guidance from the Indiana Department of Education can be found here.

The Genius School's proposed calendar for 2024-25 school year has 182 instructional days.

The Genius School's proposed calendar for 2024-25 school year has 182 instructional days. TGS employs a "staggered start" to begin the school year. 3rd-6th grade begin the school year to set the tone and begin the onboarding process. The intent is to get the older students acclimated to procedure, protocol, and atmosphere of learning that first week of school without the early elementary students in the building. This also allows TGS staff to inspire leadership and identify potential peer leaders for when the early elementary school children begin. The early elementary division of the school begins in week 2 once the upper elementary school has had a week of acclimation.

Each school day starts at 8:30 am and ends at 3:30 pm. Geniuses receive a 30 minute break for lunch and a 30 minute recess. Geniuses will be participating in academics for 6 hours each day. Both of these meet or exceed the requirement from IDOE.

We have built out three parent-teacher conference days at the end of grading periods 1, 2, and 3 to discuss with families the academic progress of their scholars. The current calendar provides a two week summer institute for staff and four professional development days, as well.

To meet the mental health needs of our staff and scholars, a "mental rejuvenation" break is built into our schedule in collaboration with the President's Day weekend.

2. Describe the structure of the school day and week. Explain why the school's 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.

Two of The Genius School's Pillars of Innovation are Responsive Academics and Habits of Success. As such, we have built our daily schedule to prioritize these aspects in our daily schedule. The daily schedule is uniform across grade levels to ensure we provide optimal learning opportunities for all geniuses particularly given the current remedial need of many students.

● The doors open for geniuses at 8:15 each day. From 8:15 to 8:50 scholars eat breakfast in the classroom, work on morning work, participate in morning meditation and circle, and use the restroom.

- From 8:50 - 9:35 (45 minutes), scholars participate in their whole group, grade level Reading and English/Language Arts lesson. (With the exception of 6th graders who are with their Math teacher).
- From 9:40 - 10:25 (45 minutes), scholars break out across the school for Reading and English/Language Arts Genius Groups with students at a similar achievement level.
  - This is our ELA small group time. Rather than each teacher having to teach small groups to multiple learning levels, scholars transition to a classroom with a cohort of scholars at a similar achievement level. During this time, scholars receive remedial or advancement programming through small group instruction with a teacher, independent practice utilizing our iXL and Lexia digital platforms, and a hands-on learning activity.
- From 10:30 - 11:40, scholars participate in recess and have lunch.
- From 11:45 to 12:30 (45 minutes), scholars participate in their whole group, grade level Math lesson. (With the exception of 6th graders who are with their Reading/ELA teacher).
- From 12:35 - 1:20, scholars break out across the school for Math Genius Groups with students at a similar achievement level.
  - This is our Math small group time. Rather than each teacher having to teach small groups to multiple learning levels, scholars transition to a classroom with a cohort of scholars at a similar achievement level. During this time, scholars receive remedial or advancement programming through small group instruction with a teacher, independent practice utilizing our iXL digital platform, and a hands-on learning activity.
- In the afternoon, students receive a 35 minute writing block, 35 minute Science/Social Studies block, and a 45 minute elective.

In alignment with our Responsive Academics pillar, the schedule is optimized to support the needs of all our student populations. After examining benchmark data, scholars are grouped into like-level cohorts called Genius Groups and receive targeted, small group instruction. Genius Groups taking place at the same time for all scholars allows students an opportunity to work at their individual learning level. During this time, the focus is to remediate standards and concepts for scholars that are behind, reinforce grade level standards/concepts for scholars on grade level, and accelerate based on previous levels of mastery for scholars working above grade level.

The afternoons are dedicated to electives and non-core instruction. This allows our special education and ELL populations to be pulled out for additional interventions and supports without missing core instructional time.

On Friday, our schedule is adjusted to provide additional focus on the Habits of Success with an emphasis on socio-emotional learning and restorative practices. Each class continues to receive grade level appropriate Math and English/Language Arts instruction. On Fridays, scholars participate in the socio-emotional learning program, Second Steps. Each Friday afternoon, we host a schoolwide Community Circle to foster an environment of welcomeness and focus. During this Community Circle, scholars are led in HeartMath meditation by our Head of School, receive positive character training, and shout out each other's accomplishments. Additionally, each Friday afternoon, scholars in grades 3-6 participate in our Rising Kings and Rising Queens rite of passage programs that serve to reinforce character development.

3. As **Attachment 5**, include a sample daily and weekly schedule for each division (elementary, middle, high school) of the school that identifies 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.

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 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

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

At its core, TGS believes that academic growth and proficiency will occur to the degree that the school culture (staff, parents and scholars) is intentional, firm, and continually reinforced. The TGS culture is methodically developed upon a foundation of safety, mastery, creativity, and holistic well-being. Additionally, the school culture will reflect our intent and commitment to love, community, growth, professionalism, virtue, high academic expectations, self-awareness & regulation , excellence & mastery.

Building upon these concepts, TGS holds fast to the "Five Pillars of School Culture":

Rigorous career / opportunities / college prep expectations, scaffolds, and resources: TGS's rituals, practices, routines, and supplemental programs will embrace and reinforce the school's culture of scholarship and the development and cultivation of academic mindsets, success thinking, curiosity and achievement.

Culturally responsive instruction & curriculum: Teachers are professionally developed on best practice, strategy, and technique so that scholars are better able to relate and connect with information. Intentional literature and a culturally infused curriculum will be utilized to provide a social, historical, and cultural address of the state standards.

Character Development: We hold that education should be an organic, holistic process as opposed to a resignation to simple reading, writing and arithmetic. Helping geniuses become self-aware/regulating, socio emotionally balanced, and principle-based will enhance our school culture and make great academic gains more practical and accessible. The innovative infusion of traditional martial arts philosophy and instruction will also help geniuses develop strong bodies, strong minds, and strong character. Martial arts infusion is also a proactive way to address and wipe out bully culture. TGS is purposeful about achievement and leadership development as well. 10 Core Values of Genius will undergird the overall school culture and be reinforced through martial arts instruction. These values will be posted throughout the building and classrooms:

- **Respect**- The importance of respect for self, others, and materials.
- **Honesty**-The importance of building character through honesty with self and others.
- **Compassion**- The importance of having an unselfish concern for others.
- **Integrity**- Developing intrinsically motivated young people that make principle based, reflective decisions.
- **Effort**-The importance of a mindset of "most effort," and "personal best" i.e., trying one's best.
- **Swagger**- The importance of uniquely displaying pride, honor, and self-confidence.
- **Hotep**- The importance of contributing to peaceful living and interactions with others at school, within community and on Earth in general.
- **Service**- The willingness to help and assist others; especially those in need.
- **Umoja**- The necessity of unity and teamwork to make the dream work.
- **Propósito de la Vida:** All students and staff have a purpose in life.

Holistic and inclusive focus: Socio-emotional & nutritional health are two components that will address underlying needs of the community that we anticipate serving. Geniuses may be experiencing effects of chronic stress. Additionally, The Genius School Indy may be situated and/or serve families that live within what is considered a food desert. TGS will provide learning opportunities to address nutritional education and practice, socio emotional development and growth mindset. A holistic curriculum will be utilized as a central component of the holistic agenda at TGS to address emotional intelligence, and socio-emotional cognitive development.

Safety & Positivity: For geniuses to be in a mental state of mind to provide their best and most productive efforts and experience, school community safety must be an instrumental aspect of school culture. Geniuses will be trained on bully prevention and conflict

resolution. A Director of Peace and Safety will serve in an administrative capacity to ensure emergency procedures, protocols, and considerations are provided and understood by the school community. The Director of Peace and Safety will ensure appropriate interactions on school grounds and will even engage geniuses in positive conflict resolution dialogue when convenient.

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

TGS Staff begin training on how to institute the culture of the school 3 weeks before children for the start of the school year. During this time, staff is trained on the philosophy and foundations of the desired atmosphere and culture of TGS. Additionally, techniques like those within the research of Doug Lemov and the Teach like a Champ franchise are employed throughout the institute.

Before school begins, all families that have geniuses enrolled must attend a mandatory parent orientation to ensure that all stakeholders are in alignment about school mission, vision, data and goals. Families also review the family code of conduct, student dress code, behavior influence policy, wrap around services, and other important considerations before school begins.

Once school begins, the first four full weeks of school are largely devoted to academic review. During this time of academic review, the priority is largely developing a productive habit around the routines, systems, and procedures that will drive efficiency of schedule. Upon the return of children and staff from Winter Break, a "culture reset" serves to review and reset the school culture expectations. This not only helps both staff and children assimilate back from the break, but it also prepares the atmosphere for the discipline required as the testing season approaches during the second semester.

Throughout the year, there are processes in place to help the assimilation of any new student and/or any new teacher. New geniuses are assigned a classroom buddy to help them get acclimated to the classroom procedures, systems, and protocols. During elective classes and other scheduled times that do not include direct instruction, new students progress through a "culture camp" where they review important components to help them acclimate to the TGS way quicker. New instructional hires upon arrival also progress through a layered department review. During this process the new hires meet with different department heads to gain access to important and relevant onboarding information.

Community Building & Unity

In keeping with the mission of accelerating geniuses with a holistic approach, TGS will provide an environment and opportunities for geniuses to develop and deepen their sense of unity and connection within their classrooms, grade levels, school community, and community at large. Unity is also promoted by the dress code and/or uniform all scholars are required to wear. A "community ambassador" in each class will formally greet guests and visitors upon arrival.

As the day begins, community assembly is facilitated. The Community Peace Circle serves to set the tone and mindset for the day as well as to begin the day with inclusive opportunities for children to be seen and heard. The assembly also provides an opportunity to promote camaraderie and inclusion while reinforcing rituals, routines, recitations, and affirmations of great acts of leadership and achievement. These acts of leadership and achievement are tracked, highlighted and scholars/staff/school community are publicly recognized. On Fridays, the Community Peace Rally is a community assembly reserved to recap the successes of the week and end on a positive collective experience. During the Community Peace Rally, geniuses practice meditation, review classroom and school expectations, and the school-wide "theme of the week" is discussed. Community members may be invited to share a brief keynote address on the theme as well.

As well, through understanding the demographics served at TGS, and the community surrounding the physical school, programming is developed to ensure that those demographics served see their cultures being celebrated and the opportunities to understand the community at large. Based on the demographics enrolled, TGS staff eagerly put together events that bring in the community and promote a sense of inclusion and unity. Via the Genius Achievement Council (student government organization) students learn about

certain conditions in proximity of the school and create opportunities of service to help and address those issues which also creates a measure of unity and inclusion from a non-academic sense.

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Every semester, a Parent University and/or Learning Party will be provided for the parents and school community. Parent University events are designed to address parent concerns and proactively keep them abreast of relevant information that can help parents become better teachers at home and provide support for professional and community development for families, adults, and caregivers. Once the location of the school is confirmed, we will seek partnerships with organizations that have the kind of auxiliary supplemental programming of which TGS will partner to enrich families. Through community alliances like the above, TGS will serve as a wrap-around resource hub for the entire family structure via connecting families with community relevant services.

Learning Parties are after school community events dedicated to a subject matter. They consist largely of make-and-take academic projects that are engaging and diverse enough for all grade levels. These school-to-community opportunities serve to bridge the home-to-school connection. Other events, promotions and showcases will take place on schedule throughout the year.

3. Explain how the school will create an inclusive culture for the anticipated student population, taking into account student subgroups such as socioeconomic status, gender, race, ethnicity, English Learners, Gifted and Talented, Special Education, etc.

Tiered System of Supports

Since we anticipate geniuses performing at a broad array of academic levels, we will be strategic about addressing this diversity. Our Tiered System of Supports process will draw on our collective teamwork and utilize a 3-tier approach to the identification and scaffolding support of geniuses that have academic and/or behavioral challenges or require additional support to challenge advanced geniuses. Tier 1 interventions will be introduced to all geniuses in the form of high-quality, culturally relevant instruction provided by qualified personnel daily. In addition, all geniuses will be introduced to research-based mindfulness techniques and strategies that are to proactively address the socio-emotional needs of each genius. Those who are identified through assessment, anecdotal data or classroom performance are moved to Tier 2. Supplementary research-based interventions provided in small-group settings in addition to the general curriculum may be implemented for geniuses with academic, organizational, and behavioral concerns. Those identified as the underperforming or outperforming in English Language Arts or Mathematics in each class will receive targeted instruction during a small group pull out called Genius Groups that essentially function as remedial and accelerative Math and Literacy Labs. This is an opportunity for geniuses to get extra assistance on identified skills that have not been mastered for some, and exposure to new depths of standard. This block of targeted instruction is delivered in small groups, progress monitored and highly data driven.

Those that display readiness for additional rigor will be provided opportunities to further accelerate learning through personalized instruction, reinforcement, and introduction to future standards on computer programs, as well as through Small Group instruction time with their teacher. During Large-Group time, these geniuses may be assigned additional questions to research or activities to complete that expand the scope of a particular project or standard.

Teachers are trained and receive education on the identification, surveying, and assessment process for the High Ability/Gifted & Talented track at TGS.

On a bi-weekly basis, progress monitoring of research-based interventions will occur with the relevant staff and community partners. This will allow all stakeholders to address any concerns or insights early in the process as well as to have continual observation and deliberate forward planning. If in the event these tiered interventions fail to show student improvement, the student will be referred to a Multidisciplinary Team comprised of Special Education teacher, leadership, and psychologist; the data collected will be shared to determine additional supports or if an evaluation may be needed.

Special Education

The Genius School is dedicated to serving and providing all students with a high-quality education. It is the responsibility of the Head of School and Director of Special Education to ensure the Individuals with Disabilities Education Act (IDEA) and all Special Education Rules outlined in Article 7 will be followed with fidelity. It is imperative that the Special Education team and administration adhere to state and federal compliance mandates and systematize to accurately store and maintain files through Indiana IEP, in addition to developing operating procedures for monthly reporting, Child Find, Medicaid Reimbursements and audits. The Special Education team alongside administration, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 7. Section 504 Plans and IEPs of newly enrolled scholars will be examined to determine what services the geniuses require, and to create a plan of action for TGS to meet these needs. If additional resources are needed beyond those that TGS currently offers, TGS will seek outside providers to ensure the school can provide the full continuum of services needed.

Additionally, we are aware of the over-identification of Black children, specifically Black males, and are taking a proactive approach to ensuring that only geniuses that have been thoroughly vetted enter the Special Education program; and that there is a protocol to ensure that there is a track for High Ability/Gifted & Talented Special Education. Details of our approach include incorporating mindfulness training, multi-sensory instructional practices, and delivery of the curriculum from a community relevant perspective. Together, this detail will help geniuses rewire faulty neural circuitry, increase confidence, help them access and engage more of their brain during the learning process, and develop a sense of pride and connection with the learning material.

To be sure, TGS desires to support a full spectrum of services to meet the needs of its geniuses and recognizes that there are providers that offer areas of specialty. TGS will contract several services such as: Speech and Language, Occupational Therapy and Mental Health. These outside services will be overseen by the Director of Special Education.

Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Article 7 and communicate weekly with the administrative team to ensure progress is being made on all educational goals. TGS will also provide a space for needed services outside of the classroom. TGS anticipates that geniuses with disabilities will need to be supported by the Special Education staff through both inclusion and resource services; however, the goal is to ensure geniuses receive instruction in the least restrictive environment for the maximum period for this population as determined by their Individualized Education Plans.

Because general education teachers will share common planning time with Special Education staff members embedded into the weekly schedule, Special Education teachers and paraprofessionals will be available to support the classroom teacher regarding planning, data analysis and providing the necessary accommodations and modifications required to address the needs of each individual genius. Each quarter along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data for the parent. The TOR will log ongoing communication in the form of face-to-face meetings, phone contact, text messages and notes home.

The SpEd Team will also be required to collaborate with the Data and Testing Coordinator and Instructional Coach to ensure proper testing and instructional accommodations are given and followed through with fidelity.

English as a Second Language

At TGS, English Language Learners will be identified through a Home Language Survey that is given upon enrollment. The previous year's WIDA assessment will be used to identify a genius's level of English Language Proficiency. Those that are new to Indiana will be screened to determine their given level of English Language Proficiency. Once a level is determined, ESL Teachers will be charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective genius. TGS administration will partner with the ESL staff and potential community alliances to make every effort to communicate information to families in their native language. In addition, TGS staff will be intentional about ensuring culturally relevant teaching materials reflect the diversity of our student population and families.

Individualized Learning plans will be shared with the general education teachers and families. These plans embed explicit supports and scaffolds to assist the genius as they acquire the English language. Based on these levels of language acquisition, geniuses will be clustered into respective cohorts. The ESL teacher will push-in to classrooms and co-teach to provide additional support to mainstream instruction. Content based ELD willl focus on the areas of reading, writing, comprehension, listening and speaking and will be aligned to Indiana's English Language Arts standards. In addition, geniuses may be pulled out in small group settings to scaffold for newcomers with beginning levels of English proficiency.

TGS ESL teachers will collaborate to provide necessary testing accommodations such as read aloud, extended time, etc., when applicable. ESL teachers will also be charged with giving the annual WIDA assessment. Much like the SpEd staff, the ESL staff will participate in weekly PLCs and may additionally be asked to create and develop professional development workshops that assist teachers and families. In the event Title III funding is awarded, it will be utilized to solely benefit language instruction for Limited English Proficient and Immigrant scholars.

Supplemental Programming

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

In grades K-6, the geniuses will receive the following electives: performing/visual arts, music, drama, physical education with a focus on health and financial literacy. A creative enrichment block will use multisensory strategies (primarily academic rhyming/poetry/music/art), especially academic rhyming/songs to help solidify key concepts carried vertically across grade levels to ensure mastery. There is an intentional cross-curricular emphasis for all electives. To address emotional constancy, confidence, and bully awareness, there is a martial arts focus to the physical education program where geniuses are instructed in traditional martial arts training to help develop focus, self-discipline, self-control, and self-confidence twice per week. Geniuses that enter kindergarten and stay at the school through 6th grade ultimately will potentially go to middle school as junior black belts. Those extra-curricular special classes provide exposure to the students during the day as they rotate through the other elective classes throughout the year. After the first quarter, after-school programming extends these electives from simply exposure opportunities to a mastery track electives. Geniuses self-select or are selected into the mastery elective and allows students to deepen their experience with the

electives and arts. The after-school tutoring program to remediate critical needs begins towards the end of the first 9 weeks and continues up to the end of year. Geniuses are so selected based on academic data and those enrolled attend 2 per week. Other after school enrichment comes through our before/after care partner RecZone Indy. Through RecZone, students receiving before and/or after care are exposed to tutoring, chess, yoga, Lego engineering, and robotics, and physical fitness.. Schedules will vary based on the day of the week.

Most of the co-curricular activities are provided in partnership with external parties that receive grants to serve. For those activities that require additional funding sources, TGS seeks grants as well as board of directors led fundraisers that are specifically to help resource co-curricular experiences.

The Genius Achievement Council serves as the student government program. Through this activity students exercise voice and choice by exploring concepts of organization, holding elections, selection of a cabinet of officers and student organized and led initiatives. This experience is enriching on many fronts, particularly with respect to leadership development, business, and organization.

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

A socio-emotional curriculum is utilized and incorporated in the weekly schedule. The SEL curriculum is also supported, amplified, and reinforced by the TGS school values and the initiatives therein. In grades K-6, the school also incorporates mindfulness "mindset", brain exercise/builder blocks to develop scholars' brains, mental acuity, and socio-emotional intelligence. Much of the science behind these "mindfulness minutes" come from the research of renowned researcher and scholar in the field of accelerated learning, Dr. Win Wenger of the Project Renaissance. Also, the rich research on the heart-brain connection and coherence conducted by the HeartMath Institute is a key piece of the mindfulness protocols at TGS for adults and students especially. These mental mindfulness moments are excellent self-regulatory tools to help offset stress/traumas that could be caused by either outside influences and/or influences within the school. This innovative approach will lead to an increased level of scholar focus/concentration, stamina, resilience, and self-control in the classroom. Because geniuses will be better able to regulate their emotions, relieve anxiety and work through obstacles with a growth mindset, better academic outcomes will result. In this way, there is an intentional commitment to exercising the brain to build more efficient brain function, capacity, and mental acuity. Additionally, the day will include three brief periods of "mental minutes" which serve as a full school mindfulness practice/reset for approximately 2-10 minutes at a time. In these moments, geniuses take time to center their minds, refocus, visualize, and/or reiterate a positive school-wide principle or virtue.

Class and community circles help foster a culture of restorative practices (RP). RP is a process of awareness and understanding that teaches responsibility, cultivates relationship building, and provides a platform for mutual respect and understanding when conflict arises. RP can also be utilized proactively via classroom and community circles to check in, unpack classroom social dynamics, etc. Using the community and classroom circle time, all students are seen & heard, learn both to use expressive language and active listening skills, and also learn to practice empathy and forgiveness. These are all key components of the development of impactful and safe social interactions and habits of interaction.

As well, The Genius Achievement Council serves as the school's student government organization. Students can campaign for offices and create agendas that are student driven to offer voice and choice that impact the school and their experience. The council, the foundation of restorative practice, scheduled cultural celebrations based on the demographics of the school (Black History, Hispanic Heritage, etc.) and an integrative special education program are key ways that we build a culture of inclusion at TGS.

Remote Learning (Not Applicable for Virtual Model Schools)

> **Meets Standard Expectation**
> ● Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather cancellations, including the resources and programs needed for implementation.
> ● Provide expectations for teachers and students on remote learning days.
> ● Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate digital or remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure instruction and learning continues. Further guidance on Indiana's digital learning department can be found here: https://www.doe.in.gov/elearning

In the event of forecasted inclement weather that requires The Genius School to close, geniuses will partake in a synchronous learning day through Google Classroom. Geniuses will receive three hours of live, virtual instruction from their classroom teacher and support staff. After the three hours of live instruction, geniuses will be sent off to work independently on assigned skills and projects. Teachers will be "on call" to support them when needed.

In the event that inclement weather is not predicted and The Genius School is required to close, the day will be made up through the use of an already scheduled off day if necessary..

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

On synchronous learning days, teachers are expected to have all work and programming uploaded to their Google Classroom by 8:00am. From 8:30 to 11:30 teachers are expected to be in their Google Meets room providing live instruction to their class. From 11:30 to 12:30, a lunch break will be provided. At 12:00, teachers should be logged back into their Google Meet room for "office hours" until 3:00 for any scholars that may need 1 on 1 support.

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

8:00 - 8:30 - Assignments uploaded to Google Classroom. Geniuses begin logging in.
8:30 - 10:00 - Live English/Language Arts instruction via Google Meet
10:00 - 11:30 - Life Math instruction via Google Meet
11:30 - 12:30 - Lunch
12:30 - 3:00 - Genius independent work time/Teacher office hours

4. 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.

SPED and ELL teachers will schedule small group instruction during the 12:30 - 3:00 block of the day so as not to interrupt whole group instruction. These small groups will take place via Google Meet. In the event a scholar is not able to attend their small group session, a make up small group session will be administered upon returning to in person instruction in accordance with the genius's IEP or ILP. During remote learning days the special education teacher (TOR) will provide services to students through one of the

service delivery options, video or phone conferencing, pre-recorded lessons related to student goals, or instructions with modified lessons from online platforms.

For geniuses requiring push in services, the special education teacher will be available to assist the general education teacher and co-teach for those geniuses. In this event, the special education teacher will take their scholars to a breakout room for these services. In the event all hours are unable to be met, compensatory services will be provided upon the return to in-person instruction.

Special Populations

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 Learners (ELs), 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 ELs, 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 ELs and for exiting them from services, and plan for including ELs 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.

1. Explain the methods used to identify the following special populations of students:
   - Special Education
   - English Learners
   - Below Grade Level Performance
   - Gifted and Talented

SPECIAL EDUCATION

Identification & Evaluation

At The Genius School, the special education team observes state and federal laws that require our organization to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. In addition, the team follows the proper protocol for initiating an evaluation and determining edibility for special education services. See the procedure for identification and evaluation for special education that is followed by our team:

Child Find

The Child Find mandate requires each state to devise a practical method to determine which children are receiving the needed special education services, and which children are not. After identifying children who may need services, all necessary evaluations must be completed on these children, at no cost to parents.

Initial Evaluation Request, Written Notice, and Consent

A child's parent or school personnel working with the child may make a referral or request for an educational evaluation. If the parent makes the request, the request must be made verbally or in writing to licensed personnel, such as a teacher, principal, or special education director. It is always a good idea for the parent to put the request in writing.

Written Notice

Within 10 school days after the parent makes a request for an educational evaluation, the school
must provide the parent with written notice responding to the request, as well as a copy of the
notice of procedural safeguards (NOPS). If the school makes the referral for the evaluation, the
school must provide the parent with written notice.

● Written notice must:
   ● Inform the parent whether the school intends to conduct the evaluation,
   ● Describe the information the school used to make its decision,
   ● Explain the reason for the decision,
   ● Advise the parent of procedural safeguard protections, and
   ● Provide a list of sources to contact for help in understanding special education
       rules.
● If the school intends to conduct the educational evaluation, the notice must also include:
   ● the evaluation timeline,
   ● a description of the evaluation procedures, and
   ● how the parent may obtain a copy of the evaluation report or schedule a meeting to discuss the results of the educational
       evaluation prior to the CCC meeting.
● If the school does not intend to conduct the educational evaluation, the notice must:
   ● also include an explanation of what the parent may do to contest the school's
       decision not to complete the evaluation.
   ● The parent may ask the school to participate in mediation or request a due process hearing if the school does not intend to
       conduct the requested evaluation.
   ● However, to better understand the school's position and perhaps reach an agreement on the requested evaluation, the
       parent may wish to meet with representatives from the school to talk with school personnel before deciding
       upon further action.

English Language Learner

Identifying English Learners

The Elementary and Secondary Education Act, as amended by the ESSA, requires state education agencies to establish and implement standardized, statewide entrance and exit procedures for English learners (Section 3113). Indiana has established standardized statewide entrance procedures to identify and screen potential English learners based upon the accurate and timely administration of the Home Language

Survey and the English language proficiency placement exam (WIDA Screener). The standardized entrance and exit procedures are used to determine whether a student is considered an English learner and therefore entitled to an English language

development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). All students enrolling in an Indiana school for the first time, including foreign exchange, should be given the Home Language Survey.

Any student enrolling in grades K-12 with a language other than English included on the Home Language Survey is screened for English proficiency with the WIDA Screener, unless transferring from another WIDA state (IDOE English Learner Guidebook, 2023).

Home Language Survey

The Home Language Survey (HLS) is a legally binding document that should only be completed once during a child's Indiana academic career, upon their first enrollment in Indiana schools. To avoid duplicate administration, the HLS should not be included in the school enrollment packet, but only given to those students who have confirmed that they are enrolling in an Indiana school for the first time. The HLS must be kept in the

student's cumulative folder as part of the permanent record and, in case of transfer, should follow the student to the receiving school. The school administering the Home Language Survey must explain the purpose of the HLS and the questions in a language the parent or guardian understands. An example of the Indiana Home Language Survey is provided in English and Spanish in Appendix A of the English Language Learner Policies and Procedures Manual. Although use of this particular form is not mandated, the three included questions are required, and are the only allowable questions to determine the student's language background:

1. What is the native language of the student?

2. What language(s) is spoken most often by the student?

3. What language(s) is spoken by the student in the home?

If a language other than English is indicated for any of the three questions, the English language proficiency screener (WIDA Screener) must be administered to determine whether or not the student qualifies as an English learner.

The Indiana HLS may only be administered once in a student's academic career, and so should not be included in the general online registration packet. In the case of student transfer, the sending school should send the original Indiana HLS to the receiving school. If a receiving school does not have the original Indiana HLS for an incoming student, the receiving school must contact the previous school to request that

the HLS be transferred. The receiving school should make at least three documented attempts to obtain the original HLS from the previous school or schools.

Below Grade Level Performance

To identify geniuses considered below grade level, the following aspects will be examined:

- NWEA/DIBELS/TRC benchmark data
- IREAD-3 (grade 3 only) and ILEARN (grades 3-6 only) scores
- Formative classroom assessments
- Attendance data
- Discipline data
- Classroom grades
- Teacher input

Gifted and Talented

 High ability students will be identified using multiple forms of assessment and evaluation instruments regardless of socioeconomic level, race, gender, or age. At the time of this application the assessments have not yet been selected and are being vetted.

- An identification team will be established, consisting of administrators, the High Ability Coordinator and the core high ability teachers.
- The High Ability Identification team will use a designated plan to determine which scholars need high ability programming.
- All incoming students, kindergartners, 2nd and 5th grade students will be assessed for high ability needs.
- The assessment plans will include a cognitive assessment, an achievement assessment and an alternative assessment.
- Quantitative and qualitative measures, Body of Evidence (BOE) will be used to determine if the student is high ability and/or gifted and to build the student's profile of strengths and interests.
- The identification process will continually include and be shared with the teachers and the parents (including but not

limited to Teacher Recommendations (Appendices) and Parent Recommendations (Appendices).

2. Describe the instructional programs, practices, and strategies the school will employ to provide necessary academic support and/or enhancements for the anticipated special populations of students being served.

Special Education Population

Each student receiving special education services instructional programs are the same as the non-disabled peers. Each genius at The Genius School that has an Individualized Education Plan (IEP) is given accommodations and goals that are written to improve student academic performance by writing the goal associated with an Indiana State Standard. The standards are written on grade-level not below grade level. The Teacher of Record (TOR) works collaboratively with teachers to use curriculum based activities when students are being serviced inside and outside the classroom.The TOR pushes into classes to help students with an IEP understand the content and directions. When the TOR pulls students from the classroom, they work on the goals to improve academic performance and/behavior depending on their goals.

As an example, a student with an IEP may receive services a couple of times a week for 30 minutes for math and reading sessions. The strategies used for a session will depend on what is written in the IEP. The IEP could be written to help a student with comprehension. Strategies for comprehension may include questioning, identifying the main idea, summarization, and making inferences. Each session is documented and data from the session is collected to monitor the progress of the student over weeks of sessions leading up to the grading period at the end of each quarter. Teachers all receive a copy of the IEP for students in their classes.

EL Population

The same is true for a student who has an ILP (EL) except their educational programming is required to have 30-40 mins of instructional time daily specific to acquisition of the English language. In the case of English Language Learners we use Content Based English Language Development, the TOR record pushes into classrooms and pulls students for instructional programming. Teachers are instructed to incorporate pictures in their lessons to help students with a point of reference to help them acquire the English language. Teachers all receive a copy of the ILP for students in their classes. The TOR works collaboratively with the classroom teacher to ensure the progress of the students progress toward learning the English Language.

Below Grade Level Performance

In alignment with our Responsive Academics pillar, to meet the needs of geniuses performing below grade level, all geniuses will participate in Genius Groups. Once geniuses complete benchmark assessments, and the data are analyzed, all geniuses are grouped into like-leveled Genius Groups for small group instruction. During this time, the focus is to remediate standards and concepts for scholars that are behind, reinforce grade level standards/concepts for scholars on grade level, and accelerate based on previous levels of mastery for scholars working above grade level. Not only does this allow us an opportunity to provide support for geniuses performing below grade level, we also use this time as an opportunity to continue to accelerate our more advanced geniuses. As an example, a third grade scholar may work with the first grade teacher and assist in helping other first grade geniuses in an effort to bridge present learning gaps. Additionally, you may see a second grader working with the fourth grade teacher during Math Genius Groups to continue to enrich their learning.

The Plan for Gifted and Talented Students

The Genius School will provide challenging, differentiated and culturally relevant curriculum and instruction throughout the school day that corresponds with the interests, abilities, and achievement levels of the identified high ability students. The Genius School will continue to implement researched best practices for instructional differentiation recommended for culturally and linguistically diverse (CLD) high ability learners. All students will receive challenging coursework and the curriculum and instruction for all students will continue to be culturally relevant and linguistically diverse.

3. Identify how the success of the instructional programs, practices, and strategies, described in the question above, will be measured.

Special Education

Each session is documented and data from the session is collected to monitor the progress of the student over weeks of sessions leading up to the grading period at the end of each quarter. Teachers all receive a copy of the IEP for students in their classes. The data collected through progress monitoring is used to measure the students' progress toward their goals. If the student is making progress towards the goal then the current practices and procedures and current goal is continued. If the student has met their goal then a new goal is created for the student and data is continually collected. If a student does not meet their goal then the TOR analyzes the data to determine the best course of action and changes either the goal or the method towards the goal.

English Language Population

The TOR works collaboratively with the classroom teacher to ensure the students' progress toward learning the English language. As the students become better readers, speakers, and writers of the language, data are collected and written in a log sheet. If the student is struggling, adjustments are made according to the data being collected. In order to measure progress towards the annual goal of language acquisition, each EL takes the WIDA Access assessment to determine the level of English proficiency they have reached. The score from the previous Access is used to determine the beginning goal in the fall and the WIDA Access taken in February of the Spring Semester is the final yearly measure of how much the student has grown. Every EL takes the WIDA Access each year in February. A student who reaches 5.0 score on the WIDA screener goes on to be monitored for two years.

Below Grade Level Performance

The progress that Below Grade Level Performers make is measured in a multitude of ways. Scholars take the benchmark NWEA assessment three times a year. Progress and growth is measured in reference to NWEA national normative assessment data. Scholars receive bi-weekly progress monitoring assessments based on the skills and standards taught during Genius Groups. Scholars receive various grade level common formative assessments and exit tickets. All this data is tracked and examined during MTSS meetings.

High Ability

<u>**High Ability Program Goals & Objectives**</u>

Goal #1: Identification… High ability students will be identified using multiple forms of assessment and evaluation instruments regardless of socioeconomic level, race, gender, or age.
- An identification team will be established, consisting of administrators, the High Ability Coordinator, the core high ability teachers, and/or other relevant teachers/teaching staff.
- The High Ability Identification team will use a designated plan to determine which geniuses need high ability programming.
- All incoming students, kindergartners, 2nd and 5th grade students will be assessed for high ability needs.
- The assessment plans will include a cognitive assessment, an achievement assessment, and an alternative assessment.
- Quantitative and qualitative measures, Body of Evidence (BOE) will be used to determine if the student is high ability and/or gifted and to build the student's profile of strengths and interests.
- The identification process will continually include and be shared with the teachers and the parents (including but not limited to Teacher Recommendations (Appendices) and Parent Recommendations (Appendices).

Goal #2: Professional Development… the appropriate school staff will be trained to identify the characteristics and understand the needs of high ability scholars.
- Monthly, the High Ability Coordinator will deliver professional development sessions for the instructional staff.

- The High Ability Coordinator, the core high ability teachers, and/or other relevant teachers/teaching staff will be trained to identify and understand the characteristics and the specific cognitive, affective, psychological, social-emotional and cultural needs of geniuses with high ability.
- All teachers will be trained to identify the characteristics of high ability geniuses, especially our geniuses that may be culturally and linguistically diverse (CLD).
- All teachers will receive ongoing professional development in methods and strategies for differentiation in the areas of math and ELA that specifically address the needs of high ability (CLD) students.
- All core High Ability teachers will attend university classes to obtain their high ability licensure.
- All instructional staff will be encouraged to attend university classes to work toward a high ability certification.
- All instructional staff will be required to attend professional workshops and conferences regarding high ability.

Goal #3: Curriculum & Instruction… The Genius School, Indy will provide challenging, differentiated and culturally relevant curriculum and instruction throughout the school day that corresponds with the interests, abilities, and achievement levels of the identified high ability students.

The Genius School, Indy will continue to implement researched best practices for instructional differentiation recommended for CLD high ability learners.

- The Genius School, Indy will offer advanced curriculum for those who have been identified as high ability
- All students will continue to receive challenging coursework.

The curriculum and instruction for all students will continue to be culturally relevant and culturally and linguistically diverse (CLD).

    .   Administration will seek to ensure instructional curricula is increasingly more culturally relevant to   the demographics represented at TGS.

Goal #4: Evaluation… *The High Ability program will be reviewed twice a year.*
- *The High Ability Coordinator will gather data and meet with the Broad-Based Planning Committee (BBPC) at least twice a year to review the High Ability program.*
- *The High Ability program will be evaluated annually by The Genius School in its developmental stages; once all components are satisfied, evaluation will take place via TGS and the Indy Instructional Monitoring Team (IIMT). The IIMT utilizes the High Ability Report (data card) from the IDOE and additional data showing the progress of the students in the program.*

4. Summarize the plans to have adequate, qualified staffing for the anticipated special populations listed above.

The Genius School currently employs a Director of Special Education, a SPED/ELL Teacher of Record to work with our SPED/ELL population.

The school seeks to hire highly-qualified, licensed instructors for each grade level, as well 4-8 teacher's assistants (TAs) who are working towards receiving paraprofessional credentials or teaching licenses. Staff members receive training on how to provide services for geniuses with exceptionalities; including, but not limited to, special education, English language learners, below grade level performers, and high ability/gifted and talented scholars. The Genius School's Human Resources department ensures all applicants are licensed and qualified before extending an interview.

Our current population of El is 15 scholars and our SPED population is 17. We currently have two certified special education teachers of records, which includes myself (Yalanda Graham). The current combined population of students are close to capacity using 20 scholars per group as cap, 25-30 students per group would be less than ideal given the need to also complete the various

tasks associated with the role. Once we have reached 25-30 students per group (SPED, EL or High ability) there will be a need for at least another aide to assist with providing services as each population grows.

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

   Takeover 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.

Currently, The Genius School has an enrollment at 90% of the desired goal for the projected enrollment for year one in the 2024-25 school year with waitlists in grade levels K,1, and 2. It is probable that a vast majority of geniuses enrolled will be returning next year for Year 1 of the new charter if we are granted such with Trine. As it stands our enrollment is 20% more than our peak enrollment last year and we are continuing to enroll new geniuses. TGS will tap community resources and networks to recruit the remaining students until a waitlist is achieved. TGS utilizes networks with community partners to speak at churches, local businesses, community centers, daycare providers, etc. TGS also utilizes open houses that showcase the unique aspects of the TGS model and community events (block party, concerts, etc) to build a strong rapport with community and prospective families. Additionally, social media, school website, and radio are methods of outreach for student recruitment.

2. Provide, as **Attachment 6**, 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.

1. Describe, in detail, the school's approach to student discipline. Provide as **Attachment 7** 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.

Detailed descriptions of the TGS discipline philosophy, policy and rights of stakeholders are outlined in the Genius/Family Handbook and Genius Code of Morals and Conduct. Any genius accused may provide testimony and is provided an opportunity for due process and diligence. Once the administration has conducted interviews and investigation, the proper corrective action will result. Depending on the severity of the infraction, a range of corrections may apply such as but not limited to the following:

- a reflection activity to a "wisdom (pep) talk" from an adult in school or at home
- extra practice on the issue at hand, with a principle/virtue, or rule, etc.
- restorative conference
- community service
- buddy room
- suspension is utilized as sparingly as possible

Parent preferences will be updated from the handbook and will determine the likely communication medium as teachers will be encouraged to communicate positive behavior on a regular basis. If a student's redirection requires parental support, the proper school staff will engage caregivers and/or parents in the process of restoration. Only in the most egregious, serious, and repetitive of circumstances will scholars be considered for suspension/expulsion. It is our assertion at TGS that the geniuses that tend to exhibit the most challenging behaviors are those that need the most love and support. It is impossible to provide such support if geniuses are not in school with the culture of support that we provide. As well, within the means of our space and the human resources available to us, we must ensure that the learning environment is safe and supportive of the holistic development of those in the classroom. Infractions requiring a form of suspension or longer term removal from the educational setting will always be accompanied by a letter of notice and/or phone call home; either way, discipline at TGS is progressive, restorative, and geared towards a holistic approach to identify and address the cause of behavior as opposed to addressing the symptoms of a larger issue.

The Genius School's discipline process includes a progressive approach for managing scholars' behavior and reinforcing the type of behaviors that are aligned to TGS values and expectations for student conduct. Our model has a built-in system called "Culture Camp" at the beginning of the school year to emphasize a culture of respect and rapport. Teachers are trained during the Staff Institute before school to use these strategies to help manage classroom expectations to maximize learning time and outcomes for students. Geniuses are taught silent hand gestures, and these signs are placed on the walls of each room to remind students to use them throughout the school day. We believe in rewarding students for responding to the school culture in positive ways. We have a behavior influence and tracking software (currently School Mint Hero) to support our positive behavior influence program.

At The Genius School, we believe each genius should be able to learn in an environment that is safe and orderly. This is the standard because we want to create a safe, optimal learning environment for all students. The Genius School has set the following guidelines to ensure a positive environment for learning and growing.

Progressive Discipline Approach

The Genius School utilizes a four level behavior system. Once a scholar reaches a certain threshold in the behavior system, they will be referred to the leadership team for additional corrective support. Interventions are used and tracked by the teacher.

Level 1 and 2 misbehaviors are instances where geniuses have mildly disrupted the learning environment and are managed by the

classroom teacher. Interventions may include a redirection from staff, restorative conflict resolution, meditation, calming corner, buddy room, etc..

*Repetitive level 1 and *2* offenses lead to documentation and *may* require in-school corrective action and in extreme cases, out of school suspension.

Level 3 offenses impact the safety and/or the academic learning of the school setting. These offenses result in further documentation, a parent/guardian phone call, and a written office referral. Level 3 office referrals may include the interventions mentioned in level 1 & 2 and may also result in an in-school corrective action and in extreme cases, out of school suspension depending on the situation and context. .

Level 4 offenses are egregious behaviors that severely impact the safety and/or the academic learning of the school setting. Level 4 referrals result in documentation, parent/guardian phone call, and a written office referral. Level 4 office referrals lead to an out of school suspension.

INFRACTIONS WITH AUTOMATIC CORRECTIVE ACTION

The following behaviors *may* immediately result in suspension from school pending an expulsion hearing:

1. No genius shall engage in violence and/or threat of violence against any scholar, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity. No scholar shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.
2. No genius shall knowingly possess, use, or be under the influence of alcohol or any alcoholic beverage.
3. No genius shall engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs, or anything purported to be or that is represented as a look-a-like or engaging in a criminal law violation that constitutes a danger to other scholars or constituents an interference with school purposes or an educational function.
4. No genius shall knowingly possess, use, or be under the influence of any narcotic drug, illegally obtained/used prescription or nonprescription drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine-based stimulants, substances containing *phenylpropanolamine (PPA), stimulants or intoxicants of any kind, or any paraphernalia used in connection with the listed substances.
5. No genius shall knowingly possess or use any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind.
6. No genius shall possess, handle, or transmit any firearm or destructive device on school property.
7. No genius shall possess, handle, or transmit any deadly weapon on school property. The following devices are considered deadly weapons as defined in I.C. 35-41-1-8.
8. No genius shall violate the conditions of School Probation (academic or behavioral)

SUSPENSION FROM SCHOOL – When an administrator (or designee) determines that a genius should be suspended, the following procedures will be followed: Due Process

1. A genius will meet with an administrator/designee about the incident to discuss their actions before a suspension decision. At this meeting, the genius will be entitled to procedural due process which includes:

a. a written or oral statement. If the student is unable to write a statement it will be transcribed by the administrator/or designee.
b. If the genius denies the charges, a summary of the evidence against the scholar will be presented; and
c. The scholar will be provided with an opportunity to explain his or her conduct.

2. The genius/administrator meeting shall precede suspension of the genius except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible. Students are not guaranteed a meeting prior to suspension, for situations not in the control of the school. Context of the situation, previous history, severity of the misbehavior, and age of the student is taken into consideration when determining the details of suspension.

3. Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases the parents or guardians of suspended scholars will be notified in writing. The written notification will include the dates of the suspension, describe the scholar's misconduct, and the action taken by the administrator.

- 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.

STUDENTS WITH DISABILITIES AND DISCIPLINARY ACTION

A removal is considered a suspension, unless the removal meets the criteria that exempts the removal from being considered as such, and the school must follow the suspension procedures required by Indiana law and Article 7.

Disciplinary Change of Placement
A student with a disability is subject to the same disciplinary action for violating school rules as any other student. However, if a student is subjected to a disciplinary change of placement, there are additional procedural safeguards that apply. A disciplinary change of placement occurs when the student is removed for more than 10 consecutive school days or is subjected to a series of removals that cumulates to more than 10 school days in a school year and constitutes a pattern.

When a student with a disability has had a series of removals that cumulates to more than 10 school days, the principal or the principal's designee must determine if the series of removals constitutes a pattern. If the principal or designee determines that the series of removals does not constitute a pattern, then the current removal does not result in a disciplinary change of placement, and the principal or designee must follow the procedures for suspending a student. This includes notices to the parent and school personnel in consultation with at least one of the student's teachers. The extent to which services are needed to allow the student to continue to participate in the general education curriculum and make progress toward IEP goals (although this could be done in another setting during the period of removal/suspension) must be determined..

If the principal or designee determines that it constitutes a pattern, the removal/suspension is considered a disciplinary change of placement, and the principal or designee must:
　　• Notify parents/guardians of the disciplinary change of placement on the date the decision is made and send a copy
　　of the Notice (if the school is unable to reach a parent/guardian on the date the decision is made, TGS must mail the
　　parent/guardian a notice of the disciplinary change of placement and Notice on the following business day); and
　　• Convene the CCC to conduct a manifestation determination within 10 school days of the date the
　　a disciplinary change of placement decision is made.

If these services are to be provided in an IAES, the CCC also determines the specific setting. If the parent/guardian disagrees with the CCC determination that the conduct/behavior is not a manifestation of the student's disability, parents may request mediation and/or a due process hearing. The due process hearing in this situation is expedited.

1. **Decisions of the person conducting the expulsion meeting may be appealed to the Board of Directors within ten (10) days of the receipt of the notice of action taken.** The appeal to the Board must be in writing. If the appeal is properly made, the Appeals Committee of the Board of Directors will hear the appeal and will consider the written summary of the expulsion meeting and the arguments of the school and the scholar and/or the scholar's parents. The Appeals Committee will then take any action deemed appropriate.

Requests for appeal should be forwarded to:

The Genius School
Board of Directors
Alicia Ramsey, Board Chair
4010 North Sherman Drive
Indianapolis, IN 46226

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(s). Include any opportunities parents and community members have had to provide feedback on the proposed school(s).

Part of the Genius School is a lineage is descended from a former neighborhood restart innovation school experience that expired and was mutually not renewed with IPS. Through surveys, testimonials, and town hall meetings there was a meaningful demand for the model to continue in a different location and autonomously from IPS. Due to the demand, TGS was birthed and since then and via parent orientation meetings, parent university meetings, and our website portal, families have had, and continue to have, opportunities to share feedback that may enrich the school, the family to school relationship, and/or the experience for the children at the school. At TGS, we value collaborations and partnerships with community stakeholders and partner vendors as well as the opportunities to provide dialogue and feedback via surveys and direct communication.

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

N/A

2. Describe how you will engage parents in the life of the school(s) (in addition to any proposed governance roles described in Section III 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(s) will seek from, offer to, or require of parents.

Parent Engagement

The Genius School recognizes the significance of parent involvement in nurturing a resilient and united school community. During the inaugural year of TGS Indy, on average at community and school events, 71% of our geniuses had family representation in attendance according to sign in sheets, etc. Beyond prospective governance roles, here are several approaches that TGS utilizes to effectively engage parents:

● TGS developed and implemented a Family Code of Conduct with the objective of 1.) Reinforcing the foundation of the partnerships formed by TGS and its families by creating a standard for communication and personal interaction. 2.) Creating the framework for TGS and its families to work collaboratively on learning goals for their children. 3.) Guide families on how to successfully advocate for their children when discussing more complex or sensitive situations that require a heightened level of attention.

● TGS organizes events such as parent orientation, Back 2 School, and Title I Night at the beginning of each school year to welcome parents, introduce them to the faculty and staff, and familiarize them with school policies and procedures. The school celebrates geniuses and families by scheduling community events throughout the year such as:
   ○ Quarterly Learning Parties
   ○ Hispanic Heritage Celebration
   ○ Family Thanksgiving Fellowship
   ○ Winter Celebration
   ○ Resource Fair
   ○ Black History Celebration
   ○ Spring Celebration
   ○ Kindergarten Promotion Ceremony
   ○ 6th Grade Promotion Ceremony

● TGS hosts Parent Teacher Conferences at the end of the 1st, 2nd, and 3rd quarters of each academic year to provide opportunities for parents to discuss their child's progress and address any concerns or questions they may have.

● TGS encourages parents to actively participate and contribute their time and skills. The school provides its families with opportunities to volunteer within the school in various capacities such as assisting in classrooms, organizing events, chaperoning field trips, or serving as room parents.

● TGS hosts a Parent University each quarter to present information on topics of interest to parents, such as financial education, training and employment, community resources, child development, and parenting strategies.

● Within TGS' overarching strategic plan, the following initiatives have progressed into the developmental phase: the establishment of a Parent Teacher Organization (PTO), the formation of a Parent Advisory Committee, and the selection of a parent volunteer to participate on the Community Engagement Committee endorsed by the TGS Board of Directors. These endeavors aim to facilitate parental input and feedback on school policies, programs, and initiatives, thereby fostering a collaborative approach that ensures parent perspectives play a pivotal role in decision-making processes.

During the enrollment process, TGS families are provided with a Family/School Agreement that delineates the anticipated commitments for both families and the school.

FAMILY AGREEMENT

As a family member, we are a part of The Genius School "village," and commit to the following:

·   We will ensure our genius arrives at school on time, ready to learn.
·   We will ensure our genius is picked up at the designated times.
·   We will make arrangements for our genius to attend after-school tutoring and/or Saturday School if needed.
·   We will provide a space in the home for our genius to complete homework without distractions.
·   We will check our genius's homework each evening.
·   We will notify the school immediately if an attendance issue arises.
·   We will participate in school functions and be accessible to The Genius School staff.
·   We understand that our genius is expected to follow the rules established by The Genius School and we support the school's Code of Conduct for the safety of all students.

SCHOOL AGREEMENT

As staff members, we are a part of The Genius School "village" and commit to the following:

·   We will operate the school to carry out its mission and vision with fidelity.
·   We will hold high expectations for ourselves, our families, and students.
·   We will come to work prepared and ready to ensure the success of your genius.
·   We will provide an accelerated curriculum aligned to Indiana State and Common Core Standards.
·   We will enforce the school rules and scholar expectations with fairness and integrity.
·   We welcome feedback and will provide an open door policy.
·   We will continually carry out the 5 Pillars of School Culture: Rigorous Career / Opportunities / College Prep Expectations, Scaffolds, and Resources; Culturally Responsive Instruction & Curriculum; Character Development; Holistic Focus; Safety & Positivity.
·   We will effectively communicate with families in a timely fashion.

Scholar Name:_____ Grade:_____
Parent Name (Please Print):_____
Parent/Guardian Signature:_____ Date:_____

3. Discuss the community resources that will be available to students and parents. Describe any partnerships the school(s) 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.

TGS employs a parent liaison and a community outreach coordinator to work with families, understand the needs of families, and connect them to the proper resources. TGS may contract with organizations that provide other supports such as therapy, mental health, etc. Currently, TGS has partnered with the likes of Kids Count, SpEd Acts, Global Psychological, and I-Health Corp. We also enjoy partnerships with Brainware Safari for cognitive developmental support with children; J-Scott & Associates for after-school tutoring; and RecZone Indy for before/aftercare & afterschool programming. At the time of the submission of this application, several community partnerships were in the process of solidification and the updated partner/supporter portfolio will be updated by the time of the next phase of the application.

4. Include, as **Attachment 8**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

Meets Standard Expectation

1. Name 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.

Dr. Alicia Ramsey- Board Chair

SQ Ely- Founder & Head of School

Nadia E Miller- Chief of Operations

2. Describe the team's 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.

Our team has an extensive and unique history and experience specifically suited for inner city startup education. The team has worked closely and collaboratively together in urban turnaround education for the past 6 years and are well poised and situated to continue to make progress and impact the field of education via the articulation, governance, and operational execution of the school's mission and vision.

Individually, all three individuals have served this specific demographic in a diversity of educational capacities, including but not limited to traditional education. Each has strong and deep ties to the community at large as well. Dr. Ramsay has over two decades of high level educational experience, from serving on township school board, to teaching & school administration, to building principalship. Ms. Miller has a vast and uncanny operations and leadership skill set cultivated through her nearly 20 years at a Fortune 500 Company. She is a master of process, procedure, and business operations. Mr. Ely has been an integral and/or primary leader in 4 first year and/or start up schools in Indianapolis. He has put together teams that have successfully delivered quality educational experiences to students and families in the most critical demographic areas in the city. All of the slow growth schools that Ely has been associated with either as a teacher, an inaugural principal, and/or as the Founder & Head of School, have performed toward the top of the authorizer's portfolio of schools.

3. Describe the group's ties to and/or knowledge of the target community(ies).

Collectively, the group has deep ties and knowledge of the target community due to the previous and committed service to those communities given their educational collaboration over the past 6 years. Additionally, Dr. Ramsey is also an executive Pastor of one

of the largest churches in Indianapolis. Nadia E. Miller has deep community ties as a result of her executive leadership in one of the largest minority owned and operated Breast Health Awareness organizations in the Midwest (Pink-4-Ever, Inc.). In addition to serving the community via traditional education, Ely has also ties to the community through his service as a coach, martial arts instructor, and community organizer where he has mentored and trained thousands of children to date. All three are highly sought after for leadership development and consulting in the target communities.

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s), 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.

N/A

5. Provide, as **Attachment 9**, the resume for the proposed school leader. Below, provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated student population. If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

Mr. Ely comes from a family of educators. He has served on every level of traditional and untraditional education in the proposed community including the following:
- a parent volunteer;
- a community organizer of after school/summer school/intersession programing;
- behavior interventionist;
- instructional assistant;
- highly effective teacher;
- highly effective school principal (inaugural years of start up school)
- The Mind Trust Fellowship recipient;
- Co-founder & Head of School of turnaround school
- Founder & Head of School of slow growth start-up school
- Pre-Doctoral Fellowship in Educational Leadership
- sports coach
- martial arts instructor
- health ambassador

These experiences display Mr. Ely's unique qualifications and demonstrate his capacity to dynamically lead new school efforts.

6. 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 11**, the resumes for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

- NaTanza Bratcher is the School Compliance Officer. Ms. Bratcher has extensive experience in leading and supervising front office responsibilities for over 10 years. She has been with this team for 7 years and is privy to the intricacies of front office operations and school compliance.
- Mark Cassoday is the Asst Principal of Academics. Mr. Cassoday is a licensed administrator and was formerly a master teacher and administrator for a high performing network. Cassoday's leadership and expertise led to TGS performing near the top of the previous authorizers portfolio of schools, and especially given schools that are similarly situated to TGS demographically.
- Yalanda Graham is the Director of Special Education. Mrs. Graham is a licensed administrator and supervises the compliance of the TGS Special Education Program. Mrs. Graham has been in education for over 15 years and has helped to build the TGS model from SpEd, as the nucleus, out.

- April Hubbard is the Business Operations Manager. Ms. Hubbard has extensive experience in the back office of charter networks and charter startups for over 10 years. Ms. Hubbard is part of a highly competent back office team that has routinely met or exceeded the standard in fiscal audits.

7. 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

N/A

GOVERNANCE

Legal Status and Governing Documents

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

1. 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 12**. Submit, as **Attachment 13**, the completed and signed Statement of Assurances.

Ignite Achievement Achievement Academy dba The Genius School Indy is a Indiana nonprofit corporation that is tax -exempt 501 ©; however, The Genius School Inc is in the application phase of receiving in non profit status.

Organization Charts

Meets Standard Expectation
- 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(s).

1. Submit, as **Attachment 14**, organization charts that show the school governance, network management, leadership, and staffing structure in: a) Year 1; and b) at full build-out.

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. Describe the governance structure and size of the proposed board and the plan for satisfying all applicable statutory and authorizer requirements for the composition of school governing boards. 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 within the proposed community(ies) being served, including parents.

By carefully planning and structuring The Genius School Board of Directors in accordance with statutory and authorizer requirements, TGS aims to establish a strong governance foundation that will contribute to the school's academic success and mission fulfillment.

The governance structure of The Genius School Board of Directors comprises a carefully selected group of individuals responsible for overseeing the school's strategic direction, policies, and overall performance. The size and composition of the proposed board, along with plans to meet statutory and authorizer requirements, are essential components of ensuring effective governance. The following is an overview:

Size of the Board

The proposed TGS board will consist of no less than 3 and no more than 11 members, reflecting a diverse range of skills, backgrounds, and expertise. The specific number may vary depending on legal and organizational considerations.

Composition and Expertise

The TGS board will be composed in a manner that aligns with applicable statutory and authorizer requirements, with a strong focus on diversity, representation from different sectors (e.g., education, business, community), and varying skill sets. The goal is to create a well-rounded and effective governing body.

Legal Compliance

The composition of the TGS Board of Directors will adhere to all relevant statutory requirements and regulations set forth by the Indiana Open Door Law, Indiana Department of Education or any other authorizing body. Legal counsel will be consulted to ensure full compliance with these regulations.

Governance Roles

The TGS board has established and as outlined in the bylaws, clear roles for its officers including the Board Chair, Vice Chair, Treasurer, and Secretary, to ensure effective leadership and oversight.

Committees

The TGS board has established various committees, including an Executive, Academic, and Finance Committee to address specific aspects of school management and decision-making. These committees include both board members and external experts, as needed. The establishment of a Community Engagement Committee is currently underway, with plans to involve parents and various school and community stakeholders in its activities.

Recruitment and Selection

The process of recruiting and selecting board members will involve a thorough evaluation of candidates' qualifications, experience, and commitment to the school's mission. Nominating committees and application processes will be in place to facilitate this.

Training and Development

The TGS Board of Directors will receive ongoing training and development opportunities to stay informed about educational best practices, legal requirements, and governance responsibilities.

Transparency and Accountability

The TGS Board of Directors will uphold principles of transparency and accountability by adhering to the Indiana Open Door Law, regularly communicating with stakeholders, conducting open meetings, and maintaining clear records of decisions and actions.

Evaluation

At the conclusion of each academic year, the TGS Board of DIrectors conducts a Board Self Assessment as well as a Head of School Assessment to measure the achievement of annual goals and to ensure effectiveness and alignment with the TGS mission.

The TGS Board has collectively agreed to transition from primarily an "advisory board" focus to a "working board" focus. In so doing, the most immediate action was to conduct a strategy session which ensured the school leadership and the Board are aligned and properly and specifically focused on 1) using data to drive student success, 2) creating a school-wide culture of success, and 3) ensuring the proper fundraising plans and actions are put into place. These conversations also led us to ensure that our committee structure was specifically tied to these items. The Board's evaluation tool was used as a direct input into the framing of the strategy session and to ensure we had the appropriate desired outcomes in mind from the beginning.

2. **Replication Schools:** If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

N/A

3. **Replication Schools:** Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

N/A

4. As **Attachment 15**, list the members of the school's proposed governing board, network and/or independent, with the following information:
   - Summary of members' interests in and qualifications for serving on the school's board; and
   - Full resumes (including contact information).

5. As **Attachment 16,** provide a completed and signed Board Member Notice of Disclosure for each proposed board member.

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

N/A

7. 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(s), or has(have) the school(s) formed a new non-profit corporation governed by a separate board?

The existing non-profit board will govern the school.

   - If the non-profit's current board will govern the school(s), 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.

The present TGS Board of Directors has crafted a strategic blueprint encompassing various facets of board involvement. This includes bolstering recruitment and retention initiatives, initiating a continuous fundraising campaign, and furnishing the school with dependable, tailored support. Notably, the board has welcomed several new members since January 2023, injecting the team with novel insights. Additionally, a thorough evaluation of the existing bylaws is in progress, with a proposal for recommended amendments slated for a subsequent vote to proceed with the changes.

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

N/A

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

The objective of the TGS Board of Directors is to cultivate a diverse and dynamic board comprising individuals possessing a wide array of backgrounds and expertise in Business, Community Engagement, Education, Finance, Human Resources, Law, Marketing, and Philanthropy.

Board Selection

Individuals aspiring to serve on the TGS Board of Directors can be evaluated for potential nomination by submitting a board application, their professional resume, and undergoing a background check.

As stated in bylaws Article III Section 3.2. Election and Terms. The term of all directors that served before February 12, 2020, will expire on February 13, 2020. The terms of those directors will automatically renew until such time as new directors are elected. As of February 13, 2020, the term of each director will be up to four years. New directors will be elected as the Board of Directors determines is necessary. Upon expiration of a director's initial term, that director may continue to serve for a period of one (1) year or until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire or has expired. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director. The Corporation shall notify the sponsor of the School promptly upon the election of any new member of the Board of Directors. All newly elected directors shall participate in a board training session approved by the School's Sponsor. In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as necessary.

Board Meetings

The TGS Board currently meets on the 4th Thursday of each month unless the meeting would fall on or within the week of a holiday or extended school break.

Committee Structure

The TGS Board of Directors has established 3 committees consisting of an Executive Committee, Finance Committee, and Academic Committee that meet once per month preceding the scheduled monthly meeting.

According to the bylaws Article IV Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

9. 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 17**, the board's proposed Code of Ethics and Conflict of Interest policy.

The complete bylaws of the TGS Board of Directors articulate all ethical standards and the conflict of interest policy. Currently there are no known or perceived conflicts of interest.

10. Describe plans for increasing the capacity of the governing board. The plan for training and development should include:
    ● 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.

To increase the capacity of the TGS Board of Directors, a comprehensive plan for training and development has been implemented.

Timetable:

● Onboarding and New Board Member Orientation: After being selected, new board members are provided with essential information, resources, and guidance as they are introduced to The Genius School's culture, policies, procedures, team members, and expectations.
● **Introduction:** After an individual is submitted as a person of interest the vice-chair or board chair will set up a phone conference to share the mission, vision, requirements, and contributions of accepting the board position. The board chair will send an invitation for the individual to submit an application or send a response thanking the individual for their interest after the phone conference.
● **One Month Prior to Appointment** - Potential candidates are invited to attend the upcoming public board meeting, taking place within a month after they've submitted their application, resume, and completed their background check. The board members receive the candidate's application and resume in advance for review and a voting request is added to the agenda. If the candidate cannot attend, they are invited to the subsequent public meeting.
● **One Week after Appointment** - Within a week of their appointment, the onboarding process begins for newly appointed members. They receive an official welcome letter from the Board Chair, which includes a link to the Board Welcome Folder. The folder contains important documents such as the school charter, board bylaws, board meeting schedule, school calendar, and a full board roster. The welcome letter also requests a brief bio and a headshot for the school website. The Board Chair personally contacts new members to schedule an orientation.
● **Two weeks after Appointment** - After the official welcome, new Board Member Orientation occurs. During this orientation, the Executive Committee provides new board members with essential information and resources, including details about the bylaws, governance structure, and committee functions and initiatives. They are introduced to fellow board members and the roles of key school personnel while learning about The Genius School's culture, policies, procedures, and expectations.
● Annual Training: All board members are expected to participate in an annual training session that continually enhances their capacity. These sessions will be conducted at the beginning of each fiscal or academic year. In addition to annual training, workshops or seminars will be held as deemed necessary to focus on specific topics or emerging issues.

Specific Topics to be Addressed:

- Board Governance Fundamentals: Understanding the roles, responsibilities, and legal obligations of board members.
- Strategic Planning: Developing and implementing the organization's strategic goals.
- Financial Oversight: Understanding financial reports, budgeting, and ensuring financial sustainability.
- Ethical Leadership: Promoting ethical behavior, conflict of interest policies, and ethical decision-making.
- Fundraising and Resource Development: Strategies for raising funds and resources to support the organization's mission.
- Diversity, Equity, and Inclusion

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.

By the end of the first year a PTO-like assembly will be formed and composed of parents, community members, grass top leaders, grassroots leaders, and community members at large. The assembly, Ubuntu Community Council, will galvanize the parent body to increase participation at school functions and assist and bring in resources to enhance the educational experience for the children while connecting parents and community members to serve a common goal of assisting the experience of the school for children and stakeholder. This Council also will ultimately include student and staff representation and will work with and report to the Head of School on initiatives and progress.

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.

The Ubuntu Council will incorporate participation from individuals in the community, corporate community partners, parents and the student officer(s) of the Genius Achievement Council. Recruitment for the Council will be advertised at parent orientation night, back to school night, Title 1 night, and any other events as well as via our mass communications. The Ubuntu Council president once selected will work closely with the Head of School and will ultimately have a report at board meetings.

Grievance Process

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

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

The Genius School Resolution Policy

The Genius School Resolution policy outlines the procedures and guidelines to be followed by parents, guardians or scholars who wish to voice objections to governing board policies, decisions, administrative procedures, or practices at the school. This policy is designed to ensure a transparent and fair process for addressing objections to school policies, decisions, administrative procedures, or practices while promoting open communication and collaboration between the school, parents, guardians, and scholars.

This policy applies to all parents, guardians, and scholars affiliated with The Genius School. TGS values open communication and constructive feedback from parents or guardians and scholars. It is the responsibility of the school to address and resolve objections in a fair, transparent, and timely manner. All objections will be handled confidentially and with respect.

Parents, guardians, or scholars with an objection must submit a formal written objection to the school's Principal within 10 days of first raising a concern. The written objection should include the following:
- The nature of the objection.
- The specific policy, decision, administrative procedure, or practice in question.
- Supporting evidence or reasoning for the objection.

The principal will acknowledge receipt of the objection within 3 days and initiate the objection resolution process. An objection review committee shall be formed, consisting of:
- A representative appointed by The Genius School Board of Directors.
- A school administrator.
- A teacher or staff member.
- A parent or guardian representative chosen by the Director of Community Outreach.

The committee will review the objection, conduct any necessary investigations, and may request additional information from the objecting party or other relevant stakeholders. The committee will provide a written response to the objection within 30 days, outlining the findings and any proposed actions.

If the objecting party is not satisfied with the committee's response, they may appeal to the TGS Board of Directors within 10 days of receiving the committee's response. The board will review the objection and may conduct further inquiries as deemed necessary. The board's decision will be final.

All information related to the objection and resolution process will be kept confidential to the extent permitted by law.

The Genius School prohibits any form of retaliation against parents, guardians or scholars who raise objections in good faith.

This policy shall be communicated to all parents, guardians or scholars, and staff members and be made readily available on the school's website and in the scholar handbook.

This policy shall be reviewed periodically to ensure its effectiveness and relevance, and necessary revisions shall be made as required.

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 the 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 and current geographic footprint.

> N/A

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

> N/A

3. Provide, as **Attachment 18**, the following:
   - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
   - Draft of the proposed management contract detailing all the above limits; and
   - Evidence that the service provider is authorized to do business in Indiana.

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

> N/A

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

> N/A

STAFFING

Staff Structure

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

1. Provide, as **Attachment 19**, a complete staffing chart for the school(s). The staffing chart(s) and accompanying notes or roster(s) 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;
   - Teacher-student ratio, as well as the ratio of total adults to students for the school; and
   - Operational and support staff.

2. Explain how the relationship between the school's network leadership (if applicable), senior administrative team, and the rest of the staff will be managed.

N/A

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 school(s) and its employees, including whether the employees will be at-will and whether the school(s) will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 20**, a personnel policy or an employee manual, if developed.

TGS is an At-will Employer: TGS has the right to terminate an employee at any time, for any reason, as long as the reason is not illegal (e.g., discrimination based on race, gender, or other protected characteristics). This means that the employment relationship can be ended by either party (employer or employee) without the need for a specific cause or notice, with some exceptions based on local labor laws.

TGS offers letters of employment that include an at will clause in the document. TGS offer letters do not automatically renew annually. TGS also discloses that if an employee does not meet basic job performance expectations could possibly result in termination of employment without notice.

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.

As a Charter School, the proposed base pay for TGS non-certified employees is determined on an hourly or salary basis, position-dependent. The base hourly range is $18-$24 per hour; and, the base salaried range is $35,568 - $65,000 annually. All licensed teachers, including those with Transition to Teach or Emergency Permits, are offered the base salary range of $42,642 - $70,000 annually. Employees are eligible for benefits on the first of the month following 30 days of service. These benefits include medical (three choice plans), vision, dental, school-paid life insurance, and long-term disability insurance. In addition, employees may purchase supplemental insurance plans that include additional life insurance, cancer and critical care insurance, hospitalization, short-term disability, and more. Each year upon return from winter break, the school leadership team begins planning for the following school year, with conversations regarding those teachers who have excelled through scholar gains and those teachers who have not performed to the standard expectations. For those teachers who have excelled and TGS believes there are growth opportunities, a letter of intent/offer letter for the following school year is extended prior to spring break. These high-performing teachers are given a snapshot of salary and benefit increases, as well as any other incentives TGS is able to offer at that time. For those teachers who will not be returning, notice is given 30 days prior to the end of the school year.

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(s) design.

Staff is recruited through job board postings, referrals, and teacher, staff and board networking opportunities. Proposed openings/positions are posted in early March across career and college/alumni boards with various schools throughout the State. As

a Charter we strive to remain competitive with our salaries, but understand we must maintain an environment that is culturally sound, creating a best place to work atmosphere, that allows our current staff the opportunity to speak with applicants and prospective candidates on the benefits of working for and with TGS. We work to recruit teachers and staff who understand the mission and vision, and whose core values align with those of the school. We are not looking for individuals who subscribe to groupthink. We are looking for those who bring their own knowledge and skills to the table, and are able to increase the value of what we offer to our scholars and the community we serve. Candidates are invited to a telephone or virtual platform pre-screen with our HR Business Partner, who has checked for the proper credentials and is looking for a dynamic cultural fit. If the candidate is passed on to the next phase of the interviewing process, a meeting is held with the Assistant Principal of Instruction and select teachers who can provide insight into the school, and can further screen for an academic and team fit. Finally, each candidate is scheduled to attend a community meeting and have a conversation with the Head of School to solidify the previous choices to move forward with the candidate. While our process is detailed, we do understand the shortage of teachers, and the necessity in courting candidates, keeping them engaged, and making an offer as soon as we determine they are a fit.

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

Action	Description	Responsible Party
Full Cycle Recruiting	· Identify need for a position to be filled	AP of Instruction
	· Complete Requisition form	HR
	o Form approved/denied by Operations	Operations
	· Job posted via Job Boards and Website	HR
Interviewing Process	· Resumes reviewed and vetted by HR · Contact Candidate to schedule interview · Schedule interview with candidate, HR and hiring manager(s) (1st interview held via Zoom/Teams) o Preferred certified candidates scheduled for onsite test teach/building tour o Preferred classified candidates scheduled for onsite 2nd interview/building tour	HR

Offer	Salary determination made
	
	· Conditional offer made verbally and in writing
	
	    o Discuss tentative start date
	
	    o Provide timeline for accepting offer
	
	· Alert TGS Team of acceptance/declination of offer
		HR

Process	· Confirm start date
	
	· Explanation of New Hire Process
	
	    o Offer Letter Receipt
	
	    o Background Check
	
	· Send onboarding documents through PrimePay
	
	· Schedule first day of work
		Kali Weather
		
		Nadia Miller

Distribute	· Request computer for new hire
	
	    o Contact DBISP for email address and login access
	
	    o Sign out computer for new hire
	
	· Request processing of ID badge
	
	· Obtain PowerSchool Information (if applicable)
	
	· Secure keys (if applicable)
	
	· Ensure classroom/work area is set up and ready
	
	    o Provide basic office and/or classroom supplies
		TGS Staff

First Day/Week	· Alert staff to new hire/area of employment
	
	· Send Welcome email on first day
	
	· Provide onboarding experience
	
	    o Onboarding schedule
	
	    o Make introductions to leadership and staff, via building tour
	
	    o Receive schedule and/or daily assignments
	
	    o Schedule lunch with supervisor
	
	· Assign mentor/classroom observations
	
	· New hire assigned to classroom on Day 3 or 4
		Kali Weather
		
		SRO
		
		TGS Leadership & Staff	

Follow Up	· Schedule New Hire Bus Stop Orientation
	
	    o 1st Wednesday of each month
	
	    o 30, 60, 90 day follow up (forms from HR)
	
	· Complete a 90-day evaluation/stay interview with HR
		Kali Weather
		
		AP of Instruction
		
		AP of Student Services	

Separation of Employment	Separation of employment from TGS can occur for several different reasons: **Resignation:** Voluntary termination by giving a written notice two weeks before the effective date **Job Abandonment:** Failing to report to work or contact their supervisor for three (3) consecutive workdays **Termination:** TGS employees are employed on an at-will basis, and TGS retains the right		

	to terminate an employee at an time with or without cause	

5. Explain how the school leader(s) will be supported, developed, and evaluated each school year. Provide, in **Attachment 21**, any leadership evaluation tool(s) that you have developed already.

TGS has implemented a comprehensive approach to support, development, and evaluation of school leaders each school year, yielding effective leadership, and ultimately benefiting students, staff, and the school community as a whole.

Leadership Development and Evaluation

Professional Development Opportunities: School leaders will have access to a range of professional development opportunities throughout the school year. These may include workshops, seminars, conferences, and online courses tailored to enhance their leadership skills and knowledge.

Mentorship and Coaching: School leaders may be assigned mentors or coaches who will provide guidance and support. These mentors can be experienced administrators or educators who can offer insights and assist in addressing leadership challenges.

Resource Allocation: Adequate resources, such as time, personnel, and budget, will be allocated to help school leaders implement their initiatives effectively. This might include funding for innovative programs or support staff to assist with administrative tasks.

Development

Individualized Development Plans: At the beginning of each school year, school leaders will work with their supervisors or a designated leadership team to create individualized development plans. These plans will outline specific goals and areas for growth based on the leader's strengths and weaknesses.

Ongoing Feedback: Regular feedback sessions will be scheduled throughout the year to assess progress and make necessary adjustments to the development plan. This feedback can come from supervisors, peers, and subordinates.

Collaborative Learning: School leaders will have opportunities to collaborate with their peers during Institute at the start of each school year and during monthly professional development events. This can involve sharing best practices, participating in joint projects, or attending collaborative meetings.

Evaluation

Performance Metrics: School leaders will be evaluated based on predefined performance metrics and key performance indicators (KPIs). These metrics will align with their job responsibilities and the school's overall goals.

Formal Evaluations: Formal evaluations will occur at specific intervals, such as mid-year and end-of-year reviews. These evaluations will involve a comprehensive assessment of the leader's performance against established criteria.

360-Degree Feedback: To provide a well-rounded assessment, 360-degree feedback may be collected from various stakeholders, including teachers, parents, students, and colleagues.

Continuous Improvement: The evaluation process will not only focus on accountability but also on identifying areas for improvement. School leaders will be encouraged to use evaluation feedback to refine their leadership practices continually.

The TGS Board will adopt the Marzano evaluation model for the TGS Head of School end of the year review.
This model focuses on student achievement. The Marzano model is credible and its emphasis on leadership impacts student learning. The Marzano School Leadership Evaluation Model was based on review of literature in school leadership. The model also includes significant implementation tools that can support the current and future leaders of TGS.
The Marzano School Leadership Evaluation Model examines 24 categories of principal actions across five domains.

- Domain 1: A Data-Driven Focus on Student Achievement
- Domain 2: Continuous Improvement of Instruction
- Domain 3: A Guaranteed and Viable Curriculum
- Domain 4: Cooperation and Collaboration
- Domain 5: School Climate

The board will complete the evaluation at the end of each school calendar year.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any teacher evaluation tool(s) that already exist for the school(s).

Teachers will be supported and developed through the TGS Coaching Cycle and regular professional development opportunities.

The TGS Coaching Cycle are weekly, non-punitive observations and opportunities for real-time feedback. These observations are unannounced and help the teacher to continue growing in the profession. The coaching cycle consists of a brief (15-20 minute) observation followed by a debrief between the teacher and the observer between 24-48 hours after the observation. During this debrief, teacher and observer will compare the observation to the TGS Coaching Cycle rubric. A bite-sized goal will be created with the expectation that the teacher will practice this skill. Throughout the rest of the week, the observer will be available to push in and provide support in ensuring the teacher achieves their bite-sized goal. The next week, the observer will push in and start the coaching cycle all over again.

The Coaching Cycle rubric is broken up into the following domains:
- Domain #1 - Cultural Accountability
- Domain #2 - Classroom Culture/Behavior Management
- Domain #3 - Genius Engagement
- Domain #4 - Instructional Execution - Level 1
- Domain #5 - Instructional Execution - Level 2

Each month, only one domain is observed. This is done to provide teachers an opportunity to gain mastery in one domain before moving on to the next

Professional development days are built into the school calendar. Outside of these designated days, additional professional development opportunities regularly occur during teacher planning periods, as well as before and after school.

Teachers at The Genius School will be evaluated utilizing the TGS Teacher Professional Growth Plan. The assistant principal will evaluate teachers three times a year (October, February, and May). Through the TGS Teacher Professional Growth Plan, teachers will be evaluated over the following domains:

- Planning and Preparation for Learning
- Classroom Management
- Instructional Delivery
- Data Monitoring and Usage
- Family Outreach
- Professionalism

The scores from these six domains will create an effectiveness score. The effectiveness score for all three evaluations will be averaged out to create a final overall score for the year. After the October and February evaluations, teachers that are rated as "approaching standard" or "does not meet standard" will work in tandem with the assistant principal on creating an improvement plan.

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

To address unsatisfactory leadership or teacher performance, TGS utilizes the practice of timely, concise and honest feedback. Through a model, grow, connect formula TGS revisits the mission and vision with the employee, and then models the expected actions and/or performance. We strive to grow exceptional leaders and teachers by exploring opportunities to connect with them, as they focus on how to best serve and connect with our scholars.

Employees are encouraged to be accountable for themselves and be an active participant in their performance improvement. When coaching/mentoring does not meet with satisfactory development, it is the practice of TGS to begin documentation through progressive discipline relative to performance and/or behaviors. The following outlines The Genius School's progressive discipline process:

Coaching/Counseling: A supervisor verbally counsels an employee about an issue of concern, will coach the employee on the appropriate way the job or task should be completed. Written notes regarding date, time, and specific steps to correct performance will be recorded for future reference.

Verbal warning: A supervisor verbally counsels an employee about an issue of concern, and a written a record of the discussion is placed in the employee's file for future reference.

Written warning: Written warnings are used for behavior or violations that a supervisor considers serious or in situations when a verbal warning has not helped change unacceptable behavior. Written warnings are placed in an employee's personnel file. Employees should recognize the grave nature of the written warning.

Final Written Warning: This stage is like the previous written warning; however, it is usually the last action taken prior to termination of employment. It usually signifies that without improvement of the situation to management's satisfaction, the next action will be termination.

Performance improvement plan: Whenever an employee has been involved in a disciplinary situation that has not been readily resolved or when he/she has demonstrated an inability to perform assigned

work responsibilities efficiently, the employee may be given a final warning or placed on a performance improvement plan (PIP). PIP status will last for a predetermined amount of time not to exceed 90 days. Within this period, the employee must demonstrate a willingness and ability to meet and maintain the conduct and/or work requirements as specified by the supervisor and the organization. At the end of the performance improvement period, the performance improvement plan may be closed or, if established goals are not met, dismissal may occur.

Suspension: Following a written warning, and prior to a Final Written Warning, an employee may receive a written warning with suspension. The suspension may be from one (1) to five (5) days based upon the severity of the performance, issue, or concern. Suspensions are unpaid, and the employee will receive a corrective action plan upon return from the time suspended away from the school. Written warnings, with suspensions, are used for behavior or violations that a supervisor considers serious, unacceptable behavior. Record of the written warning and suspension are placed in an employee's personnel file. Employees should recognize the grave nature of the written warning.

Termination: It is important to note that the aforementioned are only guidelines. Leadership may begin corrective actions at an advanced stage, may skip steps in the progressive discipline process, or may decide to immediately terminate an employee based on the nature and severity of the conduct and any other relevant circumstances. Termination may result, without any warning or progressive discipline, when at its discretion TGS deems such action appropriate. When appropriate, action taken by leadership may also include a demotion or transfer to a different position as an alternative to termination.

The Genius School reserves the right to determine the appropriate level of discipline for any inappropriate conduct, including oral and written warnings, suspension with or without pay, demotion and discharge. All suspensions are considered unpaid at the time of suspension. If an employee is suspended pending investigation, the suspension is considered unpaid at the time of suspension. If the outcome of the investigation is unsubstantiated, and no disciplinary action is taken against the employee, the employee will be paid for all days missed on the next regular pay date. If an employee is suspended pending investigation, and the outcome of the investigation is substantiated and disciplinary action is taken against the employee, the employee will not be paid for days missed.

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. Identify the person or position responsible for professional development.

SQ Ely, Head of School
Nadia Miller, COO
Mark Cassoday, AP of Academics

2. 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.

Professional development opportunities will be open to all staff members. These PD opportunities will mostly be handled internally with few exceptions. The scope of professional development will focus in the following areas:
- Teacher growth and development through the TGS Coaching Cycle.
- Instructional planning professional development that focuses on utilizing the school curriculum to align to the Indiana Academic Standards.
- Weekly, grade level PLC sessions with the assistant principal to examine data and align curriculum and instruction with benchmark assessments.
- Monthly meetings with the Head of School
- Heartmath and self regulation training
- A two week summer institute for all staff
- Additional external trainings for special education through community partners
- Additional curriculum training through vendor provided PD sessions.

3. 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.

Professional development prior to the start of the school year will take place during a two week summer institute. During the summer institute topics covered include the following:
- TGS overview
- Heartmath training
- Classroom expectations
- Coaching Cycle/PGP overview
- Accountability/Expectations
- Policies, Practices, and Procedures
- Special Education and the Law
- Restorative Practices
- State of Academics
- Human Resources overview
- Vendor provided curriculum training
- Code of Conduct/PBIS
- Mind Mapping
- Parent Engagement
- Curriculum/Lesson Planning
- Conscious Connections
- Culture Camp
- Safety Overview

4. 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.

The topics covered during each professional development session will vary depending on the time of year and teacher/staff needs. However, the schedule of professional development opportunities is set and as follows:

- Two week intensive summer institute for all staff
- One full day professional development day for all staff after Labor Day
- Three half day professional development days on the first Wednesday of February, March, and April
- Monthly after school professional development for teachers based on the coaching cycle domain being observed

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 state assessments, identify the primary interim assessments the school(s) 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.

The Genius School utilizes NWEA MAP as its formative assessment platform for all geniuses in grades K-6. Scholars are assessed three times a year in Reading and math and measured for growth and proficiency against NWEA's national norms. The NWEA platform aligns to ILEARN, Indiana's state assessment, in terms of complexity, performance indicators, and state standards.

In addition to our benchmark assessments, scholars take interim and formative assessments weekly for English/Language Arts and at the end of each topic and module in Math. These interim assessments align to our instructional map. Each assessment is mapped out to ensure all state standards are covered and assessed. This provides an opportunity to track data and progress towards mastery during our bi-weekly data meetings.

TGS created instructional maps are aligned to state mandated and curriculum assessments. This allows us to track the data throughout the school year to ensure adequate progress towards mastery is being achieved.

TGS utilizes a variety of interim assessments to assess genius learning needs and progress throughout the year. Not only are these assessments used as a data tracking tool, they are examined bi-weekly with the grade level team and a member of leadership to determine whether a skill has been mastered and to develop interventions based on identified learning gaps. Each data analysis consists of a surface analysis where we identify the highest and lowest performing questions and the highest and lowest performing scholars, we examine the assessments to attempt to determine possible causes for low performance, and a deep analysis on specific questions where we identify learning gap and brainstorm reassessment questions to determine if, after reteaching, were these gaps rectified.

2. Explain how the school(s) will measure and evaluate academic progress – of individual students, student cohorts, student subgroups, and the school(s) 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(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community(ies).

TGS utilizes an internally created data tracking spreadsheet to measure proficiency, growth, ILEARN proficiency projections, and subgroup performance throughout the year. Proficiency and growth on the NWEA benchmark assessment is measured and aligned to the 2020 NWEA MAP Growth normative data.

Performance level indicators used for K-1 are as follows:
- Blue - High (81-99th percentile)
- Green - High Average (61-80th percentile)
- Yellow - Average (41-60th percentile)
- Orange - Low Average (21-40th percentile)
- Red - Low (0-20th percentile)

Performance level indicators used for grades 2-6 are aligned to ILEARN projects:
- Blue - Above Proficiency (projected)
- Green - At Proficiency (projected)
- Yellow - Approaching Proficiency (projected)
- Red - Below Proficiency (projected)

After each benchmark assessment, the assistant principal meets with grade level teachers to review all student data and performance towards proficiency on ILEARN and the performance of all subgroups.

All assessment data is collected in one centralized spreadsheet which is accessible for all vital stakeholders. After each benchmark assessment and end of year summative assessments, the leadership team convenes to take part in a four phase data driven dialogue. In phase one, we privately reflect and write down predictions to the results we are going to analyze while using sentence starters such as "I assume…", "I wonder…", "My questions/expectations are influenced by…" and "Some possibilities for learning that this data may present…". Phase two is the presentation of data. During this phase, we recreate the data visually and mark up the work looking for trends and anomalies. Phase three we make our observations. We engage with the data and note facts we can observe while omitting conjectures, explanations, conclusions and inferences. During phase four, we make inferences for what we observed in phase three in an effort to identify additional data that may be needed, propose solutions/responses, and identify data needed to monitor implementation of our solutions.

After completion of a leadership-level data analysis, a similar analysis takes place with each grade level team where remediation and acceleration solutions are developed. Lastly, each scholar takes part in a data conversation with either their teacher or a member of leadership. During this meeting, scores and goals are discussed as well as ideas for how the scholar can continue to improve. By investing scholars in these data conversations, it gives them an opportunity to take ownership of their learning and data.

After data is thoroughly, internally examined, it is shared out to the school board at the monthly board meeting and with families at the next after school family event.

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 Assistant Principal of Curriculum and Instruction will be primarily responsible for managing data, interpreting for teachers, and leading or coordinating professional development to improve student achievement.

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

Training and support school leadership and teachers receive in analyzing, interpreting, and using performance data to improve scholar learning include:

- Teachers receive data and assessment overviews during our summer institute.
  - In addition, a team of lead teachers meet monthly to ensure data processes remain normative and report back to their grade level teams for additional training opportunities on how to use the data to drive instruction
- During summer institute, teachers are given previous year NWEA data to examine and practice as a team diving into the information to disseminate areas of opportunity and acceleration.
- Data-driven instructional practices are embedded in our teacher observation and evaluation rubrics.
  - This allows school leaders and teachers to ensure strategies are being implemented to create data-driven instruction opportunities.
- Leadership conducts an expansive data dive each summer to review previous year's data and look for trends and areas where we were not successful.
- Teachers meet during PLCs each week to examine data and identify trends and reteaching opportunities.

5. Describe the corrective actions the school(s) will take if student academic achievement falls short of 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 Genius School sets high expectations for all stakeholders, including scholars, teachers, and school leadership. Each year, we create rigorous academic goals and align our professional development, curriculum, instruction, and data to ensure growth is present. In the event we do not meet our yearly goals, the following steps are taken:

- If a teacher is evaluated as "Does Not Meet Standard" at the end of the school year despite improvement plans in place, they may be subject to dismissal.
- Based on scholar data from the previous year, leadership analyzes data trends to determine where we missed the mark and design professional development to bridge these gaps.
- Each year, curriculum maps and scope and sequence are examined to ensure continued alignment to Indiana Academic Standards.
- Leadership vets all curriculum to ensure alignment to Indiana Academic Standards, cultural responsiveness, and alignment to state assessments.

In the event, we determine during the year that we are no longer on track to meet our yearly goals, the following measures are taken:

- If we identify specific scholars that are no longer tracking towards proficiency, an individualized genius plan is created for that scholar.
  - Interventions that will be put in place include additional academic supports in the afternoon, targeted standard skill practice on various online platforms (iXL, Lexia, etc.), realignment of Genius Group placement to better meet the needs of this scholar.
- Additional standard and content specific professional development before and after school and during prep time.
- We will reexamine the curriculum maps for the remainder of the year and build in additional practice for non-proficient standards.

FACILITIES

If the applicant is 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 facility(ies) requirements for accommodating the school(s) plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

   ☐ Yes   ☐ No

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

   Desired Location(s):

7. Is the applicant willing to share the facility(ies) with another school(s)?

   ☐ Yes   ☐ No

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

N/A

Part B: Independent Facilities

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

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

etc.

> *N/A*

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 23**.

3. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 24**, up to 10 pages of supporting documents providing details about the facility(ies). 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.

> TGS is currently in a shared space with a lease that runs through June 2024. Our lease will be up for renewal in July 2024

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 25**, a detailed start-up plan for the school/network, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget and Staffing Workbook, that will be included as Attachment 28.

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

> TGS owns a 65-passenger school bus and a 15-passenger van that are employed for student transportation. Student transportation is generally offered on a first-come, first-served basis as required, except when compelled by state and federal laws. TGS relies on its own transportation for field trips. However, if our transportation cannot accommodate all students participating in the learning excursion, we will engage the services of an approved school transportation vendor.

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

> **The Genius School Emergency Plan**
>
> SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES
>   A. Introduction and Purpose
> The Genius School is the symbol of hope and safety. We are committed to the safety of our scholars, staff and community members who work in our schools. At The Genius School we are proactive in taking steps to mitigate the impact of any crisis that may occur in our schools.
>
> The Genius School has adopted this School Safety and Emergency Response Plan (the "Safety Plan") for the purpose of responding to emergencies at our school.
>
>   B. Plan Review and Public Comment

- The specifics of the emergency response plans contained in this Safety Plan shall be confidential.

- The Safety Plan will be reviewed periodically during the year and will be maintained by the School Safety Team ("Team"). The required annual review of this Safety Plan will be completed on or before August 1 of each year.

C. Concept of Operations

- In the event of any emergency or violent incident at The Genius School, the initial response will be by the Emergency Response Team.

- In the event of an emergency or violent incident, if appropriate, local emergency officials will be notified. The Genius School's efforts may be supplemented with county and state resources through existing protocols.

D. Designation of Safety Response Teams

The following teams have been established:

School Safety Team

This team consists of The Genius School Principal, Assistant Principal, Chief John Akers Jr and Officer Cameron Shepherd. The team also includes the Principal and Assistant Principal of The GEO Next Generation High School. The role of this team is to adopt all safety policies and procedures.

Name, Position

Shy-Quon Ely, Head of School

Yalanda Graham, Director of Special Education

John Akers Jr., SRO

Cameron Shepherd, SRO

Angela Harris, Staff Representative

Mark Cassoday, Assistant Principal

Akia Simonds, Nurse

Emergency Response Team

This team consists of the Principals, Nurse, Staff Member and SRO. The role of this team is to lead the initial response to any emergency that may occur within The Genius School.

Name, Position

Mark Cassoday, Assistant Principal

Yalanda Graham, Director of Special Education

John Akers Jr., SRO

Cameron Shepherd, SRO

Akia Simonds, Nurse

Angela Harris, Staff Member

Post-Incident Response Team

This team consists of the Principal, School Nurse, and staff members who are first aid certified. The role of this team is to provide post-incident psychological and medical aftercare if necessary.

Name, Position

Mark Cassoday, Assistant Principal

Yalanda Graham, Director of Special Education

John Akers Jr., SRO

Cameron Shepherd, SRO

Akia Simonds, School Nurse

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention and Intervention Strategies

School Personnel Training

The Safety Team will design and implement trainings for these various teams on safety procedures including (I) protocols for removal of disruptive scholars, (II) crisis response, mediation, conflict resolution and other de-escalation techniques, and (III) protocols for responding to fire, bomb threats, intruders, bus accidents and other emergency situations.

Coordination with Emergency Officials

The Safety Team includes a member of the local police department and a representative of the school bus company. They will assist in the annual review of the Safety Plan and conducting drills and exercises to test the Safety Plan. These tests may include tabletop exercises which will be coordinated with local and county emergency responders and preparedness officials. The Emergency Response Team will be critical in the coordination of these exercises.

Annual Multi-Hazard Training for Staff and Scholars

We provide annual multi-hazard training for scholars and staff. The intent of this training is to make building residents aware of the specific response procedures in their buildings. All school staff will be familiarized with the basic concepts of each emergency response based on a specific incident. This type of training can be most successfully accomplished by members of the Safety Team who would be most familiar with the procedures they have established. The Safety Team will train individual classroom teachers to relate this information to their classes. Staff training will be incorporated into regular staff meetings.

Program Initiatives and Early Detection of Potentially Violent Behaviors

We emphasize the importance of prevention strategies such as non-violent conflict resolution training programs, peer mediation programs, and extended day and other school safety programs. At the School, pro-active prevention means creating a "community of caring," offering every opportunity for all scholars to be actively and successfully engaged in academics and

extra-curricular activities, and to be connected to the school community through significant, healthy relationships with caring adults. The Genius School implements all elements of Responsive Classroom, including clear behavioral expectations and consistently enforced, logical consequences, and establishing a school climate based on responsibility and respect for oneself and others. Additionally, The Genius School will consider implementing violence prevention programs that address the components of empathy, impulse control, and anger management skills, and offering corrective supportive intervention strategies. The following is a list of some of the many prevention strategies under consideration:

● Strong emphasis on zero tolerance for bullying, harassment, and violence

● Conflict resolution strategies

● Parent/scholar staff surveys

● Student Support Teams

● Lessons on peer-intervention taught by teachers and school counselor

The Genius School also employs a Community Outreach Director whose role is to increase parent participation in the academic advancement and social development of their scholar(s). The Community Outreach Director plans, coordinates and runs parent workshops on a variety of topics that help parents help themselves and their children. The Community Outreach is the school's primary outreach to the community helping families to access services and programs.

B. Hazard Identification

The Genius School has identified sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population.

SECTION III: SCHOOL SECURITY

A. Security Personnel
    Chief John Akers Jr. or an officer will be at the school building throughout the day. Additionally, the school is equipped with a buzzer system at the main entrance and a burglar alarm system.

B. Visitor Control Procedures
    The principal has the overall responsibility and authority to regulate admission of visitors and oversee their conduct while in The Genius School. The principal also has authority to grant or deny a visitor's request to enter The Genius School. Such decisions should be reasonable and consistent with the needs of The Genius School, its safety, and the right of the public to visit The Genius School.

The Genius School has established the following procedures to establish a uniform visitor control standard. These procedures will ensure minimum standards to control visitors at The Genius School. The Safety Team may establish additional procedures beyond those described below.

●   All exterior doors will be always locked and remain locked. Visitors must enter the school through the main entrance on the north side of the parking lot. To gain access, visitors must buzz the Main Office and wait for a response. The staff member in the

●   Main Office can see visitors and speak to the visitor through an intercom system. After determining purpose and appropriateness of the visitor, they can remotely unlock the door allowing the visitor access to the school. The staff member will direct the visitor to the appropriate destination.

●   A visitor entering the building must report to the Main Office. The visitor must check in and do the following:

1.)   Speak to the staff member to review purpose of visit.

2.)   After signing in visitors will receive a name tag that must be worn during their entire visit.

3.)   Upon leaving the visitors must report back to the Main Office. Visitors will record the time they are leaving the school by completing the "time out" column within the same row in which the visitor signed in. Visitors may discard name tag.

4.)   Visitors must then exit the building. Staff member will confirm their exit using the security camera system.

o   Staff member should make a periodic check of the Visitor's Log to ensure that no one remains in the school for an unauthorized period. In such instance, it should be verified if the visitor(s) is still in the school. If the verification cannot be made, the principal shall be notified for possible implementation of the Intruder Procedures.

●   Visitors who violate procedures regarding visits to the school or whose conduct jeopardizes the safety of scholars or staff, interferes with programs or any classroom or endangers property are subject to immediate removal from the school by order of the principal and possible arrest.

●   It is incumbent upon staff to be aware of visitors who are not wearing an appropriate Visitor's Pass. Where feasible, staff should approach such persons and request they return to the Main Office. Staff should then notify the Main Office and the Principal of the situation.

C.   Intruder Procedures

If an intruder visitor is discovered in the building, the principal should be notified immediately. The principal or designee will then issue an announcement using the school's public address system. The announcement will state on of the following:

●   Lockdown: The threat is outside the school building. All doors are closed and locked. Scholars and teachers must remain inside the classroom. Window shades are drawn. Instruction continues as normal.

●   Code RED-Lockdown with intruder: The threat or intruder is inside the school building. Instruction stops. All doors are locked. No one should be readily viewable in the facility. Scholars and teachers go to a corner of the locked room and sit silently. Teachers may barricade door, close window shades and cover door windows.

In response to this announcement the following steps will be taken immediately:

1.)   The principal, or designee, will call 911 if law enforcement is not already on campus, and then Chief John Akers Jr.

2.)   The Assistant Principal and Emergency Response Team will make sure the doors of the school are locked.

3.)   Any scholars in the hallway will be taken to the nearest classroom by school personnel. If you take a student into your room from the hallway or restroom, call that child's teacher to inform him or her of the student's whereabouts.

a.   If scholars are at lunch and/or recess, these scholars should be moved into rooms in the back hallway, restrooms, and kitchen as quickly as possible. Follow the remaining instructions below.

b.   If it is not possible to move the scholars, they should be seated and quiet to await further instructions from the staff in charge. All multipurpose room doors should be locked. Follow the remaining instructions below.

4.)   All teachers will lock their classroom doors and will not issue any passes. Take attendance of all persons in the classroom.

5.)   The Emergency Response Team will report to the Main Office to assist the principal and/or the police, as needed.

6.)   Once the intruder is found and the building is cleared by the police, the principal or designee will make the "All Clear" message:

●   "The building is all clear."

If the Public Address system is inoperative, the "All Clear" message will be made over the intercom system on the phones. If neither system is working, Emergency Team members will alert staff.

D.   Closing Procedures

After the dismissal of the final program in operation within the school and upon departure of administrative personnel, the last person leaving the building should alert the night custodian of the night crew that he or she is leaving. The night custodian should conduct a sweep of the entire school facility before activating the alarm system. Of you are the last person in the building, conduct the sweep and arm the alarm before leaving.

E.   Security of Crime Scene

Securing and restricting a crime scene is of prime importance to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property. As such, the following procedures will be followed:

●   The principal, or his/her designee, will be responsible for crime scene security until relieved by law enforcement officials.

●   No items will be moved, cleaned, or altered without prior approval from appropriate law enforcement officials.

- While security of the crime scene is important, it should in no way interfere with the rescue and aid of injured persons.

SECTION IV: INCIDENT RESPONSE SYSTEM

A.   Command Center

For most emergency situations a Command Center must be established. This Command Center will co-locate decision makers from the school and outside agencies (Specify). The primary and any alternate (in the event the primary is unusable due to crowds or otherwise becomes unsafe) Command Center locations must have telephone communications available.

The primary indoor Command Center will be:
Room: Conference Room   Description: Across from the Principals' Office

The alternate indoor Command Center will be:
Room: TBA   Description: TBA

The Assistant Principal or a designee must be always located at the Command Center to make decisions based on the situation and to facilitate recommendations from emergency response officials. It is critical that the administrators be able to communicate with the Chief of Staff (Nadia Miller) and she will communicate to the Head of Schools (Shy-Quon Ely).

In instances of a serious nature that necessitate evacuation, and where the building has become totally unusable, the emergency Command Center should be set up outside the perimeter of the school site, near the building. This will aid in the gathering and disseminating of information and

in keeping the lines of communication open between the school's administrators and the parents/guardians.

The alternate outdoor Command Center will be:
Location: Zion Tabernacle Apostolic Church   Description: Across 4000 Blk. of Sherman Drive

However, it is possible that the emergency responder primarily responsible for handling the specific emergency, i.e., Assistant Principal, will designate a different location for this Command Center. In this case, immediately set up a non-published phone line for communications.

B.   Assignment of Responsibilities

Incident Commander

In the event of an emergency occurring in the school, the principal or the next person on the Chain of Command (see below) will serve as Incident Commander within the school with respect

to all the school's staff and scholars. In the event of a crisis, the Incident Commander has responsibility for decision-making and coordination of the emergency response.

The Incident Commander may be replaced by a member of a local emergency response agency. After relinquishing command, the principal, or next person in the Chain of Command, may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.

The following is the Chain of Command:

Position   Name   Title   Cell Phone
1   John Akers Jr/ Cameron Shepherd   Chief of School Police/SRO   317-643-5430
ext1160
2   Nadia Miller   Chief of Operations   317-643-5430
ext1010

C.   Access to Floor Plans

Floor plans of the school facility are readily available on predetermined areas on walls throughout the school. Basic floor plans are readily available in the Main Office.

D.   Notification and Activation

Internal Communication with Staff and Other Agencies within the School

Internal communication may be done through walkie-talkies (channel 7) telephones, PA system, and/or the use of runners.

External Communication

External communication with outside agencies and other schools may be done through land-line telephones, cell phones and/or the use of runners.

Communication with Law Enforcement Officials

Communication with local law enforcement officials in the event of an emergency shall be by dialing Chief Akers Jr (317-643-5430 ext1160) or 911 on a land-line telephone or cell phone.

Communication with Parents

In the event of a violent incident or emergency requiring early dismissal, the Assistant Principal will distribute emergency contact information to all classroom teachers. Teachers will call all parents of scholars on their roster with the help of non-classroom School staff. These emergency contact information sheets are kept in the Main Office and in PowerSchool.

Communication with the Community

The Incident Commander will be the only official spokesperson who communicates with the media during an emergency. The Incident Commander will be responsible for emergency notification of the media on behalf of the school to the wider community. The Incident Commander will respond to inquiries from parents and guardians during an emergency.

Manage the Media in a Crisis

First manage the crisis. Then follow these steps within the first 30 minutes of a crisis:

1.)   Consult the School Safety Manual.
2.)   Understand the circumstances.
3.)   Define the problem.
4.)   Consider the options; act decisively to ensure the health and safety of students and staff and protection of property.
5.)   Communicate with staff.
6.)   Communicate an assessment to your supervisor.
7.)   Communicate with parents.

Next:

1.)   Prepare a statement to the media – seek assistance as needed.

2.)   Share the statement with staff assigned to the phones.

3.)   Stick with the statement.

4.)   When time permits, revise – update the statement.

5.)   No matter how awful or how minor, if an incident has captured the attention of the school or the community, be prepared to tell the facts right away. Bad news does not get better with time!

6.)   The first people to communicate with. The staff. Next, communicate with parents. Write a statement to be sent home with all students on the day a crisis occurs. Be clear in stating the facts of the situation, give all the facts you can possibly give and tell parents how you intend to respond.

7.)   If you think an incident might draw the attention of the media, be prepared. Refer all media calls to one spokesperson. That person should be prepared with facts in writing to refer to. Be direct but don't be lured into speculation. Stick to the facts. If you don't know the answer to a question, admit it, and offer to get back to the reporter-and then do so.

8.)   Never tell a reporter anything you are unwilling to see in print. There is no "off the record"

9.)   Listen to yourself speak. This helps you to speak slowly and calmly. It helps you monitor your statements for accuracy and clarity.

If you are asked a question that is off the point, confused, or inappropriate, answer the question you wish you had been asked. "What's important here is that . . ." Reporters are often satisfied to receive a clear, quotable statement, even if it is not perfectly responsive. Stop talking when you are finished- even if a reporter waits in silence for more. Don't feel compelled to fill the silence, or you may say more than you intended.

E.   Resources Available for Use in an Emergency

Communication Resources

In the event of an emergency, the following are available as modes of communication within the building and outside of it: classroom telephones, intercom calling directly into specific or all classrooms from the phones, the PA system, faxes, email/computers, televisions and radios. Each room is equipped with a PA speaker, and the PA system is headquartered in the main office. Each classroom also has a telephone and computer. A fax machine is available in the main office.

Attendance and contact information is available in the main office and is updated with daily attendance counts and Power School.

Equipment

In the event of an emergency, the nurse's office houses basic first aid supplies as do each of the classrooms.

Blueprints of the building are also available for use in case of an emergency. Detailed blueprints are housed throughout the building on predetermined walls.

Fire extinguishers are in each hallway.

Go Bags

In the event of an emergency all teachers should have "Go Bags" in a place easily retrievable. "Go Bags" and should be taken if evacuation is necessary.

SECTION V: PROTOCOLS FOR DISASTERS AND EMERGENCIES

In every disaster situation, the Incident Commander will immediately take steps to assess the situation, activate the Emergency Response Team and contact 911 if law enforcement is not already on campus, then Chief Akers Jr., the Indianapolis Metropolitan Police and/or the Indianapolis Fire Department as soon as possible.

These procedures should be followed in the identified emergency situations:

A.   Hostage
1.)   Notify Chief Akers Jr. and Nadia Miller
2.)   Follow the Intruder Procedure.
3.)   The decision to evacuate is to be made by Incident Commander in consultation with the principal.
4.)   Evacuate the premises following Fire Drill Egress Routes.
5.)   The Assistant Principal is to leave the school with the binder that contains Emergency Contact Information.
6.)   Floor Plans are to be readily available in the Main Office, Custodian's office, and all classrooms.
7.)   Identify means of communicating with perpetrator(s), e.g., telephone, PA system.
8.)   Identify location, number, and extent of injured. If possible, retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
9.)   Incident Commander will notify respective supervisor(s) and arriving agencies, with pertinent and vital information.
10.)   If the building cannot be re-entered, evacuated scholars and staff with attendance information are to be sent to the Evacuation Location.
11.)   For those children who are picked up from school, the parents/guardians must be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

B.   Bomb Threat/Suspicious Package
1.)   If a suspicious package is observed, DO NOT TOUCH.
2.)   Notify Assistant Principals, Chief Akers Jr
3.)   Incident Commander will notify staff by telephone, walkie-talkie or runner alerting them to situation.
4.)   The Decision to evacuate will be made by the Incident Commander in consultation with the principal. Additionally, the following steps should be taken:
a.   Evacuate the premises following Fire Drill Egress Routes.
b.   The Assistant Principal is to leave the school with the binder that contains Emergency Contact Information.
c.   Floor Plans are to be readily available in the Main Office, and all classrooms

No transmissions to Chief Akers Jr via radio (walkie-talkie) or cell/mobile telephone. All notifications must be made by regular land lines.
5.)   Identify location, number, and extent of injured. If possible, retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
6.)   The Indianapolis Metropolitan Police Department will secure the area affected.
7.)   No one is to re-enter the building/affected area without authorization from appropriate agency.
8.)   If the building cannot be re-entered, evacuated scholars and staff are to be sent with attendance information to the Evacuation Location.
9.)   If the building cannot be re-entered, parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

10.) Assure that the following Bomb Threat Checklist is completed at an appropriate time.

Bomb Threat Checklist

School:

Date: Time: School Official (reporting):   Location of Bomb (be specific):   How was bomb threat received? Wording of message:
  Description of caller:

Name: Time of Call: Length of Call: Voice Characteristics: Loud Soft
  High Deep _ Pleasant

Speech Characteristics: _ Fast Slow Intoxicated Stutter

Manner of Caller: Calm   Angry   Deliberate
  Emotional Other Identity of Caller: Adult Teen
  Very Young Sex: M F Background Noise: Quiet
  Loud   Machine Traffic

Music Did Caller seem familiar with school facility?

Additional Information

Was school evacuated? Yes No

If "Yes" to where:

Search conducted? Yes, No Time of search:

If "Yes" to where:

Status/Result of search:

Disposition (Check if appropriate)

Bomb Squad responded? Yes No

Scholars dismissed after evacuation. Yes No

Scholars/Staff returned to building after inspection at (time of re-entry) Stable Condition? Yes No

Order of Notification

Principal Time:

Police Department Time:

School Safety Division Time:

Time:

Note: Upon receipt of a Bomb Threat and after completing the above document communication to principal and SRO.

C. Hazardous Material/Building Collapse/Explosion

1.) Notify Assistant Principals and Chief Akers Jr.

2.) Incident Commander will notify staff of situation by telephone, walkie-talkie, PA system or runner.

3.) Decision to evacuate to be made by Incident Commander in consultation with the principal. If the decision to evacuate is made:

a. Evacuation of the premises should follow Fire Drill Routes or as otherwise directed by the Incident Commander.

b.	Floor Plans are to be readily available throughout the school in predetermined areas on walls.

4.)	Indianapolis Metropolitan Police will secure the area affected.

5.)	Identify location, number and extent of injured. If possible, retrieve the parent or guardian information of victims with home contact numbers and make notifications as necessary.

6.)	No one is to re-enter the building/affected area without authorization from appropriate agency.

7.)	If the building cannot be re-entered, evacuated scholars and staff are to be sent with attendance information to the Evacuation Location.

8.)	If the building cannot be re-entered, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

D.	Shooting or other Act of Violence (by scholars, teachers, other personnel or school visitors)

1.)	Notify Assistant Principals and Chief Akers Jr

2.)	Follow the Intruder Procedures. The Incident Commander will monitor the situation.

3.)	The level of threat is determined by the Incident Commander, and the decision to evacuate will be made by Incident Commander in consultation with the principals and Chief Akers Jr. Potential responses to the act of violence include (but are not limited to): monitoring the situation, evacuating, dismissing early, and sheltering in place.

4.)	If the decision to evacuate is made:

a.	Evacuate the premises following the Fire Drill Routes.

5.)	Evacuated scholars and staff with attendance information are to be sent to the Evacuation Location if the building cannot be re-entered.

6.)	Floor Plans are to be readily available in the Main Office and Custodian's office.

7.)	Identify means of communicating with perpetrator(s), e.g., telephone.

8.)	Identify location and number of perpetrator(s). If possible, identify the number and names of perpetrator(s). If possible, retrieve the parent/guardian information of shooter(s) with home contact numbers.

9.)	Identify location, number, and extent of injured. If possible, retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.

10.)	Incident Commander will notify their respective supervisors and arriving agencies, with pertinent and vital information.

11.)	If the building cannot be re-entered, evacuated scholars and staff with attendance information are to be sent to the Evacuation Location.

12.)	If the building cannot be re-entered, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup. Kidnapping

1.)	Check Emergency Contact info in Power School to ensure that only the legal guardian is taking the student out of the building.

2.)	Notify Assistant Principals and Chief Akers Jr.

3.)	Call parent/guardian contact to ensure that the student is not with relatives or friends. If parent/guardian is not reachable, call all contact numbers listed on Emergency Contact Form.

4.)	Follow Intruder Procedure, if it is believed that the perpetrator might still be in the building.

5.)	Check attendance information for the student who is reported kidnapped.

6.)	Incident Commander will notify respective supervisors and arriving agencies with pertinent and vital information.

E.   Fire Emergency

1.)   Whoever locates the fire should immediately activate the closest fire alarm. Upon evacuation the principals should be notified as to the location of the fire in the school. If

2.)   the Fire Department is not already at the school upon completion of full evacuation, the principal is to call the Fire Department with the location of the fire.

3.)   Notify Assistant Principals and Chief Akers Jr.

4.)   Incident Commander will notify respective supervisors and arriving agencies, with pertinent and vital information.

5.)   Identify location, number and extent of injured. If possible retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.

6.)   No one is to re-enter the building without authorization from appropriate agency.

7.)   If the building cannot be re-entered, evacuated scholars and staff with attendance information are to be sent to the Evacuation Location.

8.)   If the building cannot be re-entered, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

9.)   Teachers will calmly call for scholars to slide, stand, and push in chairs on 1,2,3 count.

Scholars will line up and teacher will lead them out the building to the exit away from the threat.

10.)   The school Custodian should do the following:

a.   Pull switches for power to school instructional equipment, blowers, ventilators, etc. Switches for the lights should be left on. Boiler room switches should be left on.

b.   Close all fire doors. If you have fire retarding doors in your school, they should be closed manually. Do not wait for fusible links to melt. Drafts should be eliminated and the fire should be confined to one section.

c.   When the fire is extinguished, recharge all used fire extinguishers immediately.

d.   In an instance where the Custodian is not on site at the time of the evacuation, a school administrator will complete the above.

11.) Fire Drill Schedule

August 17, 2023

September 13, 2023

October 17, 2023

November 10, 2023

December 4, 2023

January 23, 2024

February 15, 2024

March 19, 2024

April 3, 2024

May 13, 2024

F.   Implied or Direct Threats of Violence

1.)   Notify Principal or Incident Commander.

2.)   The Incident Commander will determine the level of threat in conjunction with the Indianapolis Metropolitan Police if necessary.

3.)		An appropriate response will be made. Possible responses include: evacuating the building, calling police, sheltering-in, dismissing early.

4.)		The situation will be monitored by the Incident Commander and the response will be adjusted as needed. If necessary, the Emergency Response Team will be summoned to respond.

G.		Death of a Student - Not in the School

1.)		Notify the Assistant Principals, Nadia Miller and SRO

2.)		Verify the facts

3.)		Notify the staff

a.		If school is in session – notify staff without notifying students

b.		If school is not in session use the calling tree

4.)		Request support from grief counselors

5.)		Develop a schedule based on the circumstances

a.		Work with staff first – providing guidance to on how to work with students

b.		Work with class(es) where deceased student(s) were assigned

c.		Work with other classes as circumstances require

6.)		Prepare public statement following media guidelines

7.)		Prepare letter to parents following guidelines

8.)		Discuss responding to the media with leadership team and staff

9.)		Seek support from the national office as needed.

SECTION VI: EVACUATION

A.		Floor Wardens

Those persons who are designated as Floor Wardens should be familiar with the School's Safety Plan, the location of exits and the location of any available fire alarm system. Floor wardens are selected from the school staff based on their knowledge of the building and its occupants. All members of the Floor Warden team are individuals who interact with all scholars daily through lunch monitoring (head custodian, teachers, instructional assistant, school counselor,), attendance keeping (administrative assistant and Assistant Principal), or classroom push-in. Floor wardens have been trained on the emergency procedures and the entire content of the Safety Plan during summer institute prior to the school year. In addition, they are all able-bodied people who know the lay-out of the building as well as the scholars and staff.

In the event of an emergency, all Floor Wardens will be responsible for ensuring that all occupants are notified of the emergency, and that scholars and staff proceed immediately to conform to procedures that have been established for the given emergency. During the emergency, Floor Wardens should ensure that all persons in the school are evacuated to safe areas. Floor Wardens must conduct searches of the lavatories and classrooms to ensure that all scholars and personnel are out of the building. As soon as practical, Floor Wardens should notify the Principals and Incident Commander of the status of their assigned area.

In many cases, split second response is required to properly assess an emergency and to begin the evacuation process. Key personnel have designated posts and responsibilities, including Floor Wardens. These posts and responsibilities are outlined in the Fire Drill procedures. The principal will establish a means for checking the daily availability of personnel who are designated as Floor Wardens and provide for a means for designation of substitutes. The following individuals will serve as Floor Wardens throughout the day:

The Floor Wardens are expected to disseminate information to the principal and to aid in the orderly flow of traffic during rapid egress/emergency conditions.

B.   Accounting for Scholars and Staff

At the time an evacuation is ordered by the Incident Commander, the head teacher in charge of any class or the head supervisor in charge of any group of scholars at lunch or recess shall be responsible for accounting for all of the scholars in that class or group and all staff attending to those scholars at that time. The school leaders (Principals) in charge of each evacuation location will check in with each staff member in charge of scholars at that time to ensure that all scholars are accounted for. Teachers will have "Go Bags" with emergency materials included in them.

They will hold up a green card if all are accounted for, and a red card if scholar(s) is/are missing.

The Assistant Principal shall bring attendance records to the Evacuation Location and shall be responsible for ascertaining that all scholars and staff have arrived safely to the Evacuation Location.

C.   Evacuation Post Assignments

Each classroom teacher will leave with and continue to supervise his/her assigned class. School Safety Agents should report to their respective emergency assignment(s). The following people will report to a designated post to ensure complete evacuation of the area and report updated information to the principal.

Floor/Area/Post	Primary Staff Member	Alternate Staff Member
Exit 2	Yalanda Graham	Angel Harris
Exit 2	Angel Harris	Chief Akers Jr

D.   Evacuation Locations

In the case of an emergency, scholars and staff from the school will be evacuated in keeping with the locations designated below. These locations, where possible, will provide shelter to scholars and staff. They must also provide access for school administrators to communicate with the proper individual/entities. Since the Principal might be at the Command Center with the emergency responders, a designee must be responsible for all scholars and staff at each evacuation site. This designee should be a staff member identified within the chain of command.

Designees for Evacuation Location

Name	Location	Position
John Akers Jr./ Cameron Shepherd	Across main parking lot opposite from school.	SRO

The primary and secondary Evacuation Sites should be in close proximity to the main school site. It is possible however, in an emergency that affects not only your site, but also a neighborhood, district or borough, the primary and secondary location may be rendered unusable. In such a situation a third location should be identified.

Evacuation Locations
Primary Site TBA

Secondary Site   TBA

Out of Area Site   TBA

SECTION VII: SHELTERING-IN

There will be times when the appropriate response to a disaster may require that emergency responders direct that the scholars and staff remain within the building. This process, which is often referred to as "sheltering–in", may require the Incident Commander to identify a location(s) in the school where scholars and staff can congregate that is:

● In a hallway and away from windows and glass.
● In an area that is isolated and where ventilation can be turned off, if needed; or
● In an area that is lower than the first floor and away from the main entrance of the school.

The determination that staff and scholars should remain inside during a disaster will be made by local law enforcement/public safety officials. Once that decision has been made, school staff will be given particular directions as to where staff and scholars should be moved to (e.g. gymnasium or in hallways), as well as the steps that need to be taken to ensure that the environment that scholars and staff are asked to move to, remains free from the dangers outside of the School building.

SECTION VIII: FIRE DRILLS

Frequent unannounced drills with proper leadership and discipline help ensure safe evacuation in the event of an actual emergency. Plans for fire drills shall be prepared and information posted in conspicuous locations throughout the school.

A.   Purpose

The purpose of fire drills is to instruct and train scholars and staff in emergency evacuation procedures so that they might leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the fire signal, scholars under the leadership of teachers and other school staff must go to their designated evacuation area without delay.

B.   Frequency and Monitoring

1.   Legal Requirements:

a.   The Principal SHALL HOLD FIRE DRILLS NO LESS THAN EIGHT TIMES IN EACH SCHOOL YEAR, THREE OF WHICH SHALL BE HELD PRIOR TO DECEMBER FIRST.

b.   In buildings with fire escapes, at least four of the drills shall include the use of such escapes.

c.   In buildings in which summer school is conducted, at least two additional drills shall be conducted, one of which shall be held the first week of summer school.

2.   A record and evaluation of each fire drill shall be maintained.

C.   Guidelines

1.   All scholars and staff in the school must obey fire drill signals and regulations.

2.   Equal emphasis should be placed on evacuating the school in a quick and orderly fashion. No running or horseplay shall be tolerated.

3.   Fire drills shall be conducted under varying circumstances at varying hours and at unannounced times to simulate actual emergency conditions. (For example, one exit should be blocked by closing off the exit area during the fire drill.)

4.   Ringing the fire bell is the usual signal for a drill. However, staff and scholars should be aware of alternate procedures in case of malfunctioning of the bell system. Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, may be used.

5.   Instructions involving fire drills and evacuation paths to be used shall be posted in every classroom, and cafeteria.

6.   Evacuations should occur at the exit away from the threat or at the exit of least resistance.

7.   Details of the school's fire drill plan should include the current number of scholars in holding rooms. Holding rooms are designated areas where physically handicapped scholars and staff wait for the Fire Department. The Fire Department will provide means of egress, when necessary. The fire drill is not complete until all scholars are out of the building or in holding rooms. Holding rooms must be left unlocked during occupancy.

8.   Teachers shall bring with them attendance information and "go bags" to ensure the safe evacuation of all scholars.

D.   Fire Safety

1.   All scholars and staff must be evacuated, and the alarm sounded when an emergency arises or is suspected. The decision must be made immediately; investigation of the emergency should be made after everyone has safely left the building.

2.   Teachers and all other school staff should receive an orientation session concerning fire safety. Orientation should be held cooperatively by the Principal and the Custodian of the school at the beginning of each year. This meeting should be devoted to fire safety and an actual demonstration of firefighting equipment should be included. Items to be covered at the meeting should include, but need not be limited to, the following:

a.   Staff should familiarize themselves and be aware of methods of transmitting an alarm, including telephones, fire alarm boxes in the school building, and street fire alarm boxes. Pull lever stations for the interior alarms are at various locations in the school building (generally near stairs or exits). These interior alarms do not transmit a signal to the Fire Department.

b.   Staff should be aware of the location and proper use of fire extinguishers and other firefighting apparatus. The principal must be certain that all school personnel know the location of the fire alarm signal boxes located in the school and know how to operate them.

c.   Staff should be informed of regulations regarding flammable materials, stage settings, decorations, and use of electrical equipment, chemical substances in laboratories, and other potential fire hazards.

d.   All school staff and scholars should be completely familiar with fire exit drills and evacuation plans.

3.   Building inspections shall be conducted daily by the Custodian with particular attention given to the presence of fire hazards, proper equipment, access to fire doors, and visibility of signs.

4.   All exit doors must be readily opened from the inside whenever the building is occupied. The chaining or padlocking of fire doors is a punishable violation of the Administrative and Fire Safety Codes.

5.   Signs prohibiting use of elevators during fire drills and emergencies shall be posted near elevators and shall provide information regarding stairway exits.

SECTION IX: RECOVERY FROM EMERGENCY

The aftermath of a severe act of violence or other emergency can have a major effect on the

well-being of scholars, school staff and the entire school community. Generally, the Post-Incident Response Team will enlist the services of pre-identified in-building medical counselors and mental health experts. If in-building resources are inadequate or need to be supplemented, additional medical and mental health resources will be sought outside the building. The

Post-Incident Response Team has developed the following procedures for post-incident response:

A.   Short Term Response
●   Providing mental health counseling for scholars and staff.
●   Assuring school building security.
●   Restoring the school to full operations.
●   Providing a post-incident response critique.

B.   Long Term Response
●   Providing mental health counseling (will monitor for post-traumatic stress behavior).
●   Assuring school building security.
●   Providing mitigation to help prevent recurrence and impact.

SECTION X: MEDICAL EMERGENCY RESPONSE INFORMATION

A.   Health Protocols

Schools are often informed of health information regarding individual scholars in a variety of ways (parent/student verbal communications to teachers and other staff, review of health records, doctors' notes, etc.). Sometimes these health conditions may affect a student's participation in school activities (e.g., a cardiac condition) or may affect other scholars/staff (e.g., a significant infection).

The person at the school who is responsible for receiving all health information about scholars:

Staff Name   Role   Room # Phone #

Akia Simonds
Nurse Service
Nurse   317-608-6220
ext4035

Yalanda Graham Assistant Principal
Office   317-643-5430
ext1070

Because health information may require some interpretation and consultation with health professionals, it is best reviewed by a nurse, administrative staff, or other trained staff, in consultation with medical professionals. The person at the school who is responsible for reviewing this information about health conditions, and consulting with health persons as appropriate:

Staff Name   Role   Room # Phone #
Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

The person responsible for implementing health recommendations (e.g., activity restrictions, public health investigations, informational letters to parents, etc.) once information is obtained by the above person:

Staff Name   Role   Room # Phone #

Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

B.   Scholars with Special Needs None currently

The following is a list of medically fragile scholars with significant health issues that will require assistance in the event of an emergency. Scholars listed below should be identified
C.   by the school nurse (or other senior health staff) in consultation with the Principal. Health Resources

Health Services
The person responsible for school health services:

Staff Name   Role   Room # Phone #
Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

Mental Health Services
The mental health staff (guidance, social worker, Adult and Child) available daily include:

Staff Name   Role   Room # Phone #
Elizabeth Smart   Counselor   Main Office   317-608-6220 ext4024

Blood Borne Pathogens
The school's site administrator for issues of exposures to blood borne pathogens, etc.:

Staff Name   Role   Room # Phone #
Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

CPR & Heimlich
The person(s) trained in CPR/Heimlich at the School:

Staff Name   Role   Room # Phone #
Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

Epi Pen
The person(s) who is trained to administer an epi-pen in case of anaphylaxis:

Staff Name   Role   Room # Phone #
Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

Automated External Defibrillator
The person who is trained to use an Automated External Defibrillator (AED):

Staff Name   Role   Room # Phone #
Akia Simonds   Nurse Service   Nurse   317-608-6220 ext4035

Regarding AED's, the following information is important to remember:
- The universal notification code for AED emergencies is Purple.
- AEDs are in Nurse's Office
- Machines are compatible with young children and adults

Medical Room
The room number of the medical room: Nurse's Station – Room #305

Medical Supplies
The following are medical supplies kept in a room other than the nurse's station:
- First aid kit – Main Office
The following person(s), other than the nurse or other school health staff, has (have) access to this medical equipment in case of an emergency: SRO/Assistant Principals

The Emergency Medical Bag is kept in the following location: Nurse's Station – Room #: 305 The person responsible for maintaining the contents and accessibility of the Emergency Medical Bag: Akia Simonds

As part of Universal/Standard Precautions, gloves are available in the following location(s):
Nurse's Station – Room #: 305

The School's Automatic Emergency Defibrillator is kept at the following location(s):
Nurse's Station – Room #: 305

APPENDICES

A.   Emergency Codes
B.   Emergency Resource Contact Information & Phone Tree
C.   School Information
D.   Building Information
E.   School Staff – Names and Contact Information

Appendix A: Emergency Codes
CODE RED!
- INTRUDER(S) ARE IN THE BUILDING
- SECURE YOUR ROOM – LOCK DOORS
- GET SCHOLARS TO AN UNSEEN AREA
- TURN OFF YOUR LIGHTS

- REMAIN QUIET
- WAIT FOR FURTHER INSTRUCTIONS

CODE BLUE!

- A BOMB THREAT HAS BEEN RECEIVED
- IMPLEMENT LOCK DOWN PROCEDURES
- SCAN AREA FOR SUSPICIOUS ITEMS
- DO NOT USE ANY FORM OF ELECTRONIC COMMUNICATIONS!
- NOTIFY ADMINISTRATION IF ITEM IS FOUND
- TO EVACUATE – INITIATE EVAC PROCEDURE
- TAKE GO-BAG AND ROSTER

CODE PURPLE

- AED

Appendix B: Emergency Resource Contact Information

SRO Contact Info: John Akers Jr/

Cameron Shepherd   (317) 643-5430 ext4060

Assistant Principal Contact Info: Yalanda Graham   (317) 643-5430 ext1070

Hours of Operation: From: 7:00 am

To: 5:15

Dates of School Session: From: 8/7/2023

To: 5/23/2024

School Statistics: Teachers: 7

Teaching Assistants: 1

School Aides: 0

Supervisors/Administrators: 4 School Operations Managers: 1 Other: 1

Total: 14

Grades Served: Include number of scholars by grade Kinder: 19

First: 23

Second: 23 Third:19 Fourth: 21 Fifth:12 Six:12 Total: 129

How many floors in the building?   1 Floors

Chain of Command   The "Chain of Command" is a listing of school personnel, in sequence, who oversee,

the school in the absence of the Principal/Site Administrator. Each of the designated staff members should be knowledgeable about the safety plan and be able to assume a leadership role when called upon. Personnel named should be Assistant Principals, Teachers and/or Department Heads.

Position	Name	Title	Cell Phone
1	Nadia Miller	Chief of Staff	317 643-5430 ext1010
2	Shy-Quon Ely	Head of School	317 643-5430 ext1000
3	John Akers Jr./		

Cameron Shepherd   SRO   317 643-5430 ext1060

Appendix B: School Information

Do the scholars remain in school for lunch?   Yes

Does this school/program/academy have a

lunch schedule?   Yes

Period	Cafeteria	Staff
4a	Gymnasium	Counselor and 4 staff members
4b	Gymnasium	Counselor and 4 staff members

Playground Assignment: Homeroom teacher

Hall Duty Assignment: Yes

Dismissal Schedule: End of Day: 4:00 – 4:15

                          End of Activities: 5:00

Appendix C: Building Information

Street Address: 4010 Sherman Dr, Indianapolis, IN 46226

Main Telephone: (317) 643-5430

Critical Room Numbers:200-206

Location	Room Number	Phone Extension
Principal Office…	103	1070
Conference Office	102	
Nurse's Office	305	4035
Kitchen	Cafeteria	

Appendix E: Tornado Plan

In the emergency of a tornado, students will assume the appropriate position (on knees with hands over their neck) in hallways outside classrooms:

Location	To Go:
200-206	Hallways outside of classrooms
Gym	Gymnasium against east wall

4. Provide, as **Attachment 26**, a list of the types of insurance coverage the school(s) will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability to indemnify the school, its board, staff and teachers against tort claims, property, 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 applicant team consists of the Board Chair, Dr. Alicia Ramsey; the Head of School, Shy-Quon Ely; and Chief of Operations, Nadia E. Miller.

Dr. Ramsey has served as a founding principal of a parochial school in Indianapolis and has also served as an administrator and principal in Perry Township Schools. Additionally, Dr. Ramsey has served on the Pike Township Board of Directors. Dr. Ramsey has also served in several offices as a charter school board member.

Mr. Ely has direct experience with innovating, leading, and supporting urban start up school efforts in several dynamic and successful charter schools and networks. Ely served from the perspective and experience of the following:
- as an inaugural staff member (teacher and administration) for a high performing middle school charter (Tindley Prep Academy);
- an inaugural principal of a high performing elementary charter school startup; (Tindley Summit Academy)
- as well as a founder and a Principal of a start-up turn-around charter school (Ignite Achievement Academy)
- Founder & Head of School of slow growth charter school (The Genius School, Indy)

Ms. Miller has served at Ignite Achievement Academy as Chief of Staff and has been instrumental in the process of all things relating to organizational business operations, planning, efficiency, process, and execution. Currently, Ms. Miller serves as Chief of Operations and was instrumental in building acquisition, finance, and general operations for the inaugural year of The Genius School, Indy.

In addition to their individual experiences, as a team, the individuals above are very familiar with the process and experience of start-up schools and share a unique chemistry due to the singular experience they share. Each is experienced in leading, influencing, managing, and developing people at high levels. They are also well versed and sought after for professional development and leadership training.

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

The Chief of Operations has already acquired the current facility of which The Genius School is educating children. TGS also has a pillar in the community that has extensive experience in architecture, logistics and management. Ramon is one of the founding partners of Meticulous Design Architecture and serves as Director of Business Development & Engagement. Meticulous is an international design firm with offices in Indianapolis, Indiana and Abu Dhabi, UAE. Meticulous provides full service architectural, master planning and interior design services to discerning clients ranging from multi‑family, senior housing, mixed‑use commercial, education, healthcare, and recreation/hospitality markets.

Ramon has a wealth of practical corporate and entrepreneurial resource knowledge, as well as a proven
record of collaborating with clients to help bring complex development projects from concept to fruition.
Ramon is adept in strategic community and stakeholder engagement and consults with a diverse mix of
clients and non‑profit organizations on all aspects of development and expansion. Ramon is a member of the Local
Advisory Board's Strategic Planning Committee for LISC (Local Initiative Support Corporation), shaping strategic economic
development initiatives for the next 3‑5 years throughout Marion County. Life Member of Kappa Alpha Psi Fraternity, Inc. and is past
president and current board member of the Indianapolis Alumni Chapter. His role as chairman of the Indiana Guide Right Foundation
fulfills his commitment to at‑risk youth development and inclusive community empowerment through collaborative strategic
programs.

3. **Replication Schools:** Provide an implementation schedule, as **Attachment 27**, that explains the strategy for executing each charter that is approved.

FINANCIAL PLAN

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

Describe the systems, policies and processes the network/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.

The Genius School Indy's financial planning, accounting, purchasing, and payroll processes are critical components of its overall financial management strategy. To ensure the school's financial health, the Board of Directors and the leadership team have guidance documents to understand the importance of the oversight (financially) for the organization. TGS has implemented robust systems, policies, and processes while maintaining strong internal controls and compliance with financial reporting requirements. Here is an overview of how these functions will be handled:

1. **Financial Planning:**
   - TGS has developed an annual budget that includes revenue projections, expense forecasts, and capital expenditure plans.
   - Financial planning involves input from various departments and stakeholders to ensure accuracy and alignment with TGS goals.
   - Regular financial reviews and updates are conducted to monitor performance against the budget.
2. **Accounting:**
   - TGS maintains a well-organized and transparent accounting system, using QuickBooks accounting software coupled with an external CPA firm, CIES-Center for Innovative Education Solutions, Inc., who has over 30yrs experience specializing in charter and innovation school accounting.
   - All financial transactions, including income, expenses, and investments, are recorded accurately and promptly.
   - The Business Office manager and CIES prepares regular financial statements, including balance sheets, income statements, and cash flow statements, for internal and external stakeholders and board members. Financial statements are shared with board members one week prior to the board meeting to allow time for review.
3. **Purchasing:**
   - TGS has a procurement policy outlining guidelines for purchasing goods and services.
   - A centralized procurement process will be implemented to ensure transparency, cost-effectiveness, and compliance with SBOA regulations.
   - Purchases are documented, and proper approvals are obtained before transactions are finalized.
4. **Payroll:**
   - Payroll processing is provided by an external payroll service provider.

- ○ Employee salaries, benefits, and deductions are accurately calculated, and payments are made according to TGS bi-weekly pay schedule.
- ○ Tax withholdings and reporting will be compliant with local, state, and federal regulations.

5. **Internal Controls:**
   - ○ The school will establish strong internal controls to safeguard its assets and prevent fraud or mismanagement.
   - ○ Segregation of duties will be enforced to ensure no single individual has too much control over financial processes.
   - ○ Regular internal audits and reviews will be conducted to identify and rectify any weaknesses in internal controls.
6. **Compliance with Financial Reporting Requirements:**
   - ○ The school will stay updated on all relevant financial reporting regulations and requirements applicable to educational institutions.
   - ○ Compliance will be ensured through regular training of staff responsible for financial reporting.
   - ○ Financial reports will be submitted accurately and in a timely manner to regulatory bodies and funding agencies.
7. **Financial Oversight Committee:**
   - ○ The school may establish a committee consisting of board members, financial experts, and other stakeholders to provide oversight and guidance on financial matters.
8. **Transparency and Communication:**
   - ○ The school will communicate its financial status to stakeholders, including board members, staff, parents, and donors, to maintain transparency and build trust.
9. **Continuous Improvement:**
   - ○ The school will regularly review and update its financial policies and processes to adapt to changing circumstances and best practices.

By implementing these systems, policies, and processes, The Genius School Indy will ensure sound financial management, transparency, and compliance with all relevant financial reporting requirements, ultimately supporting its mission and long-term sustainability.

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

TGS Administration is responsible for invoice tracking, payables, reviewing financial reports, managing the budget, continued review and improvement of financial procedures, and ensuring that policies and procedures are adhered to and the overall financial management of the school following GAAP. The Governing Board is responsible for reviewing financials monthly as well as the general ledger and approving the annual budget. The Finance Committee is responsible for providing a more detailed review of the financial reports and assessing the school practices to ensure financial sustainability and works to continually improve the schools' financial procedures along with administration.

2. Describe the process and procedure for conducting an annual audit of the financial and administrative operations of the network/school.

In the Fall of each year, TGS has a third-party auditor conduct an external audit in accordance with SBOA guidelines. The auditors request financial documents, enrollment applications, school nutrition, grants, expenses and any other ancillary revenue/expenses the school may receive. Once the audit is complete, the auditors provide a report to the school, authorizer, and SBOA. If by chance there are audit findings, a review of policy is conducted, and a corrective action report is submitted to the SBOA.

3. Describe how the network/school will ensure financial transparency to the authorizer and the public, including the anticipated

costs and criteria for selecting such services.

TGS will create transparency to stakeholders by having our board review monthly financial reports, following SBOA guidelines as it relates to the annual audit, conducting internal financial audits and providing prompt responses to any public records request. TGS has worked with our external auditor for the past 6 years and have budgeted the audit cost annually.

4. 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.

TGS contracts with an external auditor for our annual audit, a payroll company to ensure compliance regarding payroll, a CPA firm to ensure proper financial management and reporting all to ensure financial transparency to all stakeholders. We have contracted the outside services for the past 6 years and have budgeted funds annually.

5. Submit, as **Attachment 28,** the Budget and Staffing Workbook. In developing the budget, please use the per-pupil revenue projections provided by the authorizer and ensure all tabs are completed.

6. Submit, as **Attachment 29**, a detailed narrative of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. 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 the following areas:
   - Financial management;
   - Fundraising and development;
   - Accounting and internal controls.

The Business Operations Manager of TGS, April Hubbard, has 11 years of charter school financial planning and management. Ms. Hubbard received her Bachelor of Science in Accounting from Indiana State University with a minor in Information Processing and received her Master's Degree in Business Administration from Indiana Wesleyan University. Hubbard has experience with accounting systems and works with our external CPA firm in managing our current system and reporting. Hubbard manages the receivables, payables and the compliance for the NSLP. She maintains all documentation for audits and works very closely with the COO to provide internal controls for the school. Ms. Hubbard's financial planning and forecasting is an asset as we continue to fundraise.

SECTION V: PERFORMANCE EVALUATION INFORMATION

(Only Applicable for Network Schools)

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 and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as **Attachment 30**, and be sure to complete all sheets in the Workbook).

2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO 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.

> N/A

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

> N/A

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

> N/A

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

> N/A

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

> N/A

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

> N/A

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

5. For the organization as a whole and any related business entities, provide the following as **Attachment 32**: (a) the last three

years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.

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

N/A

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

N/A

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

N/A

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

Past litigation documents have been provided to the authorizer, but are not being made public at this time.