

**Thea Bowman
Leadership Academy
*Charter School Application***

**To
Calumet College
of St. Joseph**

**2400 New York Avenue
Whiting, IN 46394**

October 9, 2023



Thea Bowman Leadership Academy

3401 W. 5th Avenue • Gary, IN 46402 • www.theabowmanacademy.com

Thea Bowman Leadership Academy



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Drexel Foundation Board

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Proposed Grade Levels and Student Enrollment



Thea Bowman Leadership Academy operates grades K through 12, with a desired maximum enrollment of 825 students presently. Target enrollment is 60-63 students per grade level.

Proposed School Name: *Thea Bowman Leadership Academy*

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
2024-25	K-12	825/825
2025-26	K-12	825/825
2026-27	K-12	825/825
2027-28	K-12	825/825
2028-29	K-12	825/825
2029-30	K-12	825/825

Do any of the proposed schools expect to contract or partner with an Education Service Provide (ESP) or other organization for school management/operation? **Yes**

Will an application for the same charter school be submitted to another authorizer in the near future? **No**

Previous submission for request to authorize this charter school over the past five years, as required under IC 20-24-3-4

Authorizer: **Education One**

Submission Date: November 1, 2023



Mission and Vision for Growth in Indiana

Thea Bowman Leadership Academy's mission is to prepare students for college and career success by providing a rigorous academic program that emphasizes critical thinking, problem solving, and communication skills. The school also strives to develop students' social and emotional intelligence, as well as their sense of civic responsibility.

The school's vision is to be a premier college preparatory school that serves as a model for urban education. Thea Bowman Leadership Academy will be a place where all students can thrive, regardless of their background or circumstances. The school will be a community of learners who are committed to academic excellence, social justice, and personal growth.

The school's core values are:

- Academic excellence
- Social justice
- Personal growth
- Community
- Respect
- Responsibility
- Integrity
- Courage

Educational Need and Target Population

Thea Bowman Leadership Academy is a public charter school in Gary, Indiana. It was founded in 2003 by Thea Bowman, a Franciscan Sister of the Sacred Heart who was a nationally known advocate for education and social justice. The school is committed to providing a rigorous academic program that prepares students for college and beyond. It also emphasizes the development of the whole child, including their spiritual, emotional, and social well-being. The school has a strong focus on diversity and inclusion, and it strives to create a safe and welcoming environment for all students.

Thea Bowman Leadership Academy has been recognized for its academic excellence and its commitment to social justice. In 2016, it was named one of the "Best High Schools in America" by U.S. News & World Report. The school has also been recognized by the National Catholic Education Association and the Indiana Department of Education.

According to the 2020 United States Census, the educational attainment of people in Gary, IN is as follows:

- 8.3% of people have less than a high school diploma
- 23.4% of people have a high school diploma or equivalent
- 26.4% of people have some college, but no degree
- 23.4% of people have an associate degree
- 14.5% of people have a bachelor's degree
- 4.0% of people have a graduate or professional degree

The educational attainment of people in Gary, IN is lower than the national average. The national average for people with less than a high school diploma is 13.4%, for people with a high school diploma or equivalent is 87.6%, for people with some college, but no degree is 31.1%, for people with an associate degree is 13.3%, for people with a bachelor's degree is 28.5%, and for people with a graduate or professional degree is 11.1%.

There are a number of factors that may contribute to the lower educational attainment of people in Gary, IN. These factors include poverty, lack of access to quality education, and crime.



Thea Bowman Leadership Academy is a beacon of hope in the community of Gary, Indiana. It provides a quality education for all students, regardless of their background or circumstances. The school is committed to helping students reach their full potential and make a difference in the world.

Current Wait List Numbers

Grade	Waitlist
K	0
1st	15
2nd	10
3rd	10
4th	8
5th	14
6th	18
7th	23
8th	18
9th	26
10th	14
11th	12
12th	7
TOTALS	175



Thea Bowman Leadership Academy offers numerous opportunities to engage students, parents, and community. Students provide regular feedback on staff performance through annual surveys. Parents are typically welcome to enter the building throughout the school day, including visiting and observing their children in the classrooms. Parents are asked to call ahead and set up a time to visit. This was greatly curtailed during the 2020-21 school year, when we operated exclusively in a virtual mode. The 2021-22 school year did see a return to some events that were open to parent and guest participation.

Building Expectations

- Minimum of 1 family event a month in order to bring families together for celebrations and other events
- School based Family Engagement Committee established prior to the start of the year to begin the planning process

Examples of Family Engagement Events

- A/B Honor Roll Celebrations each quarter
- Math Family Night (Share support tips with parents)
- Reading Family Night (Share support tips with parents)
- Student-led conferences
- Muffins with Moms (monthly)
- All Pro Dads Club (monthly)
- Black History Month Celebration
- Book Fairs
- Fall Festivals
- Spring Flings
- Field Day
- Field Trips
- Parent/Teacher Conferences (quarterly for struggling scholars, 1st and 4th quarter for all scholars on track)

Opportunities for Family Input

Providing opportunities for families to have input is a great opportunity to help families feel valued and have a sense of belonging.

- Surveys
- Parent Teacher Organizations
- Include families in a variety of activities and committees
- Include families input when evaluation systems and programming
- Communicates with families on a regular basis

- For a complete and detailed list of partnership programs between Thea Bowman Leadership Academy and the community, see page 26 of this document.

All students have a Chromebook. This level of universal access to staff and students has been in existence since 2020. We have received grants to purchase VIBE boards, teacher laptops, iPads, and Chromebooks for all students.



While we began Thea Bowman Leadership Academy initially with a relatively comprehensive integrated curriculum program across the content areas, we have specifically and deliberately returned to a more traditional format, especially at the high school level. The math program for the high school includes Algebra, Geometry, Pre Calculus, and Calculus. Science courses include Biology, Chemistry, and Physics. All classes at all grade levels include hands-on projects. Similarly, all classes at all grade levels include rigorous use of technology integration.

Course requirements in English/Language Arts and Social Studies are rich in literature, vocabulary development, and analysis of complex aspects of human development, as represented in literary and historical forms. Teachers of both ELA courses focus much of their instruction on the analysis of fiction and non-fiction texts as well as close reading. By the 11th and 12th grades, students prepare research papers following college-level guidelines.

At Thea Bowman Leadership Academy, as early as the 10th grade, students have access to Dual Credit/Advanced Placement courses, continuing through the 12th grade. These electives have included the following courses over the past ten years: Sociology, Psychology, Speech, Composition, US Government, Personal Finance, Calculus, and Computer Science. All the aforementioned courses are run through agreements with Indiana University Northwest, Purdue University Northwest, Ivy Tech, and Trine University.

The school also offers Health, Physical Education, Choral and General Music, Spanish 1, 2, 3, and multiple other electives at the high school level. Students in the middle school grades study the four content areas, Health/Physical Education, General Music, Computer Science basics, and Visual Arts, designed specifically for middle school students.

Not only is the curriculum introduced to students in a hands-on, project, and inquiry-based approach, but the building is expressly and uniquely designed to facilitate and integrative learning. There are individual desks for students in any of the classrooms.

At the high school level, there are four classrooms, one for each core content area/grade level. There are two to three classrooms for K-8. While individual students are clearly responsible for their own learning, they always conduct this learning in a communal context, sharing and discussing their processes and results with colleagues. This instructional approach, design, and implementation is in full alignment with 21st century learning skills desired and required by the workforce our students will be entering.

Network Governance and Leadership

Drexel Foundation Board. (doing business as Thea Bowman Leadership Academy) is a not-for-profit corporation established to develop, own, and operate a charter school in Gary, Indiana. The corporation is dedicated solely to the purpose of developing, constructing, establishing, and operating a state-of-the-art educational facility that meets the needs of local elementary, middle and high school students. The Board of Directors shall consist of not less than five (5) and not more than nine (9) members. Directors are charged with serving as the school's governing board as well as being responsible for all fiduciary oversight of the corporation.

Directors are chosen under provision as outlined in the corporation's Bylaws. In order to be eligible to serve as a Board Member, an individual must either be a resident of the state of Indiana or be employed by a company or corporation that is incorporated in or physically located within the State of Indiana. Additionally, at least half of the Directors serving on the Board at any given time must be residents of the state of Indiana, and at least half of the Directors serving on the Board at any given time must be residents of a county from which Thea Bowman Leadership Academy has currently enrolled students. All new Directors must undergo training approved by the Authorizer.



Directors shall be elected to the Drexel Foundation Board of Directors for an initial single term of four (4) years. After serving this initial term, Directors may then seek re-election for a second term. Directors may then seek re-election for a third partial term of two (2) years. Directors are eligible for a maximum of two terms of four years each, plus the third partial term, for a total of ten (10) years of service. The ten (10)-year maximum regarding years of service will not be increased if any two terms are not served continuously.

Although members serve to represent local business and government interests, the community at large and parents of students attending the school, no member may serve on the board without the approval of a majority of the remaining board members.

As is evident by the composition of the Board of Directors, its members represent entities with vested interests in the well-being and viability of Gary and Northwest Indiana, educationally, economically, and culturally.

The school's leadership team comprises the School Leader (Principal), two Assistant Principals, Instructional Coaches, Dean of Discipline, Special Education Coordinator, Guidance Counselor, Operations Manager, Title I Coordinator, and Office Manager. This broad collaboration again reflects the inclusive process of dialogue and shared decision making in a relatively flat bureaucratic structure.

The Education Service Provider, Phalen Leadership Academy, are responsible for providing monthly summaries of the educational, social, and financial well-being of the school to the Board of Directors. The transparent transmission of requests between school leadership and the governance body occurs monthly, with detailed dialogue on student and staff performance, parental involvement, and the fiscal and physical operations of the facility.

The stability of leadership on both sides of the table, school and board of directors, allows for a comparatively smooth transition from year to year. Just as the students operate in a collaborative environment of communal responsibility, school leadership and the school's governance also operate in a collaborative environment. Dialogue and decision-making occur in an environment fused with congenial and collegial respect.



Current School Board Membership

Thea Bowman Leadership Academy Board members are well-respected members of the community and provide strong representation of the community, local business, and the City of Gary. These members are well-versed in administration, education, finance, and operations. These professionals have helped and continue to help to guide the organization to be a solid player in the education for the City of Gary and the Northwest Indiana region.

Eve Gómez- Eve Gómez is a successful business leader, media personality, motivational speaker, author, advocate for the youth, and social activist. She is the owner of EG Spanish Interpreting & Consulting, LLC, which provides Spanish translations and interpretation services.

Jason Beres - Jason Beres has 26 years of web design, maintenance and planning experience. Twenty-two years of operations and corporate management experience. He also has 35 years of editing and publishing experience with consistently increasing levels of responsibility in staff management, project coordination, development and implementation, account management, staff training, advertising sales and production, marketing campaign, copy writing and editing, digital / manual layout and design, and digital / manual photography. Mac and PC platforms.

Michelle T. Dickerson - Michelle T. Dickerson is the Vice Chancellor for Finance at Indiana University Northwest (IUN), a regional campus of the larger university, IU in Bloomington, IN. As a finance and accounting professional, Michelle has been a key contributor at the executive level for 20 plus years. Prior to joining IU Northwest, Michelle was the VP of Finance at Gateway Foundation, a seasoned non-for-profit organization based in Chicago, IL and a premiere multi-state provider of treatment and prevention programs for substance abuse.

Helen Hill - Helen Hill is a seasoned financial professional with experience in government accounting, audit, compliance risk management, budget, and contract management, identifying and implementing processes and controls, and cost saving improvements. She is self-driven in establishing goals and objectives and achieving desired results.

Cedric Steele - Cedric Steel is a highly organized and strategic leader with a proven ability to coach, mentor, and collaborate. He is a reliable and self-motivated business and IT professional who maintains positive relationships with clients & colleagues across various levels including partnering vendors. He is also an experienced professor in business, project management and IT for Managers courses. He has a keen focus on personal finance.

School Leadership

Marisa Simmons served as school leader for TBLA during the 2022-23 school year. She has completed her second full year as leader of all grades served at the school. Previously, Ms. Simmons led the school's K-6 program during the school's current charter term. Throughout this time, Principal Simmons has demonstrated sufficient academic and leadership experience.

During this school year, stability in key administrative positions at the school level were observed and carried over from the 2021-22 school year. This has not been the case for TBLA in years past, especially in middle and high school leadership roles. The roles and responsibilities of school staff were clear throughout the 2022-23 school year. There were some significant staffing resignations and terminations that occurred at the end of the year. While Education One commends Ms. Simmons for having high standards of performance of staff,



there will need to be intentional effort and support for all new staff moving into the 2023-24 school year.

Ms. Simmons has exhibited appropriate communication with key stakeholders and consistently provides information to and consults with the school's board of directors. When timely communication may have been lacking with Education One, Principal Simmons worked to remedy the issue quickly and maintained appropriate lines of communication thereafter. She continues to work with students, families, and staff to increase or maintain overall satisfaction of the school.

School Leader Simmons was an active participant in all meetings involving Education One to work towards improvement in the school's overall performance levels. Post-COVID-19 performance metrics have improved in both reading and math at the local level. Reading proficiency has increased by 5 points and math proficiency has increased by 10 points since the 2020-21 school year. The percentage of students meeting growth targets has increased by 23 points in reading and 17 points in math since the 2020-21 school year. These types of growth increases are what is required to overcome the learning loss observed by the pandemic.

Based on this summary, the school receives a rating of Meets Standard according to its Accountability Plan Performance Framework from Education One.

There are two assistant principals at Thea Bowman Leadership Academy: Fenecia Toney and Marcus Baker. Mrs. Fenecia Toney began her educational journey with Chicago Public Schools. In 2005, Mrs. Toney joined CPS as a Music Teacher teaching grades Pre-Kindergarten through 8th grade. She had the opportunity to work in various capacities while employed with CPS. Mrs. Toney left CPS after 10 ½ years to move into school administration. She worked as the Dean of Students, Literacy Coach, Assistant Principal, and Principal.

Mr. Marcus Baker is the other assistant principal. Over the past 20 years that he has spent in the field of Education, he has served in the following roles:

- Teacher
- Reading Coach
- Dean of Students
- Assistant Principal
- Principal

As a teacher, he loved the challenges of working to ensure that each child was provided with quality instruction and successful learning experiences. During his tenure as an Administrator, he has relished the challenges of working with teachers, parents, and students. He has worked to create new programs such as Parent Academies designed to meet the personal and academic needs of parents. He consistently works to build partnerships between the school and local businesses within the school community.

- **Resume of School Leader, See Attachment 2**
- **Resumes of School Leadership, See Attachment 3**
- **Legal Status and Governing Documents, See Attachment 4**
- **Statement of Assurances Form, See Attachment 5**



Governance Structure and Composition

Thea Bowman Leadership Academy operates with an independent governing Board of Directors, with no other school or entity presently under their purview or supervision.

The Thea Bowman Leadership Academy Board of Directors has several primary responsibilities:

- To evaluate the School Leader
- To set and approve educational and operational policies of the school
- To plan, approve, and oversee budgetary expenditures and annual budgets and financial plans, and assure that proper accounting and financial procedures are followed
- To review the annual financial audit and assure remediation and reparation of any audit exceptions
- To develop long range plans, including potential expansion of the school

The intent is to operate an exemplary public charter school that uses research based methods and techniques for organizing, operating, and supporting teaching and learning in the school.

The Board members are: Eve Gómez (President), Jason Beres (Vice President), Helen Hill (Secretary) Michele Dickerson, Cedric Steele.

- Charter School Board Member Information, See Attachment 6

The Board meets monthly, typically the last Wednesday of each month. These meetings have occurred since 2003. The focus of the meetings for the first few years was the development of the school, marketing the school, and the construction project of the new building to house the academy. The building was complete and available for staff and students in 2009. The Board continues to supervise any contractual issues related to the building as they arise.

Board meetings include monthly reports by the School Leader, related to academic performance, senior class graduation rate, post-graduation plans for Thea Bowman Leadership Academy seniors, student scholarships and awards, school/community partnerships, building operations, human resource management, and community concerns, as applicable. The Business Manager presents a monthly accounting of school expenditures, including cash flow statement, credit card charges, the budget year to date, the budget actual versus budget historical, and actual expenditures vs. anticipated expenditures.

Each meeting also includes any correspondence received by members of the Board relative to their duties. Each of the five de facto committees, Executive, Finance, Facilities, Governance/Board Development and Mission/Marketing/Fund Development, provide reports when applicable. Public comment allows any guest to express concerns, questions, or comments relative to the school's overall performance. Public attendance typically consists of a few students, staff, and/or parents.

The Executive Committee will receive committee and staff reports and advice, write the agenda for the regular meetings of the Board of Directors and refer action items to the Board or to appropriate committees. The Finance Committee annually reviews and promotes the school budget, which is prepared by the school Business Manager. The Finance Committee will also be responsible for periodic financial reviews and audits of the Foundation as instructed by resolution of the Board of Directors. The Facilities Committee will be responsible for all matters concerning the construction or maintenance of the school buildings. The Mission/Marketing/Fund Development Committee shall be responsible for marketing the Foundation, for public relations and publications, and for the acquisition of private and public contributions to the Foundation. The Governance/



Board Development Committee shall be responsible for identifying, recruiting, mentoring and training new Directors.

The Board of Directors is in full compliance with Indiana's Public Access Laws. All public meetings of the board are advertised minimally 48 hours in advance. This notice is provided not only on the school's main entrance, but also on the school's website (where the meetings dates are typically posted months in advance, due to their recurring regularity on the 4th Wednesday; exceptions noted as well), through emails from the school leader to the community, and by notification to local media outlets. Executive Session meetings are also advertised and duly noted for their content and its compliance with the aforementioned Public Access Laws. During the COVID epidemic, all meetings were held remotely via zoom, with public access provided as well.

- Ethics and Conflicts of Interest Policy: See Attachment 7

The school level advisory body that exists and that does not have any voting power relative to the school's Board of Directors is PATH (Parents and Teachers of Thea Bowman Leadership Academy) PTO. This organization is purely voluntary and open to all staff, parents and students for membership. PATH exists to support the school in its quest for extracurricular opportunities and programs. The School Leader provides a monthly update on school activities, academic and non-academic, to the PATH meeting. A summary of the monthly meeting minutes and action items are forwarded to the School Leader as well. The School Leader shares pertinent and relevant information with the Board of Directors.

In a perfect world, every employment relationship would be smooth and harmonious. However, there are times when employees and employers disagree. These disagreements often arise in the context of involuntary employment termination, but there may be disagreements regarding the right to a promotion, expense reimbursement, or on other matters.

To the extent permitted by applicable law, all employees of the School agree to first seek to mediate any dispute directly with the person involved or by contacting their dedicated HR Generalist. If mediation is not successful, both the School and the employee agree to submit their dispute to arbitration. The arbitrator will be chosen from a panel presented by the American Arbitration Association or such other organization as is acceptable to both parties. The cost of the arbitrator will be split between the School and the employee. Each party will be responsible for its own attorney or other related fees. Both the School and the employee acknowledge that by agreeing to arbitrate, each gives up its right to litigate their employment dispute in court or to submit it to a jury. The decision of the arbitrator is final and binding.

Although we seek to provide a workplace in which all employees feel that they are an important part of the School and where employees feel fairly treated, there may be times when you have a dispute with a supervisor or the School which can best be resolved through a formal procedure for dispute resolution. All disputes between any employee and the School are to be resolved in accordance with the following procedure. Please note, however, that the School reserves the right to modify this procedure at any time and nothing in this procedure should be construed to constitute a contract between you and the School or to constitute any part of a contract between you and the School.

Any dispute between you and the School may be resolved using this grievance procedure, with the exception of oral reprimands which are not recorded in your personnel file.

A grievance is a complaint by an employee concerning any matter related to the employee's employment with the School. All grievances must be in writing. You must state clearly and concisely all the known facts related to your grievance, including "who, what, where, when, and the why." Clearly explain why you disagree with the act or omission that forms the basis for the grievance. Also, explain what remedy you are requesting. You must sign and date the grievance.



- School Management Contract-See Attachment 8

Growth Plan and Capacity

Thea Bowman Leadership Academy first opened as a K-6 charter school on August 18, 2003. With each passing year, Bowman Academy added an additional grade level. As of the 2009- 2010 academic year, the school had expanded its program to accommodate all thirteen grade levels, from Kindergarten through 12th grade. Students who entered the program as 6th graders in August 2003 comprised the school's first class of graduating high school seniors in June 2010.

Over the years, Thea Bowman has experienced tremendous enrollment growth, becoming the premier and largest charter school in Northern Indiana. The Academy has been able to attract students from throughout Northwest Indiana (NWI) to be a part of the TBLA because of its rigorous curriculum and safe and nurturing learning environment. We have a 95% graduation rate, which ranks Bowman above the state average of 89% and #2 amongst all charter schools in NWI. Parents also appreciate that our graduates are prepared for the world, and we have been blessed to have hundreds of "success stories." In 2013, for instance, we graduated Marcellus Gibson, who was both a Gates Millennium Scholar and he won 1st place for ISHAA Track and Field for the state of Indiana.

We believe that sports, music, art, theater and other enrichment courses are key to developing well-rounded young adults. Our scholars have thrived in all of these extra-curricular activities, and we are particularly proud that our Boys Basketball team is a two-time IHSAA Basketball 2A and 3A championship tournament winner.

While our academic program is not meeting our standard or our historical performance, our state standardized test scores have consistently exceeded that of the local district, Gary Community School Corporation (GCSC). We are also very proud of the fact that because of our intense school schedule, many of our seniors graduate mid-term offering them the opportunity to co-op or take college classes at a local university. In addition, we offer many dual credit classes that our students can choose from that can be transferred to a college or university. Most of our students leave Bowman with at least 12 college level credit hours.

Our scholars have demonstrated a commitment to giving back to the community and to being entrepreneurial. Our students have led community service projects for Breast Cancer Awareness, Hoosiers Helping Heroes, Ark Shelter, Rainbow Shelter, and Toys for Tots.

Student population has stabilized at approximately 800 students each year since 2014. The yearly enrollment goal for the past few years is 825. Student retention rates remain around 70% from one year to the next. For those students that leave Thea Bowman Leadership Academy, others are called from the waitlist. All students come to Thea Bowman Leadership Academy specifically for our academic programs and offerings. However, as students progress through the high school program, some students choose to return to larger schools who, by definition and size, are able to offer a much wider variety of school clubs, teams, and activities. Thea Bowman Leadership Academy administration makes every effort to fill all available spaces at Thea Bowman Leadership Academy.

In addition to receiving the per pupil tuition reimbursement from the Indiana Department of Education, which was \$8900 per student in fiscal year 2024, Thea Bowman Leadership Academy receives federal grant supports for Special Education, Title I services to students who are academically at-risk, Title II funds for high quality recruitment and retention, especially in the high needs areas of Math and Science, Title III funds for the English



Language Learner student population, and Title IV funds for social emotional well-being and enrichment programs. The school breakfast and lunch program is also supported by federal subsidies. These sums have increased each year proportional to our school's growth and the number of students eligible for the specific programs.

The original charter included a 5-year plan of Yearly Operational Goals. These goals reflected the need to develop and refine the initial school curriculum, recruit incoming 6th grade students each successive year, design and deliver the new curriculum required to expand to the 10th, 11th, and 12th grades as we progressed from year to year, assess the growth of student achievement in all academic areas with the goal to increase student achievement annually, and continue the development of a school climate and culture with the students at the center. The school has made great progress in all these areas, as proven through community surveys and the results of numerous visits by our authorizing agents and the Indiana Department of Education regional liaisons.

Thea Bowman Leadership Academy is a viable, sustainable educational institution, now integral to the City of Gary and the surrounding communities. When staff vacancies occur, school administration acts proactively and immediately, to find qualified candidates who will serve the students' needs. As stated previously, student retention remains above 90% from year to year. Waiting lists remain stable, as students are admitted into the school to fill vacancies, while other families continue to place their children on these waiting lists.

The continued, assured fiscal support from the City of Gary, guarantor to the bond that funded the construction of the facility, is a key factor undergirding the school's solvency. The long-range commitment of school governance and leadership to the school's growth and improvement is also a contributing factor to the school's sustainability.

Anticipated risks and challenges for Thea Bowman Leadership Academy as it moves into its next 5-year cycle is very simple and straightforward. We do not foresee reduced demand for our school. We continue to attract more students than we can accommodate. Teacher retention in Indiana, year to year, hovers around 70%. Thea Bowman Leadership Academy has exceeded this rate every year for the past 5 years. Teachers range in years of classroom experience from 0 to 30+ years. Teacher educational attainment ranges from undergraduate degrees to doctorates.

Governance positions have evolved over the last 7 years. Board members are interviewed and appointed by the current board when vacancies arise.

Gary School Corporation passed a referendum to increase property taxes in the city last year. This will allow Gary School Corporation to increase teacher pay and improve facilities. They are in the process of restructuring their elementary schools to include 6th grade. This should have minimum impact on Thea Bowman Leadership Academy. We may see a slight dip in 6th grade applications, however, we still anticipate an influx of 7th and 8th grade applications. We continue to be able to staff our teacher positions, despite the salary differential. We continue to receive phone calls and emails from families wanting very much to transfer their children from various surrounding school districts to Thea Bowman Leadership Academy.

Thea Bowman Leadership Academy recognizes the academic performance measures which must be met each year in order to fulfill school, local, regional, state, and charter goals and mandates. Fiscally, the school has operated and continues to operate with measured frugality. The school's Finance Committee and Board of Directors review the budget and expenditures regularly to search for any superfluous expenses. There are none. Though the bond payment requirements place stress on the school budget, the school is able to meet its expenses and outlays each year, with support from the City of Gary.

- Organization Chart, See Attachment 10



Curriculum and Instructional Design

The school's curriculum focuses on state academic standards in the core content areas. Thea Bowman Academy teachers integrate Indiana Academic Standards into their instructional planning and preparation. Standards-based objectives are at the core of instruction. At all grade levels, core content areas are taught primarily in isolation. Students work, typically in small groups, with teacher grade level teams to complete interdisciplinary inquiry projects correlated to the standards in the prospective content areas.

Elementary School

At the elementary school level, all teachers utilize Blackboard LMS to manage content, learning activities, lessons, and assignments for both in-person and digital learning.

Reading

There are two options for Tier 1 and 2 reading instruction:

Option A: Minimum 90-minute Uninterrupted Reading Block:

- 30 minutes whole group, on-grade level standards and skills- Tier 1 Curriculum for Tier 1: Into Reading
 - Every scholar, every day
 - No pull out during this time
 - 60 minutes small group, Tier 2 instruction (deficits AND enrichment)
- Curriculum for Tier 2: Into Reading, Orton Gillingham (K-2), mClass Intervention Kits (3-6), iRead Individualized Paths (K-2) Edgenuity (MyPath/ Pathblazers), Commonlit, Newsela, Tween Tribune, and Rigsby Leveled Readers
 - 30-minute small group rotations
 - Used to coach up, keep up, or move up
 - Every scholar, every week; tier 2 and 3 scholars 3-5 times weekly
 - No more than 6 scholars in a group at a time working on like-skills
 - Groups should be fluid based on needs; targeting gaps which require spiraling back to teach missed grade level competencies thus closing the gaps
 - Support staff, SPED, and ENL teachers should push in
 - Those scholars not in the teacher led groups should be working on literacy stations connected to phonics, fluency, vocabulary, comprehension, or writing responses connected to literature and informational text
 - Uninterrupted, except for strategic brain breaks or schedule conflicts with lunch, specials, or recess
 - Separate 30 minutes of writing/grammar block at a different time

Option B: Minimum 120-minute Uninterrupted ELAR Block:

- 30 minutes whole group, on-grade level standards and skills- Tier 1 Curriculum for Tier 1: Into Reading
 - Every scholar, every day
 - No pull out during this time
 - 60 minutes small group, Tier 2 instruction (deficits AND enrichment)
- Curriculum for Tier 2: Into Reading, Orton Gillingham (K-2), mClass Intervention Kits (3-6), iRead Individualized Paths (K-2) Edgenuity (MyPath/ Pathblazers), Commonlit, Newsela, Tween Tribune, and Rigsby Leveled Readers
 - 30-minute small group rotations



- Used to coach up, keep up, or move up
- Every scholar, every week; tier 2 and 3 scholars 3-5 times weekly
- No more than 6 scholars in a group at a time working on like-skills
- Groups should be fluid based on needs
- Support staff, SPED, and ENL teachers should push in
- Those scholars not in the teacher led groups should be working on literacy stations connected to phonics, fluency, vocabulary, comprehension, or writing responses connected to literature and informational text ONLY
- Uninterrupted, except for strategic brain breaks or schedule conflicts with lunch, specials, or recess
- 30 minutes of writing/grammar integrated

Reading Tier 3 Instruction:

- Separate block of time to address scholars' needs who are 2+ years behind in reading
- Curriculum for Tier 3: mClass or Leveled Reading Intervention Kits
- Minimum of 30 minutes every day

Math

Math Block for Tier 1 and 2 Instruction:

- 30 minutes whole group, on-grade level standards and skills
- Tier 1 Curriculum for Tier 1: Eureka
- Every scholar, every day - No pull out during this time
- 60 minutes small group, Tier 2 instruction (deficits and enrichment)

Curriculum for Tier 2: Eureka and ZEARN:

- 20-minute small group rotations
- Used to coach up, keep up, or move up - Every scholar, every day
- No more than 6 scholars in a group at a time working on like-skills
- Groups should be fluid based on needs
- Support staff, SPED, and ENL teachers should push in
- Those scholars not in the teacher led groups should be working on mathematical content ONLY
- Uninterrupted, except for strategic brain breaks or schedule conflicts with lunch, specials, or recess

Math Block for Tier 3 Instruction:

- Separate block of time to address scholars' needs who are 2+ years behind in math- Click here for Tier 3 Framework
- Curriculum for Tier 3: PLA Tier 3 Structure and Tools using Tier 1 materials or ZEARN
- Minimum of 30 minutes every day

Science/Social Studies Block:

- Recommended curriculum for science: FOSS or Newsela Sc/SS
- Recommended curriculum for SS K-5: Black History, Civil Rights Discussion Cards 3-12, Eyes on the Prize (Options below on how to do this can be set up in the schedule):
 - 30 minutes minimum every day
 - Science every day, social studies every day



- Science and SS on alternating days
- Science one week, SS the next week; alternating weeks
- Science Q1 and SS Q2; alternating quarters

Specials (Music, PE, Art, Technology, Media, etc.):

- 50 minutes maximum - One special per day

Recess:

- 25 minutes maximum - One recess per day

Morning Meeting/SEL:

- 20 minutes maximum - Suggested curriculum: Building Dreams, Second Step or NEWSELA SEL

Middle School

At the middle school level, all teachers utilize Blackboard LMS to manage content, learning activities, lessons, and assignments. Common planning time with content area teachers is expected daily. Advisory/ morning meeting/homeroom community base is expected daily. Suggested curriculum: Second Step or NEWSELA SEL.

Language Arts Block Tier 1 & Tier 2 Instruction:

45 min literature block

- Tier 1: 30 minutes daily
 - Tier 1 curriculum: Into Literature
 - Every scholar, every day- No pull out during this time
- Tier 2: 15 minutes daily
 - Tier 2 curriculum: Into Literature / Edgenuity
 - 15 minute small group rotation
 - Used to coach up, keep up, or move up
 - No more than 6 scholars in a group at a time working on like-skills
 - Groups should be fluid based on needs
 - Support staff, SPED, and ENL teachers should push in Or- Monday/Tuesday- I Do & We Do, Wednesday-Friday- You Do independent practice/ small group instruction

45 min separate language/writing block

- Tier 1: 30 minutes daily
- Tier 2: 15 minutes daily
 - OR - 90 min block combined ELA permissible
- 45 minutes Tier 1
 - Tier 1 curriculum: Into Literature
 - Every scholar, every day- No pull out during this time
 - Writing and language integrated into core block
- 45 minutes Tier 2
 - Tier 2 curriculum: Into Literature / Edgenuity



- 15-minute small group rotations
- Used to coach up, keep up, or move up
- No more than 6 scholars in a group at a time working on like-skills
- Groups should be fluid based on needs; targeting gaps which require spiraling back to teach missed grade level competencies thus closing the gaps
- Support staff, SPED, and ENL teachers should push in

Math Block Tier 1 & Tier 2 Instruction:

45 minutes minimum

- Tier 1: 30 minutes daily
 - Tier 1 curriculum: Eureka
- Tier 2: 15 minutes daily
 - Tier 2 curriculum: Eureka / ZEARN
 - 15-minute small group rotation
 - Used to coach up, keep up, or move up
 - No more than 6 scholars in a group at a time working on like-skills
 - Groups should be fluid based on needs; targeting gaps which require spiraling back to teach missed grade level competencies thus closing the gaps
 - Support staff, SPED, and ENL teachers should push in

Science Tier 1 & Tier 2 Instruction:

Recommended curriculum for science: FOSS

- 45 minutes daily minimum
- Tier 1: 30 minutes daily
- Tier 2: 15 minutes daily
- Targeted re-teach using Tier 1 curriculum

Social Studies Tier 1 & Tier 2 Instruction:

Recommended Curriculum for 6-12: Facing History and Ourselves, Eyes on the Prize

- 45 minutes daily minimum
- Tier 1: 30 minutes daily

Tier 3 Intervention Block:

45 minutes daily minimum

- Minimum 4 days a week
- Flex grouping recommended for scholars to receive support in targeted areas (Scholars rotate to intervention rooms based on need: ELA/ math/science/SS)
- Math/ELA/Science/Social Studies focus may rotate by days/weeks

Tier 3 ELA Curriculum:

- LLI Kits

Tier 3 Math Curriculum:

- Utilizing tier 1 Math curriculum



Electives (music, fine arts, PE, band):

- 45 minutes daily - Exploratory rotations for exposure encouraged

High School

At the high school level, all teachers utilize Google Classroom to manage content, learning activities, lessons, and assignments. Common planning time with content area teachers is expected weekly.

Class sizes at Thea Bowman Leadership Academy are much smaller than those found at most regional public schools. Typically, a teacher has approximately 20-25 students per course section. This is in comparison with typical public schools in the region, where 30 or more students is the norm. Some elective courses at the high school level have fewer than 15 students. These reduced class sizes at Thea Bowman Leadership Academy permit more intimate instruction, more individualized instruction, and greater focus on each student's specific learning needs.

Students typically work in small groups on inquiry projects and skill units assisted and mediated by state-of-the-art instructional technology, with wireless high speed internet access and one- to one- devices (iPads or MacBooks) available for each student.

Teachers at Thea Bowman Leadership Academy are required to have a valid and current teacher license from the State of Indiana. Teachers coming from other states, particularly the neighboring state of Illinois, are required to apply for reciprocal licenses. A few of the original teachers are still at Thea Bowman Leadership Academy presently. Newer and less experienced teachers often seek to work at Thea Bowman Leadership Academy because they are particularly drawn to the inquiry approach, the daily use of technology, the small class sizes, and the collegiality among our staff.

Thea Bowman Leadership Academy teachers embody excellence in the teaching profession; they display brilliance in their content area, passion for learning and teaching, and compassion for students. They use data religiously and vigorously to determine learning needs and opportunities for their students. The combination of these factors is made evident in student results in testing, quarterly grades, student discipline, and school climate. Students complete surveys annually to rate their teachers. This, combined with administrative teacher reviews, also helps to assure that Thea Bowman Leadership Academy's teachers are effective in all domains, academic and affective.

- Core Curriculum Scope and Sequence, See Attachment 11

Pupil Performance Standards

Thea Bowman Leadership Academy uses numerous measures to quantify and qualify student progress as evidence of student learning. Internally, Reading Advantage is Phalen Leadership Academies' literacy program to support scholars with reading achievement. Through Reading

Advantage, scholars are provided small group instruction that targets their individual needs. PLA schools have Reading Interventionists that support this small group instruction. Each K-6 classroom dedicates $\frac{2}{3}$ of their ELA block to small group instruction. During this time, Reading Interventionists work with two small groups of scholars in each classroom for approximately 30 minutes each. Teachers also work with small groups during this time frame to maximize differentiation for all scholars. Mclass Intervention is utilized for Reading Advantage in grades K-6. Mclass intervention uses Dibels reading assessment data to form small groups of



scholars who can benefit from additional instruction on the same literacy skills. Leveled readers are used for Reading Advantage for scholars in grades 7-8. Scholars are assessed at the beginning, middle, and end of the school year to determine a reading level and then provide literacy instruction using books at this reading level.

Math Advantage is PLA's math program to support math achievement for all scholars. Scholars utilize the digital platform Zearn for tier 2 to learn mathematical content and check their understanding while teachers work with small groups in tier 3. Interventionists also work with scholars in small groups to reteach concepts and support scholar growth in tier 3 using Tower Alerts and Concept Exploration lessons. Math classrooms dedicate $\frac{2}{3}$ of their math block to small group instruction. Math Interventionists and teachers work with small groups of scholars during tier 3, using recent assessment data to determine specific scholar needs. Scholars who are not working with a teacher during this time log into the Zearn platform to practice mathematical skills.

In addition to the Special Education teacher and teacher aides, Thea Bowman Leadership Academy teachers at the middle school grade levels incorporate Response to Intervention programs in daily instruction. At various times in the weekly middle school schedule, students are grouped according to their mastery of key standards in Reading and Math. IXL and ILEARN test data assist to identify student deficiencies in these areas. The four content area teachers use the RTI time to develop focused lessons to assist students to master or excel in the standards.

Student performance standards are consistent with the Indiana Academic Standards. Pre- assessments and pre-tests are regularly used in the core academic areas to allow teachers to individualize learning expectations.

Common Formative Assessments are conducted on a regular basis. Typically this includes student performance assessments and portfolios on each unit of study or project. Quarterly reviews of student performance inform teachers on the effectiveness of the curriculum and the learning environment.

Summative assessments are conducted on a yearly basis. These assessments are presently developed by the Indiana Department of Education. Students in grades 3-8 and grade 10 are required to take these tests, primarily in Math and Reading, but also including Writing, Science, and Social Studies. These tests are used to report the achievement and academic growth of our students, including detailed data on student sub-group populations. These tests are used to assist in the continuous study of the effectiveness of the learning environment for all students in the academy.

Students in the middle school and high school are promoted based on classroom performance, standardized test results, and teacher recommendation. Retention is used in the middle school grades when has consistently performed at an 'F' level in a majority of the core subjects throughout the year. To date, there have been few retentions in the middle school grades at Thea Bowman Leadership Academy. In each of the cases, the students were placed under a performance contract. If the student's performance is at A/B level in the core content areas for the first quarter of the school year in which the student has been retained, the student is advanced into the grade level with their original student cohort.

At the high school, there is not a practice of retention, primarily due to the continuous credit recovery program that takes place during the summer program and the regular school year. Because the daily schedule at Thea Bowman Leadership Academy allows for students to gain credits above and beyond the minimum diploma requirements (i.e. 7 semester credit hours available at Thea Bowman Leadership Academy vs. 5 semester credit hours available at surrounding public schools), students have the opportunity to advance to the next grade level, but are still required to retake those classes that they have failed prior, yet are required to pass for the Core 40 diploma. No student may graduate if they have not met the Core 40 requirements, which is easily attainable at Thea Bowman Leadership Academy, where four years of study equate 56 credit hours possible, instead of the 40 total hours of the Core 40 diploma.

- Exit Standards, See Attachment 12



High School Graduation Requirements

Thea Bowman Leadership Academy students must meet the Indiana Core 40 course and credit requirements in order to graduate. These include:

- English Language Arts (8 credits)
- Mathematics (6 credits, Algebra I, Geometry, Algebra II)
- Science (6 credits, including Integrated Chemistry Physics, Biology, and any Core 40 Science course)
- Social Studies (6 credits, U.S. History, U.S. Government, Economics, World History/ Civilization)
- Directed Electives (5 credits, World Language, Fine Arts, Career/Technical)
- Physical Education (2 credits)
- Health and Wellness (1 credit)
- General Electives (6 credits)
- Career Preparedness

Thea Bowman Leadership Academy promotes the completion of Core 40 with Academic Honors for its graduates. In order to receive the Academic Honors diploma, students must:

- Complete all requirements for Core 40 (detailed above)
- Earn 2 additional Core 40 Math credits
- Earn 6-8 Core 40 World Language credits (6 credits in one language or 4 credits each in 2 languages)
- Earn 2 Core 40 Fine Arts credits
- Earn a grade of C or better in courses that count towards the diploma
- Have a grade point average of a B or better
- Complete one of the following:
 - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - Score a 26 or higher composite on the ACT
 - Complete dual high school/college credit courses from an accredited post-secondary institution (6 transferable college credits)

In addition, Thea Bowman Leadership Academy students have the option to earn a Technical Honors diploma:

- Complete all requirements for Core 40
- Earn a grade of C or better in courses that will count toward the diploma
- Have a grade point average of B or better
- Complete one of the following:
 - Any one of the options of the Core 40 with Academic Honors
 - Earn the following scores or higher on WorkKeys: Reading for Information- Level 6, Applied Mathematics- Level 6, and Locating Information- Level 5
 - Earn the following minimum score on Accuplacer: Writing 80, Reading 90, Math 75
 - Earn the following minimum score on Compass: Algebra 66, Writing 70, Reading 80
- Earn 6 credits in the college and career preparation courses in a state approved College and Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential, or
 - Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits

In order to participate in graduation activities, seniors must also:

- Learn and demonstrate employability skills



- Demonstrate Post-secondary Ready competencies (through the honors diploma, ACT, SAT,
- ASVAB, CTE concentrator coursework, or a locally created pathway
- Fulfill all academic requirements, including passing all final exams for the final semester
- Resolve all financial obligations, and
- Comply with all rules and standards of conduct

Students at Thea Bowman Leadership Academy are able to meet graduation requirements with relative ease, as the State of Indiana Core 40 diploma credits are integral to our educational program at the high school. Students take seven courses per semester, four of which represent the four core content areas, grades 9-11. Electives complete the daily schedule. By the end of their third year at Thea Bowman Leadership Academy, students who pass all classes will already have 42 credits, whereas the State of Indiana only requires 40 total for graduation. For students who have completed all required electives, the only courses that they must take in their Senior year are a Math and an English course. Grades are all calculated in the following manner: $\text{Sum of (Credits attempted} \times \text{Corresponding Grade Points) / Total Number of Credits} = \text{GPA}$. Each course is counted equally.

There are three different grade point scales for the high school. The weight of the scale is dependent on the course type a student is enrolled in.

General	Honors	Advanced Placement & Dual Credit
<ul style="list-style-type: none"> • A+ = 4.0 • A = 4.0 • A- = 3.7 • B+ = 3.3 • B = 3.0 • B- = 2.7 • C+ = 2.3 • C = 2.0 • C- = 1.7 • D+ = 1.3 • D = 1.0 • F = 0.0 	<ul style="list-style-type: none"> • A+ = 4.5 • A = 4.0 • A- = 3.7 • B+ = 3.3 • B = 3.0 • B- = 2.7 • C+ = 2.3 • C = 2.0 • C- = 1.7 • D+ = 1.3 • D = 1.0 • F = 0.0 	<ul style="list-style-type: none"> • A+ = 5.0 • A = 4.5 • A- = 4.0 • B+ = 3.5 • B = 3.0 • B- = 2.5 • C+ = 2.0 • C = 1.5 • C- = 1.0 • D = 0.5 • F = 0.0

Thea Bowman Leadership Academy transcripts contain lists of courses taken, by year, with first and second semester grades and credits earned. End of year transcripts indicate the courses for the coming year. Thea Bowman Leadership Academy transcripts include specific student demographic information, name, student identification number, grade level, gender, date of birth and address. The school's address, phone number and administrative team are listed on the transcripts. Finally, the transcript shows that school grading scale, as well as the student's Grade Point Average year to year, cumulative Grade Point Average, Class Rank, and Total Credits Earned.

In recent years, Thea Bowman Leadership Academy has worked with regional institutions to provide dual college credit courses for our high school students. These institutions include Indiana University Northwest and Trine University.

Thea Bowman Leadership Academy teachers and school counselors regularly review student progress towards graduation, especially for those students at risk of dropping out. Specific intervention measures used



with these students at risk have included providing a total on-line program of study, adjusting student schedule hours, home schooling, and extensive tutoring. Efforts to retain students and reach program completion have been highly successful.

2023-24 Electives:

- Creative Writing
- Debate
- Language Arts Lab
- Music History and Appreciation
- Introduction to Three Dimensional Art
- Photography
- Preparing for College and Careers
- Spanish I
- Spanish II
- Spanish III
- Physical Education
- Math Lab
- Latin I
- Latin II
- Sculpting
- Jewelry Making
- Current Health Issues
- Human Performance
- Kinesiology

Scholars must also complete 40 hours of community service during their time at TBLA.

School Calendar and Schedule

Thea Bowman Leadership Academy students attend the required 180 days. Teachers have a one week preparation prior to the school year beginning. They also have a week of content training and new teachers receive an additional New Teacher Institute. There are also quarterly non-attendance days built into the calendar to allow full days for parent conferences for the first through third quarter. Our school hours are as follows: K-5: 8:00 a.m. to 3:15 p.m., 6-8: 8:00 a.m. to 3:30 p.m., 9-12: 8:30 a.m. to 3:45 p.m.

At the high school level, students have 50-55 minutes per day in each of the core content areas. At the middle school level, students have 60-65 minutes per day in each of the core content areas. High school students have two additional elective courses per day depending on their required courses. Middle school students have one quarterly elective course.

There is optional Title I academic tutoring available for students in K-8 from 3:30 pm to 4:30 p.m. from October to April, Monday through Thursday. Credit recovery is offered for 9th-12th grade in the form of evening school beginning in October. Students have the opportunity to retake failed courses from the first and second semester. Evening school is Monday through Thursday from 4:00 p.m. to 5:00 p.m.

- School Calendar and Master Schedule, See Attachment 13



School Culture

Thea Bowman Leadership Academy provides an environment that is conducive to learning. The school truly fosters a family atmosphere ensuring that the scholars and staff understand that we are one family unit despite being a K-12 school. This is evident to anyone who enters the building and visits the classrooms. The school provides a handbook on the school website. This is available for all parents, students, and staff to review. The handbook outlines policies on discipline, attendance, grades, activities, emergencies, and more. Disciplinary procedures are used to help students learn from their mistakes and to avoid a repeat of undesired behaviors. There is a no tolerance policy for violence, substance use or distribution, harassment, or unlawful activity by any student. The application and administration of this policy makes it clear to all students that the staff of the academy work daily to provide a safe and positive environment.

Thea Bowman Leadership Academy school culture emphasizes personal responsibility, engagement, and respect. This is visible in hallways and classrooms by the level of student involvement in classes, and the style and content of the interactions that occur between students and students, and students and staff. While there is a handbook and clear expectations of excellence in conduct and performance, there are posters and signs throughout the building to remind students of these expectations. Respect given, respect received. This concept permeates all levels of interaction in the school.

Thea Bowman Leadership Academy has operated summer school ever since 2004. For high school credit recovery is offered for Math and ELA courses that a student has failed and needs to retake for diploma credit. Teachers are available on site for the duration of the course. Courses are four weeks long, four hours per day, Monday-Thursday. This program is funded through Title I.

Supplemental Programming

The school offers a wide variety of extra-curricular activities.

- Volleyball: open to girls in 6th-12th grades, tryouts required, Fall season
- Football: open to boys in 6th-12th grades, tryouts required, Fall season
- Basketball: open to boys and girls in 6th-12th grades, tryouts required, Winter season
- Baseball: open to boys, grades 9-12, tryouts required, Spring season
- Cheerleading: open to all 6th-12th students, tryouts required, year-long season
- Track: open to all 6th-12th students, tryouts required, year-long season
- Drama Club: open to all 6-12th students, year-long season
- Art Club: open to all 6th-12th students, year-long season
- Majorette Dance: open to 9th-12th high school students, interviews required, year-long season
- Choir: open to all students, year-long season
- National Elementary Honor Society: open to students grades 4-5, qualification and application
- National Honor Society: open to students grades 10-12, qualification and application
- National Junior Honor Society: open to students grades 6-8, qualification and application

Athletic organizations are funded primarily through fees charged for participation. The Athletic Director leads fundraising efforts to support the program, including payment of referee fees and student transportation to competitions. Thea Bowman Leadership Academy pays stipends to staff members who serve as coaches and club sponsors. Non-athletic organizations are funded by the groups' fundraising efforts. The teachers have approved and augmented a stipend payment schedule that reflects time and effort of staff during after-school hours.



Thea Bowman Leadership Academy employs a full-time Social Worker who meets with specific students, parents, and staff to discuss social-emotional issues. Students are also able to meet with the school's guidance counselors if the Social Worker is not available. The social worker and guidance counselors work in concert with school administration and teachers to provide comprehensive and appropriate services to those students in need. For those situations that require more professional services, Thea Bowman Leadership Academy staff provides recommendations to outside resources.

Thea Bowman Leadership Academy has a full time certified nurse on staff. The nurse is available to monitor student physical well-being, maintain student health records, coordinate training for teachers and staff work with students with specific medical needs, and supervise the administration of medicines. In the absence of the school nurse, there are key individuals on staff (school administrators and office manager) who are available and able to assist with student medical needs.

For ten consecutive years, the school has received grant funding for in-school and after-school programs for students in the middle school grades. The focus of these programs is to support positive decision-making, as well as students' social, emotional, and physical well-being. While some programs are for all students at a given grade level and take place during the school day, other programs are for small groups of students, who are recommended to these programs by their teachers.

Special Populations and At-Risk Students

As a school that serves students of a wide range of abilities and backgrounds, Thea Bowman Leadership Academy provides a comprehensive education program for students with Individualized Education Programs and Section 504 plans and our students at risk of failure or dropping out. School employees or contracted vendors working with the school provide a variety of services that directly benefit our students.

The Individuals with Disabilities Education Act of 2004 (IDEA), Indiana Article 7 of 2008, the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (504) provide the same entitlements, protections, and rights to students with special needs attending charter schools and their families that are mandated in any other public education setting. Thea Bowman Leadership Academy embraces the mission of these civil rights laws to maximize opportunities for learners with special needs to achieve their potential, to promote positive self-concept, enhance independence, and inspire self-advocacy.

Policies affecting students with disabilities, their families, and their service providers are driven by the normalization principle, the belief that learners with disabilities are best served when opportunities are made available to them of everyday experiences that comes as close as possible to those of students who are not disabled and that educational and social decision-making are as close as possible to the decisions made on behalf of peers who are developing typically.

Operating under the principle of Least Restrictive Environment, Thea Bowman Leadership Academy recognizes that segregation of most learners with special needs is restrictive because, as a group, students with disabilities who are integrated perform significantly better and achieve more than their peers with disabilities who are segregated. Support services are the key to successful integration. Therefore, students with special needs will be educated to the maximum extent appropriate with students who are not disabled. Thea Bowman Leadership Academy staff employs a wide variety of evidence-based instructional programs, practices, and strategies to provide a continuum of services, ensure students access to the general education curriculum, and ensure academic success for students with special needs.



Thea Bowman Leadership Academy staff regularly monitors the progress of the school's special education population, which is around 10% of the overall school population. This monitoring process includes weekly assessments, state standardized testing, NWEA, and RTI data collection. Progress is also monitored through the use of quarterly progress monitoring forms that special education teachers complete electronically and submit to the Special Education Director and quarterly progress and grade reports to parents. In addition, the school's Special Education Director meets monthly with grade level teams to discuss individual student progress, reevaluate effectiveness of implemented strategies and interventions, and review appropriateness of accommodations and modifications.

High school graduation is the goal for all students at Thea Bowman Leadership Academy, including those with special needs. Guidance counselors and the special education teacher are present to guide students to a successful completion of the academic program in our school.

Thea Bowman Leadership Academy currently employs one full-time, highly qualified special education case manager and three special education teachers and six paraprofessionals. Additional support is provided by one full-time guidance counselor and the social worker. The speech therapist, occupational therapist, and psychologist whom the school contracts as needed for student evaluations and services.

Integral factors at Thea Bowman Leadership Academy that assist in the support and success of students with diverse learning needs include:

- Administrative vision, leadership, and direction
- Response to intervention
- Pre-referral services
- Consultation and collaboration among general education teachers, the special education teacher, paraprofessionals, therapists, and social worker
- Special education teacher as a resource room administrator and least restrictive environment facilitator
- Differentiated instruction in the classroom
- Counseling
- Speech and language therapy
- Social worker support
- Paraeducator support and tutoring
- Team teaching
- Universal design for learning
- Technology, including adaptive, assistive software
- Peer buddies, peer tutoring, and cooperative learning
- Family involvement
- Enrichment activities and materials
- Mentoring for students and families

In order to meet the diverse needs of our students, they are allowed unlimited access to Special Education professionals throughout the day for both academic and behavioral support. Additional support staff are routinely utilized to provide in-class support for our students with special needs.

Student Recruitment and Enrollment

Thea Bowman Leadership Academy presently relies on a number of methods to recruit and market the school. The most reliable element of these efforts are the parents of Thea Bowman Leadership Academy students past and present. These parents and their children serve as the best marketing tool for our school. Local news media, print and radio, and their coverage of the school serve a similar purpose, as local writers and reporters



regularly include Thea Bowman Leadership Academy in news articles about schools in the region.

Access to Thea Bowman Leadership Academy is fairly and equally provided to any family interested in our programs, assuming that they follow the procedures outlined in Attachment 14.

- Enrollment Policy, See Attachment 14

Student Discipline

The school provides an environment that is conducive to learning. Policies and the student handbook were created to preserve that environment. The school provides the handbook through the school website. The handbook outlines the policies on discipline, attendance, grades, activities, and emergencies.

Our philosophy and approach to student discipline is firm, yet fair. We hold each student responsible to self and to others. We recognize the impact of the individual on the community and the community on the individual. It is with this respect for the individual and community well-being that dialogue occurs to address behavior issues as they arise.

The handbook clearly delineates and describes offenses and their attendant consequences. There is typically a three-strikes approach, and increasing severity of consequences with repeated frequency of offenses.

- School Discipline Policy, See Attachment 15

As of Fall 2023, there are two schools in the surrounding area of our target population with a similar grade configuration (K-12). Gary Lighthouse Charter School is a K-12 charter school (1,334 enrollment) and 21st Century Charter School is a K-12 charter school (1,264 enrollment). These schools have a larger enrollment than ours.

Schools in the area include but are not limited to West Side High Schools (public), grades 9-12, Aspire Charter School (charter), grades K-8, East Chicago Central (public), grades 9-12, East Chicago Urban Enterprise Academy (charter), grades K-8. The majority of schools in the area are either much larger (public, such as West Side Leadership Academy, East Chicago Central), or approximately the same size, yet with a different grade level configuration (charter, i.e. East Chicago Urban Academy and 21st Century).

Please note: School letter grades have been effectively suspended since 2018 as Indiana shifted to a new state test and later grappled with the pandemic. Technically, the requirements for A-F school grades are still on the books. Yet under the new law, the state will again issue “null” grades for each school for the 2022-23 and 2023-24 school years, as it has since 2018.

Thea Bowman Leadership Academy is unique and compelling for a variety of reasons. Students, parents, and staff typically point to the safe school environment, small class size, the connection between students and teachers, the engagement level of students in the classrooms, and the technology and innovation rich curriculum as just a few of the factors that set us apart from other schools in the region. Additionally, the high school program offers a wide variety of electives and dual credit courses, despite our relatively small size. Thea Bowman Leadership Academy teachers are devoted to student success and achievement. Their devotion and commitment to the school and our students draw families to Thea Bowman Leadership Academy and keep them here for years. Demand for our educational program continues each year.



Parents and Community

Parent and community involvement is both a reality and a goal at Thea Bowman Leadership Academy. A reality because we offer many opportunities for parents and the community to be involved. A goal, because we can always improve our efforts.

Thea Bowman Leadership Academy operates under an open-door policy for our parents. At any time, a parent of a Thea Bowman Leadership Academy student (and even parents of potential Thea Bowman Leadership Academy students) is welcome to ask to come and spend time in the classrooms and hallways with their student. Parents are visible and present as much as we invite them to be. Thea Bowman Leadership Academy offers a new students orientation for new students entering any grade prior to the start of the academic year. This event is always very well attended by students and their parents. Open House is held the third week that classes are in session. Student led conferences take place quarterly. Parent participation at all of these events is impressive, with a minimum of 50% of all our parents participating.

In addition to the large-scale events that our parents attend at the school, we see most of our parents daily as they bring their students in the morning and pick them up in the afternoon. Thea Bowman Leadership Academy staff use email daily to communicate with individual or whole group distribution lists of parents. Thea Bowman Leadership Academy staff phone parents not only to report concerns, but also to share successes. When there are projects and presentations occurring in the classrooms, parents are welcome to attend, which they do regularly.

From the beginning, we informed parents that we would require their participation in the learning process and the school overall in order for Thea Bowman Leadership Academy to succeed. A number of parents have contributed and continue to contribute their time, efforts, money, and resources, as coaches, sponsors, mentors, guides, and volunteers at the school. Currently, Thea Bowman Leadership Academy parents serve as coaches to a number of our athletic teams. As these coaching and sponsoring opportunities typically involve both a Thea Bowman Leadership Academy staff member and a parent, this is yet another way in which Thea Bowman Leadership Academy actively enhances the school-home connection.

The community has been the classroom and a partner in education from the school's inception. Below are examples of projects and programs in which Thea Bowman Leadership Academy has engaged the community or the community has engaged Thea Bowman Leadership Academy.

- IUN-Nursing students (provide hearing and vision tests)
- BMO Bank-donations for events, share about financial literacy
- Military Branches-sharing recruitment information with scholars
- High Hope PUC-seminars for parents
- Junior Achievement-career fair, JA programs
- Gary Reading Coalition-book donation for literacy night; reading to students for World Reading Day
- Urban League of NWI-scholarship information/opportunities
- The Gary Drifters-donations for scholars-school supplies, boot drive, etc
- My School Options-workshops for parents
- Railcats-stadium usage for games.
- Kool-Smiles-Mobile Dentists-provide dental services to scholars
- Community Health Network-immunization clinic
- Red Cross-Blood Drive, CPR courses
- Walgreens-flu clinic (free)
- Urban League of Northwest Indiana: college fair field trip, annual awards ceremony for seniors
- Boys & Girls Clubs of NWI: afterschool supports, tutoring, and summer camp.



Typically, above projects, programs, and partnerships come to Thea Bowman Leadership Academy with no associated fees. Thea Bowman Leadership Academy staff strive to provide enrichment opportunities for our students at minimal or no cost to the students.

- Demand from the Community and Evidence of Support from Community Partners, See Attachment 16

Performance Management

Thea Bowman Leadership Academy students grades 3-8 and grade 10 take the ILEARN as required by the Indiana Department of Education. The school continues to collaborate with the Indiana Department of Education regional administrators to supervise the development, implementation, and monitoring of a student achievement plan and school improvement plan.

The school places great emphasis on an accountability system that places students first, with high expectations for all. These high expectations emerge from strong governance and leadership committed to innovation and a system of accountability that is both transparent and rigorous.

Thea Bowman Leadership Academy welcomes site visits by the Indiana DOE, regional university faculty, and our authorizer to monitor the implementation of standards and expectations at the school. Each year the school has aimed for growth that is feasible and sustainable for all test categories and subcategories. Yet, Thea Bowman Leadership Academy has gone beyond the test scores to reach the whole student with an academic program that is interesting and engaging. Beyond the test, Thea Bowman Leadership Academy wants to see students that want to learn. This is part of the innovation and rigor that sets Thea Bowman Leadership Academy apart from surrounding schools. Classroom grades, student improvement, student self worth, and student personal involvement in the learning are equally strong indicators of the high settings that the school wants and, in very many cases, attains.

Our K-8 students take the NWEA assessments in the Fall, Winter, and Spring in Math and English. Our goal is for all students taking the NWEA test to show growth equivalent to the growth rate norms and means for students at that grade level, which is typically between 5-10 points at the middle school grade levels, yet narrows to fewer than 3 points per year or fewer at the high school level. As a collective group, Thea Bowman Leadership Academy students have reached the cohort performance level requirements by the 11th grade.

PLA has created district pacing guides for all grade levels. There are also common formative assessments for K-9 English classes and K-8 math classes. Instructional specialists create and maintain a “watch list” of students based on their academic performance and ensures that those students are part of the Math and Reading Advantage programs for extra support. The watch list is shared with teachers.

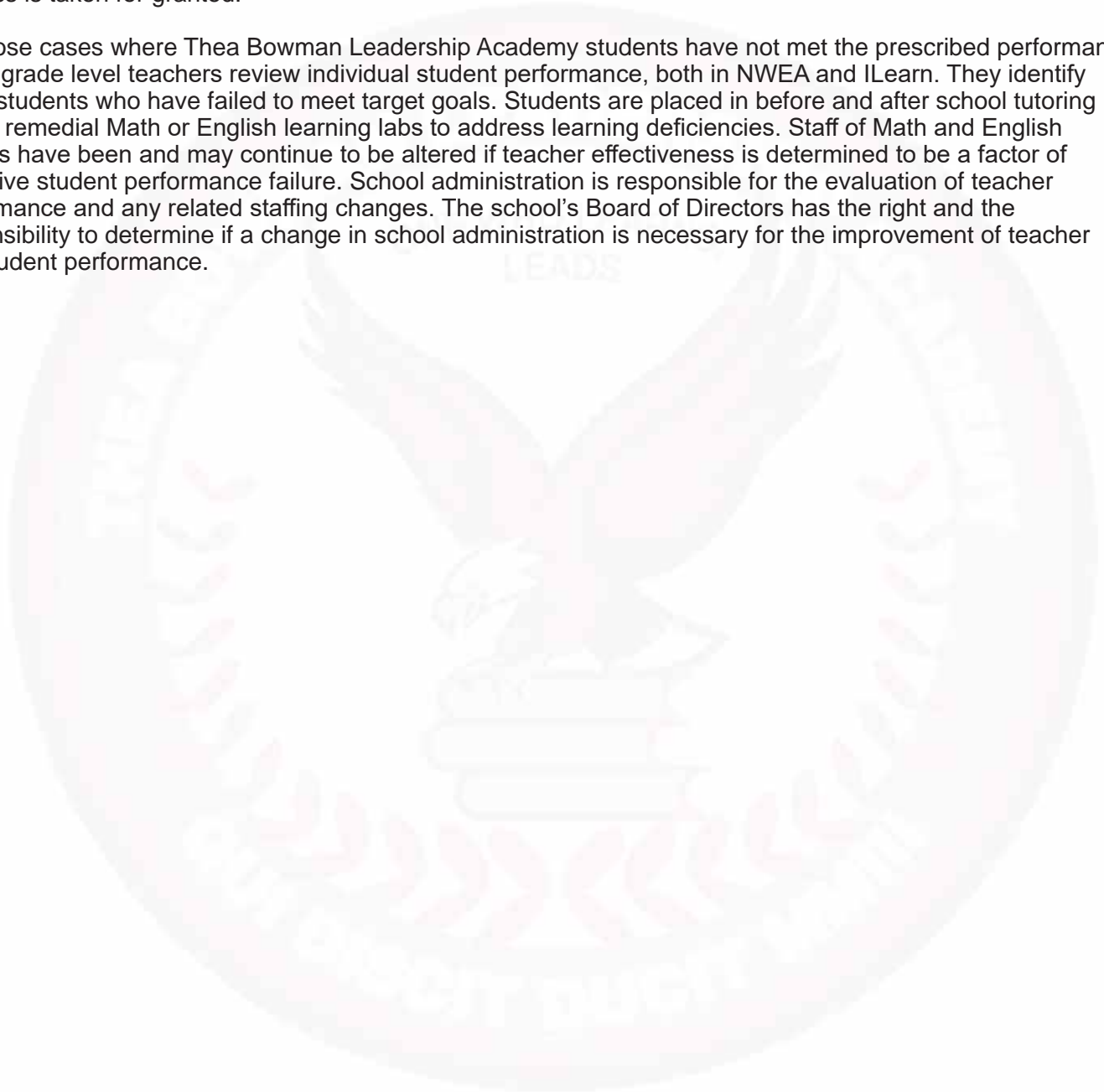
Thea Bowman Leadership Academy uses PowerSchool as the overall student data management system for attendance and academic performance, as well as a number of other information pieces, such as student demographic, school fees, and student health files. Teachers receive annual training and review on the use of the system, for optimal results in tracking student academic performance and attendance.

Thea Bowman Leadership Academy welcomes an authorizer that is committed to guiding the school to its highest academic performance, financial health, and organizational compliance. Regular, ongoing, and demanding involvement from the authorizer in the school’s operations provides the school with opportunities to identify key zones for improvement. Thea Bowman Leadership Academy has managed to rise in its



performance level from year to year. Thea Bowman Leadership Academy is proud to stand out among charter and traditional public schools in the surrounding community. Thea Bowman Leadership Academy strives to attain even higher academic success, equal to that of schools in communities of privilege, where academic success is taken for granted.

For those cases where Thea Bowman Leadership Academy students have not met the prescribed performance goals, grade level teachers review individual student performance, both in NWEA and ILearn. They identify those students who have failed to meet target goals. Students are placed in before and after school tutoring and/or remedial Math or English learning labs to address learning deficiencies. Staff of Math and English classes have been and may continue to be altered if teacher effectiveness is determined to be a factor of collective student performance failure. School administration is responsible for the evaluation of teacher performance and any related staffing changes. The school's Board of Directors has the right and the responsibility to determine if a change in school administration is necessary for the improvement of teacher and student performance.



Section III: Implementation Plan



Nework-wide Staffing

	YEAR 1 2023-24	YEAR 2 2024-25	YEAR 3 2025-26	YEAR 4 2026-27	YEAR 5 2027-28
Elementary	1	1	1	1	1
Middle School	1	1	1	1	1
High School	1	1	1	1	1
Total	3	3	3	3	3
Enrollment	825	825	825	825	825

Management Postitions

Leader	1	1	1	1	1
Business	1	1	1	1	1
A.P.	2	2	2	2	2
Dean	1	1	1	1	1
Registrar	2	2	2	2	2
IT	0	0	0	0	0
Special Ed	1	1	1	1	1
Operations Mgr	1	1	1	1	1
Total	9	9	9	9	9

Elmentary School Staff

Classroom					
Teachers	14	14	14	14	14
Specials	3.5	3.5	3.5	3.5	3.5
Student					
Support					
Teacher	1	1	1	1	1
Aides	5	5	5	5	5
School					
Operation	3	3	3	3	3
Total	26.5	26.5	26.5	26.5	26.5

Middle School Staff

Classroom					
Teachers	9	9	9	9	9
Specials	3.5	3.5	3.5	3.5	3.5
Student					
Support					
Teacher	1	1	1	1	1
Aides	5	5	5	5	5
School					
Operation	3	3	3	3	3
Total	20.5	20.5	20.5	20.5	20.5



High School Staff

Classroom					
Teachers	7	9	10	12	14
Specials	4.5	4.5	4.5	4.5	4.5
Student Support					
Teacher	1	1	1	1	1
Aides	5	5	5	5	5
School Operation					
	2	2	2	2	2
Total	19.5	21.5	23.5	25.5	27.5

School Leadership and Staff Hiring, Management, and Evaluation

Thea Bowman Leadership Academy utilizes Indeed hiring management systems as the primary information sources for the recruitment of new instructors, in addition to employee referrals and regional networks for teachers. Key selection criteria include state certification in the content area and proven effectiveness in the classroom. Thea Bowman Leadership Academy seeks a blend of experienced and novice teachers at each grade level. The school collaborates with the faculties of teacher preparation at PNW, Calumet College of St. Joseph and Indiana University Northwest to identify promising graduates from the respective schools.

New teachers to Thea Bowman Leadership Academy and new teachers to the profession are assigned teacher mentors to assist both in content area and overall classroom and school procedures. These pairs meet regularly throughout the year. Mentor teachers observe new teachers in their classroom. New teachers also get the opportunity to observe veteran teachers in their classrooms.

The school principal and assistant principals are responsible for the teacher evaluation process. Two formal observations take place each year prior to May 15th. All teachers have multiple informal observations as well throughout the year. Students complete teacher evaluation surveys each year, to provide feedback on the quality of the classroom experience from a student perspective. The teacher evaluation process primarily reviews the domains of planning/ preparation, the classroom instructional environment, leadership, and professional responsibilities.

In the event of unsatisfactory teacher performance, school administration meets with individual teachers to address areas of concern and needed improvement. A professional growth plan is completed with a 30-60 day timeline with multiple checkpoints. If the teacher improvement goals are not met within the prescribed time frame, the teacher may be moved to a different position or removed from the school entirely.

The Thea Bowman Leadership Academy Board of Directors is responsible for the annual evaluation of school leadership. This evaluation occurs through the distribution of evaluation surveys to school staff and the members of the Board. The survey reviews the performance of the leader in the management of fiscal, education, and physical plant operations, as well as professional conduct with staff and the larger community. This evaluation process is overseen directly by the Personnel Committee of the Board of Directors. If the Board deems that school leadership is unsatisfactory, they may either prepare a remediation plan for the school leader or make recommendations for a change in leadership. The present school leader has received annual reviews since the school opened in 2010. The school leader has met the Board's criteria as an effective leader for seven consecutive years.



1) All leaders will complete an EOY self assessment in the PLA Coaching Platform. 2) Regional Directors evaluate principals. 3) Principals evaluate AP, Deans, Climate and Culture, and Data/Instructional Coaches. 4) Accountability Grade: 15% (If for some reason there is no grade, % defaults to Goals' Rating.) 5) Goals: 45%-(60% if Accountability Grade defaults to this category.) 6) Leadership Effectiveness Rating is 40% of overall score at EOY.

The school provides compensation for staff that is commensurate with its operational budget, the per pupil funding, and the budgetary constraints that are inherent to a school that limits class sizes, while at the same time is making significant annual payments to the building's bond issue. There is an approved salary scale in place that is based on a competitive analysis performed annually by the talent acquisition team. Teacher offers range from

\$48,000 per year for new teachers with no prior teaching experience and an undergraduate university diploma to over \$77,000 for experienced teachers. The salary schedule caps for teachers at \$83,844. Thea Bowman Leadership Academy provides health, dental, and vision insurance programs for teachers, with an 80/20 contribution share between the school and the staff (the School pays 100% of the basic dental plan). Thea Bowman Leadership Academy also provides each employee with a \$25,000 life insurance policy at a cost share of 80% employer-paid, 20% employee-paid. Thea Bowman Leadership Academy offers full-time employees 10 days of paid time off per year. Employees are allowed to roll over up to 40 hours of unused PTO time to the next academic year. Thea Bowman Leadership Academy makes the required employer contribution of 6% of teacher salary to the Teacher Retirement Fund (and 11.2% of employee salary for non-certified staff participating in the IN Public Employees Retirement Fund



Professional Development

New teachers are provided with 2 days of New Teacher training. All teachers participate in a week long content week training. Both days of training are led by PLA. Following content week, the entire staff is provided with school level professional development with the school administration.

In addition to the training above, there are four PD days in the school calendar. The rotation of themed topics within the year's professional development calendar may include topics listed below. Thea Bowman Leadership Academy teachers also are provided with PD sessions during their PLCs.

- Special Education laws
- Student IEP implementation and review
- Reading and writing in all content areas
- Effective technology integration techniques
- English Language Learner instructional needs
- Classroom management



- Curriculum and standards alignment
- Response to Intervention
- Differentiated Instruction
- Mentor teacher coaching with new staff
- Weekly collaboration meeting for grade level teams
- Content area literacy
- Integrated lesson development and planning
- Writing workshop
- Math intervention coaching
- Literacy intervention coaching
- Smekens methodology
- Vibe Board training
- Goal setting
- Data analysis
- Vertical and horizontal curriculum alignment
- School and student safety
- CPR and First Aid
- Cyber safety
- Sexual violence awareness
- Mandated reporting of suspected child abuse
- Diversity training
- ILEARN preparation

The school engages outside trainers from PNW, the IDOE, Community Health Network, other school districts, other charter schools, and members of the Thea Bowman Leadership Academy staff. The school relies on effective peer- to-peer training methods for a number of the topics listed above. Thea Bowman Leadership Academy staff attends workshops and conferences on a number of these topics and in return then serve as on-site trainers to their colleagues.

Finally, every grade level has a common planning period daily during which they are able to meet to discuss student learning and social-emotional needs. Teachers record meeting content, meeting goals, and the progress made towards the achievement of these goals as a means of gauging effectiveness. Informal and formal surveys assess the overall effectiveness of teacher professional development activities.



Start Up and Operations

24-25 School Year - Spring Hiring OnBoarding Plan

New Hires

Month	PLA National Team	TBLA
February	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour Access to the School Newsletter Added to Staff Robo Calls
March	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour Access to the School Newsletter Added to Staff Robo Calls
April	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour Access to the School Newsletter Added to Staff Robo Calls
May	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour Access to the School Newsletter Added to Staff Robo Calls
June	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour Access to the School Newsletter Added to Staff Robo Calls
July	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour
		Access to the School Newsletter Added to Staff Robo Calls
August	Welcome Note from HR Generalist and Coordinator	Welcome Email from Principal School Tour Access to the School Newsletter Added to Staff Robo Calls

LongBoarding

Month	PLA National Team	TBLA
February	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours	<ul style="list-style-type: none"> Welcome Email from Principal Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. School Tour
March	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours	<ul style="list-style-type: none"> Welcome Email from Principal Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. School Tour
April	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours	<ul style="list-style-type: none"> Welcome Email from Principal Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. School Tour
May	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours *Invite to staff Facebook page, an announcement of new teachers or leaders at the schools	<ul style="list-style-type: none"> Welcome Email from Principal Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. School Tour
June	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours *Welcome Video from Earl Phalen	<ul style="list-style-type: none"> Welcome Email from Principal Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. School Tour Invite to Rock the Block summer event



July	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours	<ul style="list-style-type: none"> • Welcome Email from Principal • Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. • School Tour • Invite to Rock the Block summer event
August	Monthly Engagement Email Attach Ed Week article or PLA artifact Two optional 30 min office hours	<ul style="list-style-type: none"> • Welcome Email from Principal • Added to the SMORE newsletter account to get familiar with the campus and see the great things happening before they come aboard. • School Tour • Welcome staff at ALL Staff PD week

All the ideas we generated! Please add more!

- Welcome Email from Leader
- Welcome note from Co-Worker
- Welcome note from scholar
- Mentor/Buddy for the spring semester and next year
- Tour of school
- Coffee chat (in person)
- New staff luncheon
- New Teacher welcome dinner (if budget allows) or Virtual dinner
- Welcome basket of supplies (if budget allows)
- Invite to end of year celebration
- Include in monthly staff newsletter, introduction of new staff each month as hired (when appropriate)
- Recognition on the school Facebook page or family newsletter
- Send meaningful book to new hire (if budget allows)
- Monthly Virtual Q & A with new staff, schedule this and advertise to stay connected to new staff
- Monthly email touchpoint
- Monthly include a link to an article or school-specific YouTube video
- Send one-pager about technology in the building and helpful hints
- Campus-specific onboarding document: schedule, curriculum, start/end times, call-in procedures, dress code, etc.



Checklist for Launching a New School Year

Are you ready for the first day of school with scholars? Every building leader uses the weeks prior to staff returning to ensure they have everything in place before training their staff. What are some of the action items you should have ready to go before launching a new school year? Below, you will find some of those key actions listed for all of our PLA Schools.

New School Year "Punch List"

- Plan one or two fun family events prior to the start of the school year (Ice Cream Social, Cookout Get Together, Outdoor Movie Night, etc.) These should also be used for new scholar enrollment opportunities! Be sure to involve your Enrollment Coordinator.
- Schedule a Back to School Night or Meet Your Teacher Night for your families and scholars to meet the leadership team, hear important information, tour the school, meet their teachers, walk their schedules, and see their classrooms!
- Be sure the master schedule is ready to go and includes all the key components of a PLA schedule.
- Are class lists ready? Did the list get looked at to ensure that we have strategically placed scholars together to get the best learning outcomes?
- Have school-wide routines and procedures been established? Is your PBIS system ready to implement? Ensure you have a strong PBIS system in place and buy-in from all staff.
- Is your staff handbook ready to share with staff and updated with the latest policies? Has the RD and HR Department approved the handbook?
- Have room assignments been determined and shared with staff?
- Is the Family Handbook updated and ready to share?
- Is school-level PD ready for training week?
- Have building leadership roles and responsibilities been established?
- Ensure outreach to every family has taken place. Teachers are calling or sending a note to every family to welcome them!
- The first family newsletter has been sent via your PLA Smore account.
- One Family Engagement Event has been planned for each month. A budget has been developed and shared with RD for approval.





Safety and Security

The safety and security of students and staff at Thea Bowman Leadership Academy is a priority for all teachers and staff. There are internal and external cameras on every floor, in every stairwell, and in the general usage student locker areas. These cameras provide 24-hour surveillance of the building. Camera footage is reviewed regularly by Thea Bowman Leadership Academy administration and maintenance personnel at any of the monitor stations in the building. Thea Bowman Leadership Academy works in collaboration with the Gary Police Department to provide regular walk-throughs of the building to assess the general safety and security of our learning environment. Thea Bowman Leadership Academy conducts random checks on student storage spaces (lockers) for the presence of any illicit materials and substances.

The school collaborates with the Gary Fire Department to conduct fire drills and evaluate their efficiency. Internally, the school conducts tornado and code red drills. Thea Bowman Leadership Academy has invited the Gary SWAT team and the police departments of neighboring municipalities to consult our administration and staff on pertinent issues of safety and security, especially those related to gang and drug awareness.

Entrance to the building by visitors and families is allowed only through main entrance Door A. The camera/speaker equipment allows staff to review individuals prior to admitting them into the building. There is one set of locked doors that individuals must pass before reaching the main office or zone of student instruction. All doors leading to student areas are locked throughout the school day. Visitors, students, and staff who come into the main office can only gain admission into the student area by first checking in with security before crossing through the main office quarters.

Classroom doors are to be locked during the school day. Staff and students do not allow entry to unknown individuals through any emergency doors directly leading to the outside from the instruction areas. The safety and security of Thea Bowman Leadership Academy staff and students is ensured by these numerous processes.

Technology Specifications and Requirements

Technology Equipment and Services Available

Thea Bowman Leadership Academy provides equipment to serve our students and staff in both educational and administrative capacities.

All students use chromebooks. Staff have laptops and or desktops classrooms are equipped with whiteboards and/or projectors with screens Staff have access to printers. Staff have technology support for devices and printers. All the equipment is managed through the asset management application called, Reftab. All assigned items to staff and students are tracked in the Reftab application.

Scope of Technology Support

IT Support is contracted to a third-party IT Managed Services, MTA. Staff submit a ticket through PLA's ticketing platform, and then the Ops Manager at the campus reviews each ticket and then provides the needed support by partnering with the IT vendor. PLA Operations and IT work with the School and vendor on all projects. Staff use laptops and printers to provide instruction and students use chromebooks and I pads to receive Instruction.



Data Retention, Security, and Confidentiality Procedures

For Data Retention the managed IT vendor (MTA) uses Datto BCDR unlimited data retention for all Windows-based servers at TBLA. For Security at TBLA the managed IT vendor (MTA) has deployed a security stack that includes the following:

- Next Generation Firewall device on the edge of the Schools Local Area Network
- Remote Maintenance and Monitoring software client on each Local Area Network desktop computer, laptop computer, server and Macbook or other applicable LAN endpoints.
- Anti-virus/EDR (Electronic Detection and Response) agent on each laptop computer, desktop computer, server and Macbook or other applicable LAN Endpoints.
- MDR (Manage Detection and Response) agent on each laptop computer, desktop computer, server and Macbook or other applicable LAN endpoints.
- Datto BCDR (Business Continuity and Data Recovery) solution.

Procedures Related to Equipment, Software, and Connectivity

Devices are asset-tagged and tracked in the Asset Management System before assigning them to students and staff. TBLA uses Powerschool as their Student Information System, managed by PLA which connects to Clever Rostering Platform to roster all the instructional applications used by Students and Staff. Powerschool SIS is managed by Campus Leader, Marisa Simmons in granting access to Students and Teachers.

Data Protection and Recovery Procedures

Please reference the information for Datto BCDR attached. This product provides data protection and recovery for all TBLA's Windows based servers.

Facility Plan

The facility was built in 2008 and is 15 years old. The current expansion plan includes adding additional student and staff restrooms, staff offices, a remodel of the current media room, and adding additional cafeteria and gym use space. The Board has selected MECCA to lead the buildout planning and has created a Facility Committee for oversight of the buildout.

The school continues to maintain compliance with all codes for public health and public safety. The school is located at 3401 W. 5th Ave, Gary, Indiana 46402.

- Proof of Insurance Coverage and Building Floor Plans, See Attachment 18

Budget and Finance

Thea Bowman Leadership Academy partners with the Education Service Provider, PLA, who employs a full-time Business Manager with Eva Spilker as the lead, Carlo Hershberger as the 2nd support, Raul Garcia as the Grant Manager and staff accountants. Invoices are received at the school for review and approval that the goods were received or services provided. Invoices are then forwarded to Eva for review and processing, grant allocations, management against budget, payment, preparation of financials and preparation & submission of grant reimbursements. Carlo Hershberger leads audits and supports all audit requests and reporting. The auditors provide a PBC list, testing and reporting requests that are prepared and submitted by PLA through the entity and single audit until audited financials are completed and submitted to the SBOA.



PLA Development, Finance, Human Resources, and IT work with the school to manage all expenses, purchasing, payroll and grants in accordance with the grant agreements and grant budgets. Internal Control procedures are also reviewed and tested as part of the external audit:

Grant Funds – PLA Development works with the school to identify school needs and grant compliant expenses for each State & Federal Grant. PLA Development then builds the grant budget for each State & Federal grant and submits the grant budgets to the IDOE for approval. Once approved the Grant Finance Manager reviews the approved grant expenses with the School Leader and Operations Manager to initiate the purchasing process. Once expenses are incurred, PLA finance allocates them to the appropriate grant according to the grant budget and reimbursements are prepared.

School Funds: All funds received at the school are recorded in numbered ticket books with a numbered receipt staying in the book, a receipt being provided to the payer and a copy of the receipt provided to PLA with the excel deposit worksheet, deposit slip and check copies. The school Leader reviews and approves the deposit worksheet to confirm that the receipts and funds tie to the deposit worksheet. The deposit slip, deposit worksheet and deposit support are provided to PLA and the deposit is recorded in the GL. The deposit is then tied to the bank account in the monthly bank reconciliation. Ticket receipts are directly deposited in the TBLA Bank account via eventlink and are reconciled as part of the month end close.

State Funds: All funds received from the State flow to the Bond Trustee. The Bond Trustee then sends the funds directly into the Thea Bowman Bank account via ACH. PLA then records the deposit in the GL and relieves open grant receivables.

Purchasing: Purchasing occurs in one of three ways: through a purchase order, through a regular vendor, or using the school pex card.

Purchase Order Procedures:

- 1.1 Office Manager – the Office Manager requests the vendor estimate and prepares the Purchase Order for all non-recurring expenditures.
- 1.2 Principal/Office Manager will note the grant or fund associated with the expenditure on the Purchase Order
- 1.3 Principal – the Principal will review and approve the Purchase Order
- 1.6 Finance will review to ensure the funds are available in the grant budget (if applicable) and the operating budget.
- 1.6 POs above \$5,000 will be presented to the Board with the 3 competitive quotes. Emergency expenditures will be reviewed with the Board President
- 1.7 Principal/Office Manager will send approved Purchase Orders to the vendor for completion or fulfillment.
- 1.8 Office Manager will follow the vendor invoice/AP procedures after the purchase order has been sent to the vendor.

Invoice/AP Procedures:

- 1.1 Office Manager - when the mail arrives all invoices should be opened and reviewed for accuracy. If the invoice was generated by a Purchase Order or estimate the invoice should be compared to the purchase order or estimate and any variances explained. Invoices received via email should follow the same process



- 1.2 Office Manager - confirm receipt of the goods or completion of the service. If there are questions on the goods or services, please review with the vendor prior to moving forward for approval.
- 1.3 Office Manager – approved invoices should be submitted to the Principal so that he/she can review and approve the invoices. If the Principal is not available, the AP should review. All approved invoices should include the Principal's signature or initials acknowledging approval of the invoice.
- 1.4 Office Manager/Principal - dual review is very important to our segregation of responsibilities. All invoices should be reviewed for accuracy and authenticity by the Office Manager and the Principal to confirm the receipt of goods and completion of work.
- 1.5 Office Manager/Principal - Account #, Grant or Fund #'s should be noted on the invoice when applicable.
- 1.6 Principal - return reviewed invoices to the Office Manager for submission to finance.
- 1.7 Office Manager - All approved invoices should be scanned and emailed to Finance.
- 1.8 Finance will review the invoice against the purchase order if applicable and against prior invoices if it is a recurring operating expense. Once confirmed, the invoice will be entered in the accounting system.
- 1.9 Office Manager - approved and Emailed invoices should be filed with the Purchase Order.
- 1.10 Office Manager/Principal - all past due statements, notices or time sensitive documents should be forwarded to finance immediately.
- 1.11 Office Manager/Principal - auditors will be onsite annually to check the completeness of files and the completion of all steps above.
- 1.12 Finance – request approval from School Leader and PLA CEO for payables in accordance with vendor terms.
- 1.13 Finance – pay invoices according to approved payable listing.
- 1.14 Finance – keep copies of all checks with the purchase order (if applicable), invoice and completed voucher.
- 1.15 Board – the School Board President reviews and signs all checks.
- 1.16 Finance – provide a monthly voucher register to the Finance Committee and Board for review.

Pex Card Procedures:

For emergency expenses or vendors that will not accept a credit card, the school has a pex card that is issued to the school Leader. All pex purchases require approval prior to funds being added to the card. Once the Executive Director and Finance have approved the expense, funds are added to the pex and the school Leader can complete the purchase. The School Leader should upload supporting receipts to the card system at the completion of the purchase with details on the purpose of the expense. Finance reconciles the purchases to the statement and receipts as part of the monthly close. All purchases above \$5,000 require Board approval prior to the purchase being completed, a voucher register is also provided to the school board to review every check made out to vendors from the school. The process of receiving money is safeguarded using numbered receipts. No money is received without giving the payer a receipt which has a copy with the same number. Sequentially arranging receipts ensures no money received is misplaced. The Business Manager is responsible for collecting, depositing, and recording the money received in these transactions. The Business Manager has signed fidelity bonding coverage with the Thea Bowman Crime Policy.

Payroll: Full-time employees are employed based on an annual contract that outlines their pay for the contract period. Human Resources prepares agreements for each employee that are reviewed and signed by the employee. Completed agreements support the salary that is entered into the payroll system. This annual pay is paid throughout the year in 24 installments for the employee. Payroll, PTO and hourly time is entered by the school and approved by the School Leader and PLA Human Resources. Payroll reports are then downloaded by finance and entered in the GL. All school employees have access to an online platform to review pay activity, PTO and benefits.



Audit: Thea Bowman engages the services of an external audit firm annually to complete the School and Single audits, prepare the audited financial statements, the non-profit tax return and the State and local tax returns. The annual audit is then reviewed and approved by the State Board of Accounts.

Budget: PLA works with the School and School Board to prepare an annual budget that is monitored by line item against actual expenses monthly. Significant changes in enrollment or operations may require an amended budget.

Since its inception, Thea Bowman Leadership Academy has operated under a conservative fiscal model. The school's revenue is determined almost exclusively from assured funding sources (Title grants, state tuition). We typically underestimate all revenues streams while we overestimate expenditures that are historically susceptible to change. This has allowed us to avoid the need for contingency plans over time.

- 5-Year Pro Forma Budget, See Attachment 19

- Budget Narrative, See Attachment 20

Section IV: Not Applicable

Section V: Not applicable

- Portfolio Summary, Not applicable

- Indiana School Financials, See Attachment 22

- Operator Financials, See Attachment 23

ATTACHMENT

1

NOT APPLICABLE

ATTACHMENT

2

MARISA Y. SIMMONS

INSTRUCTIONAL LEADER/EDUCATOR



219.314.4204



RISASIMMS@GMAIL.COM



833 E. 4RD PLACE, GARY, IN 46409

SKILLS

- Educational Leadership and Management
- Data-Driven Decision-Making
- Instructional Design and Delivery
- Student-Centered Instruction
- Staff Training & Development
- Evaluation and Assessment
- Technology Enthusiast
- Community Outreach

EDUCATION

Indiana University Northwest
Masters in Educational Leadership
Graduated - May 2012

Indiana University Northwest
Bachelors in Elementary Education
Graduated - May 2007

CERTIFICATION

P-12 Administration License
Elementary General Education License
P-12 Special Education License
5-9 Mathematics License
Indiana License Number: 1598311

HONORS/AWARDS

Indiana District 1 High School Principal
of the Year, November 2022
*Presented by the Indiana Association of School
Principals*

SHERO Award, June 2023
Presented by the Gary Chapter of the Drifters, Inc.

PROFILE

A high-achieving leader focused on academic excellence for all K-12 scholars and staff. An enthusiastic administrator that leads by example and believes in developing a family atmosphere. An educational leader that is well-versed in data analysis, goal setting, and overseeing the implementation of academic programs. A firm believer in providing the staff with differentiated professional development.

PROFESSIONAL EXPERIENCE

Thea Bowman Leadership Academy K-12

Principal January 2020 - Present

- Transitioned Thea Bowman from two separate campuses into one campus in 2020
- Oversaw virtual learning during the global pandemic
- Manage a team of 40+ teachers
- Use qualitative and quantitative data to foster academic growth and improve programs
- Provide coaching to enhance instructional delivery and use the coaching data to drive differentiated professional development
- Build a family culture from K through 12
- Motivate and support student leadership

Thea Bowman Leadership Academy Elementary

K-6 Principal January 2018 - December 2020

- Managed a team of 20+ teachers
- Used qualitative and quantitative data to foster academic growth and improve programs
- Provided coaching to enhance instructional delivery
- Supported the design and implementation of IREAD-3 intervention program
- Facilitated staff development training
- Established a school leadership team and instructional leadership team

Thea Bowman Leadership Academy Elementary

Assistant Principal August 2013 - January 2018

- Mentored and coached new teachers
- Supervised and schedule special events and school-sponsored activities
- Assisted in the interviewing and hiring of staff
- Served as PowerSchool Administrator (K-6)
- Served as district Special Education Coordinator (K-12)
- Served as district Testing Coordinator (K-12)
- Created and submitted state reports for special education and state standardized tests

ATTACHMENT

3

Fenecia Toney

Merrillville, IN 46410
feneciaa@yahoo.com
219.427.1767

- Engaging, insightful leader and military veteran with track record of achievement in educational administration and primary goal to contribute to a school district as Principal or Assistant Principal.
- Solid interpersonal and leadership skills, able to build rapport rooted in integrity, care, knowledge, and honesty with students to provide a welcoming, inclusive environment for learning
- Skilled in mentoring students to help them reach their fullest potential in their studies and meeting their goals.

Authorized to work in the US for any employer

Work Experience

Assistant Principal

UCAN Academy South - Chicago, IL
September 2020 to Present

Coordinates services/actions between social workers, teachers and other staff on student issues (discipline, family issues, behavior management plans, IEP's, etc.). Facilitates weekly team meetings with teaching assistants and joint teacher/teacher assistant meetings as needed. Responsible for teacher assistants' observations/evaluations; plan and supervise personnel remediation programs. Researches and implements academic and behavioral interventions and works closely with principal to create an effective learning environment. Guides Teacher Assistants to make decisions based on clinically appropriate, best practice, and ethical considerations. Considers any cultural factors that may be impacting the client or the appropriateness of services, and proficiently addresses them to provide needed services. Sets and evaluates clear and collaborative individual performance goals for employees. Manages employee job performance by following HR procedures and documentation requirements for hiring; job scheduling and assignment, disciplinary actions; recommendations for salaries, raises, promotions, demotions and terminations.

Principal

Pembroke School District #259/Lorenzo R. Smith Academy Elementary - Hopkins Park, IL
July 2017 to June 2019

Pembroke Township, IL

- Met with relevant parties to discuss student performance based on disaggregated data collected to enhance the learning process.
- Served on the Curriculum and ELA teams, addressing the need to increase math and reading scores by changing the curriculum to address learners' individual needs in a more inclusive way while maintaining alignment with Common Core standards
- Facilitated conferences with faculty and other appropriate personnel concerning student progress, teacher efficacy, and instructional procedures.
- Met with students to discuss various matters, and pursued disciplinary measures where needed.
- Create a positive culture for learning and collaboration
- Provided leadership to develop school goals and objectives

- Evaluated all staff and reported in writing to the Superintendent
- Created a mentoring program for middle school-aged students that provided a safe space to discuss issues pertaining to their lives and their studies
- Participated in the Interest Base Bargaining Process

Assistant Principal

Pembroke School District #259/Lorenzo R. Smith Elementary - Hopkins Park, IL
July 2016 to June 2017

- Evaluated teacher efficacy on a regular basis, holding teachers accountable for meeting specified goals and abiding by all regulations.
- Fostered and promoted an inclusive school environment of learning and high achievement for all students. Advocated technology usage for students to aid them in mastering skills and learning course materials.
- Made decisions regarding selection and retention of teachers to ensure high standards for quality learning.
- Assembled a Curriculum team to review and develop curriculum in reading and math.
- Increased student achievement in reading on PARCC from 8% to 17%.
- Successfully decreased discipline referrals to 15 per day from the original 65 per day.

Dean of Students and Literary Coach

Pembroke School District #259/Lorenzo R. Smith Elementary - Hopkins Park, IL
January 2016 to June 2016

- Maintained a safe environment of learning.
- Drafted discipline and suspension reports, parent or guardian communication.
- Served as a resource for administrative staff and teachers in the areas of student behavior, attendance, achievement, and other matters; Initiated student suspensions and other disciplinary measures for administrators to move forward.
- Delivered instructive leadership in the areas of technology applications, performance assessments, lesson planning, and unit design to enable students to meet all short- and long-range academic goals and grade-level standards.
- Facilitated the Success for All and Read 180 Literacy Programs. Liaised with law enforcement representatives and welfare agencies regarding more severe student behavioral problems.
- Assisted in supervising special events.
- Spearheaded the development, implementation, evaluation, and refinement for instructional intervention initiatives.
- Participated on the Accreditation team responsible for collecting data to renew accreditation, and handled all policy updates to meet current standards.

Music Teacher, Kindergarten

Chicago Public Schools - Chicago, IL
August 2005 to January 2016

- Created daily classroom work in accordance with curriculum guidelines. Facilitated lessons in music, tones, rhythms, and musical scales by singing and playing instruments, as well as harmony, sight reading, music appreciation, and music theory.
- Mentored and coached choir members in ensemble performance and musicianship basics to enable their best possible performance. Provided feedback for students to help them improve in their techniques.

- Obtained 17 keyboards, as well as 17 acoustic guitars, one electric guitar, one bass guitar, and one drum set by utilizing skills in grant writing and attending a two-day professional development seminar, resulting in a substantial reduction in discipline referrals by 34%, as well as increases in uninterrupted class time.

Educational Background, Training, and Endorsements

Education

Doctorate in Leadership for the Advancement of Learning and Service in Leadership for the Advancement of Learning and Service

Cardinal Stritch University
2020

Bachelor of Arts in Legal Journalism in Legal Journalism

Chicago State University
2017

Master of Arts in Education in General Administration

Chicago State University

Master of Science in Education in Curriculum and Instruction

Chicago State University

Bachelor of Music in Education

Chicago State University

Language Arts

Social Science (Middle School)

Skills

- Grant Writing
- Behavior Management
- Curriculum Development
- Special Education
- Meeting Facilitation
- Classroom Management
- Teaching
- Presentation Skills

Links

<http://www.linkedin.com/in/fenecia-tone-9a111115>

Marcus Baker

Chicago, IL 60628
mcb1977@yahoo.com
708 250-6083

Authorized to work in the US for any employer

Work Experience

Principal KSD S.D

Avis Huff Alternative Placement
2020 to Present

- Establishes and maintains a high-quality education program
- Oversees teacher case management responsibilities
- Supervises academic instruction by monitoring the classroom, and providing feedback and assistance when needed.
- Research, plan, and coordinates in-service training programs.
- Evaluates student Individualized wrap plans; obtained inputs and additional data from teachers, parents, and students - data obtained is used to develop current, relevant Professional Development Sessions;
- Supervision of Teachers and Instructional Staff
- Contributes to the development of a coherent instrumental school programs aligned with the CBE Standards for English Language Arts & Mathematics;

Director of Education - Principal

Northern Illinois Academy
2018 to 2020

- Establishes and maintains a high-quality education program
- Oversees teacher case management responsibilities
- Coordinates the Individualized Education Program (IEP)
- Integrates the Educational component with treatment with appropriate clinical interventions
- Provides documentation and data to the Executive Director in regard to student needs.
- Supervises academic instruction by monitoring the classroom, and providing feedback and assistance when needed.
- Manages IEP's for all (K-12) students
- Collaborates with the director of Education to communicate with ISBE regarding specific school concerns
- Oversees vocational / transitional program for all students
- Research, plan, and coordinates in-service training programs.
- Manages field testing strategies within the school community
- Manages interview process for prospective candidates.
- Evaluates student Individual Growth Plans; obtained inputs and additional data from teachers, parents, and students - data obtained is used to develop current, relevant Professional Development Sessions;
- Supervision of Teachers and Instructional Staff

CURRENT VISION of SUPPORT

As an administrator supporting the reinvestment of schools, it is imperative to continually collaborate in providing intensive and comprehensive support based on strategic needs validated by data, best practices and individual needs of each school. It is also imperative to provide provisions and on-going opportunities for professional learning and development. Lastly, there is a need to work in collaboration with a cross-functional network support team that leverages the support and identifies core District initiatives.

Principal

Harvey School District
2016 to 2017

- Collaborated with the Building Administration Team to define the standards for high-quality professional development and design a comprehensive professional development plan;
- Supervision of Teachers and Instructional Staff
- Supervision of Content Area Coaches around the implementation and deconstruction of Common Core State Standards;
- Contributed to the development of a coherent instrumental school programs aligned with the Common Core State Standards for English Language Arts & Mathematics;
- Development of research-based recommendations for instructional strategies, professional development and assessments to increase the quality of literacy and math teaching and learning;
- Worked in collaboration with the Instructional Team to design and lead instructional rounds and learning walks across the school;
- Delivering professional development and coaching to increase the quality of instruction;
- Mentoring and training instructional coaches to solidify structure and support of the school's internal capacity;
- Modeled best practices for coaches and teacher teams through classrooms demonstration lessons using the Gradual Release of Responsibility (GRR) framework;
- Worked in tandem with the Administrative Team to leverage the results of the school diagnostics reviews and other assessments of quantitative and qualitative data to modify literacy and math instructional strategies and professional development content;
- Evaluated and Supported the instructional practices of teachers in order to leverage practices toward levels of sustained proficiency;
- Spearheaded meetings around deconstruction and student attainment of Common Core competencies;
- Modeled and facilitated research-based re-teaching strategies;
- Served as liaison between school's community partners and additional stakeholders within the individual school community.

Philosophy of Education

I truly feel that every student, no matter what skill level they possess, has the ability to become academically successful. It's the role of educators to expose students to a world that is full of opportunities because of their endless potential.

Assistant Principal

Chicago Public Schools
2014 to 2016

- Collaborating with the Building Administration Team to define the standards for high-quality professional development and design a comprehensive professional development plan;
- Supervision of Teachers and Instructional Staff in tandem with their Lead Partner Provider in an effort to foster cohesive instructional strategies;
- Supervision of Content Area Coaches around the implementation and deconstruction of Common Core State Standards;
- Contributing to the development of a coherent instrumental school programs aligned with the Common Core State Standards for English Language Arts & Mathematics;
- Development research-based recommendations for instructional strategies, professional development and assessments to increase the quality of literacy and math teaching and learning;
- Working in collaboration with the Instructional Team to design and lead instructional rounds and learning walks across the school;
- Delivering professional development and coaching to increase the quality of instruction;
- Mentoring and training instructional coaches to solidify structure and support of the school's internal capacity;
- Modeling best practices for coaches and teacher teams through classrooms demonstration lessons using the Gradual Release of Responsibility (GRR) framework;
- Working in tandem with the Administrative Team to leverage the results of the school diagnostics reviews and other assessments of quantitative and qualitative data to modify literacy and math instructional strategies and professional development content;
- Evaluating and Supporting the instructional practices of teachers in order to leverage practices toward levels of sustained proficiency;
- Spearhead meetings around deconstruction and student attainment of Common Core competencies;
- Modeling and facilitation of research-based re-teaching strategies;
- Served as liaison between school's community partners and additional stakeholders within the individual school community.

Passion for Education

I became a professional educator to make a difference in the lives of young people. In my experience, I have realized that children of this generation are fighting for something to believe in.

Department Chair/7th Grade Teacher

Calumet City School District

2003 to 2008

- Thematic Unit Planning
- Team Planning
- Lesson Planning
- Staff Development Meetings
- Integrated Units
- Evaluated and Assessing Students' Classroom Performance
- Taught Language Arts, Literature, & Reading

6th Grade Teacher /Language Arts

Doolittle Middle School

2003 to 2003

- Lesson Planning
- Staff Development Meetings

- Integrated Units
- Evaluated Student Classroom Performance
- * Evaluated and Assessed Students' Classroom Performance

Education

M.A. in Curriculum & Instruction

CONCORDIA UNIVERSITY - River Forest, IL
2010 to 2012

M.A. in Leadership

CONCORDIA UNIVERSITY - River Forest, IL
2005 to 2007

B.S. in Education

ILLINOIS STATE UNIVERSITY - Normal, IL
1997 to 2002

Skills

- AREAS of
- Executive
- Leadership Experience (10+ years)
- Supervision (10+ years)
- Strategic School Support (10+ years)
- Curriculum Design & Development (10+ years)
- Literacy (10+ years)
- Standard Based Learning (10+ years)
- Metacognitive Learning Cycles (10+ years)
- Cooperative Learning (10+ years)
- Analytical & Problem Solving Strategic Planning (10+ years)
- Critical Decision Managing Challenging Staff Management (10+ years)
- Change Management (10+ years)
- Establishment of Protocol
- Microsoft Word (10+ years)
- Microsoft Excel (10+ years)
- Microsoft PowerPoint (10+ years)
- Microsoft Outlook
- Microsoft Windows Vista/XP/7
- Data Analysis (10+ years)
- Mentoring (10+ years)
- Qualitative Research (10+ years)

Assessments

Supervisory skills: Motivating & assessing employees — Proficient

May 2021

Motivating others to achieve objectives and identifying improvements or corrective actions

Full results: [Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

ATTACHMENT

4



AMENDED AND RESTATED BYLAWS
SEPTEMBER 27, 2023

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE, INC.
Post Office Box 4661, Gary, Indiana 46403

AMENDED AND RESTATED BYLAWS
Drexel Foundation for Educational Excellence, Inc.
Gary, Indiana

ARTICLE ONE: PURPOSES

- 2.1 The nature of the activities to be conducted, and the purposes to be promoted or carried out by Drexel Foundation for Educational Excellence, Inc. (the “Foundation,” also referred to herein as the “Organizer”), shall be exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”).

The Foundation holds the charter of Thea Bowman Leadership Academy (“TBLA”), which offers primary and secondary education to students in the City of Gary, Indiana, and surrounding districts. It provides for enrichment and enhanced educational opportunities for these and other students to ensure a quality public education. Pursuant to Ind. Code 20-24-9-3, TBLA and the Foundation operate under the oversight of Trine University (the “Authorizer”).

- 1.2 No part of the property or net earnings of the Foundation shall inure to the benefit of or be distributable to the Foundation’s Directors, officers or other private persons, except that the Foundation shall be authorized and empowered to pay reasonable compensations, and reimburse reasonable expenses incurred for services rendered, and to make payments and distributions in furtherance of the purpose set forth in this Article.
- 1.3 No substantial part of the activities of the Foundation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Foundation shall not participate in, or intervene in (including the publishing or distribution of statements), any campaign on behalf of any political candidate for public office. Notwithstanding any other provisions of these Bylaws, the Foundation shall not carry on any other activities not permitted to be carried on by a Foundation exempt from federal income tax under Section 501(c)(3) of the Code, contributions to which are deductible under Section 170(c)(2) of the Code.
- 1.4 The duration of the Foundation is perpetual.
- 1.5 Upon dissolution or termination of the existence of the Foundation, all of its property and assets shall, in a manner consistent with applicable federal and state laws and regulations, and after payment of the lawful debts of the Foundation and the expenses of its dissolution or termination, be delivered, conveyed and paid over exclusively to a nonprofit corporation designated by the Foundation’s Board of Directors. Upon dissolution of the Foundation, no part of the Foundation’s receipts or assets shall inure to the benefit of any individual.
- 1.6 References in these Bylaws to sections of the Code shall be deemed to include references to the corresponding provisions of any future amendments to the Internal Revenue Code and to the corresponding provisions of any future United States Internal Revenue Law.

ARTICLE TWO: OFFICES

- 2.1 The Foundation may have its offices at such place or places within the State of Indiana as the Board of Directors may from time to time determine.

ARTICLE THREE: MEMBERS

- 3.1 The Foundation shall have no members.

ARTICLE FOUR: DIRECTORS

- 4.1 The activities, property and affairs of the Foundation shall be managed by its Board of Directors, which is empowered to exercise all such powers of the Foundation and to do all lawful acts and things as are authorized by law, by the Foundation's Articles of Incorporation or Bylaws. To the extent permitted by law, the Board of Directors may delegate power and authority in the exercise of its duties and responsibilities to its duly elected and duly appointed Committees, and to its duly appointed officers or other such qualified agents.

The Board of Directors shall carry out the policies, and shall have charge of the management of the Foundation, including the hiring of all employees whose compensation they shall determine, The Board of Directors may hire such staff as necessary for the conduct of the Foundation's business.

The Board further shall cause the books and accounts of the Foundation, including the books and accounts of TBLA, to be examined periodically. The books and accounts of the Foundation, including the books and accounts of TBLA, shall be audited no less than annually by an independent Certified Public Accountant.

Generally, this delegation of power and authority will be limited to the extent that Committees, officers, and agents may make recommendations to the Board for final approval of matters within the scope of their delegated authority and/or carry out programs and directives which have been approved by the full Board. However, final approval of all business matters must be discussed and given by the Board in a public meeting, consistently with the provisions of the Indiana Open Door Law.

For purposes of these Bylaws, the terms "Director," "Board Member," and "Member of the Board" may be used interchangeably and are understood to refer to members of the Foundation's Board of Directors.

- 4.2 The Board of Directors shall consist of not less than five (5) and not more than nine (9) members.
- 4.3 As of the date of approval of these Bylaws, understood to be September 27, 2023, the Board of Directors is comprised as follows:

DIRECTOR NAME	APPOINTED	TERM EXPIRES
Eve Gomez	March 2016	2024
Jason Beres	February 2017	2025
Michelle Dickerson	October 2017	2025
Helen Hill	July 2022	2026
Cedric Steele	July 2022	2026

4.4 Directors shall be elected to the Drexel Foundation Board of Directors for an initial single term of four (4) years. After serving this initial term, Directors may then seek re-election for a second term. Directors may then seek re-election for a third partial term of two (2) years. Directors are eligible for a maximum of two terms of four years each, plus the third partial term, for a total of ten (10) years of service. The ten (10)-year maximum regarding years of service will not be increased if any two terms are not served continuously.

4.5 Directors shall be elected for their initial single terms by a majority vote of the Board at a Regular Meeting which the Board designates for election of Directors. Directors whose initial single terms are expiring during the current calendar year shall be eligible for re-election at a Regular Meeting within that calendar year which the Board designates for election of Directors. For purposes of these Bylaws, the Board designates the June meeting as the annual meeting for purposes of election and/or re-election of Directors.

The term of each Director listed in Section 4.3 above shall be understood to expire as of the date of the annual meeting for purposes of election and/or re-election of Directors during the calendar year listed in Section 4.3 of these Bylaws for expiration of that Director's term. If a Director is not re-elected by the Board following the end of that Director's term, the remaining Directors shall continue to act, and a new Director may be appointed by the vote of a majority of the Directors then in office at any Regular Meeting or Special Meeting held following the completion of the process described in Section 4.8 of these Bylaws.

4.6 Any one or more Directors may be removed for cause at any time by a two-thirds majority vote of the Directors then serving at any regular or special meeting of the Board of Directors duly called with notice duly given of such purpose.

4.7 Directors may resign at any time and for any reason, without provision of prior notice. Vacancies on the Board may occur due to resignation, removal pursuant to Sections 4.6 or 5.7 of these Bylaws, or incapacity or death of a Director at any point in time prior to the expiration of that Director's term. If such a vacancy on the Board occurs, the remaining Directors shall continue to act, and the vacancy may be filled by the vote of a majority of the Directors then in office at any Regular Meeting or Special Meeting held following the completion of the process described in Section 4.8 of these Bylaws.

4.8 At such time as it becomes necessary to fill a vacancy on the Board, whether due to a member not being re-elected after the expiration of an initial four-year term or due to resignation, removal pursuant to Section 4.6 of these Bylaws, incapacity, or death of a Director, the Board shall solicit candidates for election to the Board as follows:

The Board will post a notice of vacancy, which, at a minimum, will be posted physically at the TBLA facility and posted virtually on the TBLA website for a period of thirty (30) days, and will also be published as a legal notice in *The Times of Northwest Indiana* at least once during the thirty (30)-day period. Board members may also solicit or contact candidates known to have an interest in the vacancy during this thirty (30)-day period. All candidates will be requested to submit a written application (or to complete an equivalent virtual application form) and submit a resume.

Upon completion of the thirty (30)-day period, the Board or a designated committee will meet in executive session to discuss and narrow the list of candidates down to no fewer than three (3) candidates who will be selected for final interviews. The selected candidates will then be interviewed by the entire Board in a public meeting. If three (3) or fewer candidates submit applications to fill the vacancy, then all candidates will be interviewed by the entire Board in a public meeting.

Following the completion of interviews, in the same or a subsequent public meeting, the Board will vote to select a candidate to fill the vacancy. If necessary, an initial vote will be conducted and the candidate with the fewest votes will be eliminated, and a second vote will then be conducted between the two remaining candidates, with the candidate receiving the most votes being elected to fill the vacancy.

- 4.9 In order to be eligible to serve as a Director, an individual must either be a resident of the state of Indiana or be employed by a company or corporation that is incorporated in or physically located within the State of Indiana. Additionally, at least half of the Directors serving on the Board at any given time must be residents of the state of Indiana, and at least half of the Directors serving on the Board at any given time must be residents of a county from which TBLA has currently-enrolled students. All new Directors must undergo training approved by the Authorizer.
- 4.10 An individual is ineligible to serve as a Director if that individual has committed an offense set forth in Ind. Code § 20-26-5-11(b) or any successor statute, or any offense substantively equivalent to any offense listed in Ind. Code § 20-26-5-11(b).

ARTICLE FIVE: MEETINGS OF THE BOARD OF DIRECTORS

- 5.1 The annual meeting of the Board of Directors shall be held in the month of June. Pursuant to Section 4.5 of these Bylaws, all Directors whose terms of office end in that particular calendar year shall be eligible for re-election at the annual meeting. In addition, regular meetings of the Board of Directors shall be held **monthly, at 6:00 P.M. on the last Wednesday of every month**, at such time and place as the President shall designate.
- 5.2 Special meetings of the Board of Directors may be called at any time by the President. Special meetings of the Board of Directors may also be called by the Secretary upon the written request of three (3) or more Directors. Special meetings shall be held at such date, time and place as the President shall designate, except that any special meeting called upon the written request of three (3) or more Directors shall be held not later than ten (10)

business days after the Secretary shall have received such request, at such date, time and place as the Secretary shall designate.

- 5.3 Notice of all meetings of the Board of Directors shall be posted and communicated to all parties requesting notice in compliance with the Indiana Open Door Law, Ind. Code § 5-14-1.5. Notice of all meetings, along with a meeting agenda and/or Board packet as applicable, shall also be sent to each Director's last known phone number, home or office address, or e-mail address in sufficient time to be received at least forty-eight (48) hours (2 days) prior to the time of the meeting.
- 5.4 Notice of all special meetings of the Board of Directors shall be given by serving such notice to each Director in person, by telephone, by mail or by electronic mail. Notice shall be sent to each Director's last known phone number, home or office address, or e-mail address in sufficient time to be received at least forty-eight (48) hours (2 days) prior to the time of the meeting. The notice shall state the date, time and place of the meeting and a general description of the business to be transacted.
- 5.5 At any duly called meeting of the Board of Directors, a majority of the Directors officially elected and serving at that time shall constitute a quorum for the transaction of business. Except as otherwise provided by law or in these Bylaws, all actions and decisions of the Board of Directors shall be by a majority vote of all Directors present and voting. Abstentions shall be counted for purposes of determining whether a quorum exists, but shall not be counted as votes in favor of or in opposition to any motion or business item. There shall be no voting by proxy or other representative method.
- 5.6 Each Board member shall be required to report his or her inability to attend a meeting to the President, Vice President or Secretary—in that order. A Director may participate in any meeting, Special Meeting, Executive Session, or Committee meeting by physical attendance or by virtual, remote, or electronic means as permitted by the Board's Policy Regarding Remote Participation in Public Meetings. If any Director misses three (3) regular board meetings in any fiscal year, the Secretary shall report such matter to the Governance/Board Development Committee, which may then make a recommendation to remove such Director from the Board. A vacancy on the Board resulting from any such removal shall be filled by the Board of Directors in accordance with Sections 4.7 and 4.8 of these Bylaws.
- 5.7 The President shall have the authority and discretion to require a vote to be taken by roll call, with each Director responding individually, on any motion or business item.

ARTICLE SIX: OFFICERS

- 6.1 The Officers of the Foundation shall be: a President of the Board of Directors, a Vice President of the Board of Directors, a Secretary, and a Treasurer. The term of each officer of the Board shall be two (2) years. In order to be elected as an Officer, a Director must be serving in good standing with sufficient time remaining in his or her term as Director to complete the full term of two (2) years as an Officer.

Officers shall be elected by majority vote of the Directors present at the regular meeting of the Board designated for election of Directors in Section 4.5 of these Bylaws. Each officer may serve for no more than four terms of two (2) years each. The Board may also have such other Officers as the majority of Directors may determine from time to time.

The President and Treasurer shall be elected to serve on concurrent terms. These two positions will be voted on during even-numbered calendar years. The Vice President and Secretary shall also be elected to serve on concurrent terms. These two positions will be voted on during odd-numbered calendar years.

6.2 Any elected Officer may be removed for cause at any time by a two-thirds majority vote of the Directors then serving at any regular or special meeting of the Board of Directors duly called with notice duly given of such purpose. Unless otherwise specified in the preceding Sections of these Bylaws, vacancies in offices may be filled for the remainder of the two (2)-year term by a majority vote of the Directors present and voting at that same meeting. A Director's completion of a partial term as an Officer shall not be counted toward the term limit set forth in Section 6.1 of these Bylaws if the duration of the partial term is shorter than three hundred sixty-five (365) days, or one (1) calendar year. If the duration of the partial term is more than three hundred sixty-five days, or one (1) calendar year, the partial term shall count as a full term for purposes of calculating term limits.

6.3 The duties and powers of the officers of the Foundation shall be as follows:

6.3.1 **President of the Board of Directors.** The term for the President shall be two (2) years. He or she shall preside at all meetings of the Board of Directors and shall have such other duties and responsibilities as are customary for the office of President of the Board of Directors and as may be assigned to him or her from time to time by the Board of Directors

6.3.2 **Vice President of the Board of Directors.** The Vice President shall perform the duties of the President of the Board of Directors in the absence or disability of the President and shall have such other duties and responsibilities as may be assigned to him or her from time to time by the Board of Directors. Should the President resign or become incapacitated, the Vice President shall succeed to the role of President and shall remain in that role for the duration of the President's incapacity or the remainder of the President's term, whichever is shorter. The Vice President must be elected to the office of President, pursuant to the procedures set forth in Section 6.1 of these Bylaws, to serve any part of any subsequent term.

6.3.3 **Secretary.** The Secretary makes certain that minutes of the meetings of the Board of Directors are kept in the appropriate books. He or she shall give all notices of the meetings of the Board of Directors. He or she shall be the custodian of the records of the Foundation (other than those kept by the Treasurer). He or she shall oversee and authenticate corporate records. He or she shall, in general, perform all the duties incident to the office of Secretary, subject to the control of the Board of Directors and of the Executive Committee. It shall be the duty of the Secretary to enforce all Bylaws, rules and regulations for the proper conduct of the Foundation made by or under the

authority of the Board of Directors or the Executive Committee of the Board, including but not limited to serving as Parliamentarian during all Board meetings. In all cases of disputed authority or uncertainty as to the meaning of the Bylaws, rules and regulations of the Foundation, the Secretary's decision shall govern until the Board of Directors or Executive Committee shall otherwise rule. It shall be the duty of the Secretary to see that all requirements of law and of appropriate state and local authorities are duly observed in the conduct of the affairs of the Foundation. In the event of the death, disability or absence of the Vice President, the Secretary shall perform the duties and exercise the powers of the Vice President.

6.3.4 **Treasurer.** The Treasurer shall have supervision over the receipt and custody of the Foundation's funds, and shall cause to be kept correct and complete books and records of account, including full and accurate accounts of receipts and disbursements in books belonging to the Foundation and, in general, shall perform such duties as are customary to the office of Treasurer, including serving as chair of the Finance Committee. In addition, the Treasurer shall perform such other duties as the Board of Directors or the Executive Committee may from time to time assign to the Treasurer. The Treasurer may be provided with a bond for the faithful discharge of his or her duties in such amount as the Board of Directors or the Executive Committee may require.

6.3.5 **RESERVED.**

ARTICLE SEVEN: COMMITTEES OF THE BOARD OF DIRECTORS

7.1 The Foundation shall have an **Executive Committee**, a Finance Committee, a Facilities Committee, a Mission/Marketing/Fund Development Committee, a Governance/Board Development Committee, and an Education Committee. Directors shall chair each of the standing committees. The President may appoint and the Board of Directors may convene by resolution other committees consisting in each case of two (2) or more persons of the Board of Directors, one (1) of whom shall chair the committee.

No appointed committee shall be comprised of enough Directors to constitute a quorum of the Board based on the Board's current composition, with the lone exception of the Executive Committee.

Committees shall have and exercise such of the power and authority of the Board of Directors as are provided for in these Bylaws or as may be provided in the resolution of the Board of Directors establishing any such Committee. All committees shall keep records of their deliberation which they shall submit to the Secretary of the Board of Directors for authentication and distribution. The duties and powers of the Committees shall be as follows:

7.1.1 **The Executive Committee** shall be convened by the President of the Board of Directors, who shall also chair the committee. The Executive Committee will include the President, Vice President, Treasurer and Secretary of the Board of Directors. The

President may invite the immediate past President to serve as a voting member of the Executive Committee.

The Executive Committee will receive committee and staff reports and advice, write the agenda for the regular meetings of the Board of Directors and refer action items to the Board or to appropriate committees.

- 7.1.2 The **Finance Committee** shall be convened by the Treasurer of the Board of Directors, who shall also chair the Committee. The Finance Committee will include at least one accountant who is not a Director of the Foundation—as needed. The Finance Committee will generate and monitor the Foundation’s annual budget, subject to the review and approval of the Board of Directors. The Finance Committee will also be responsible for periodic financial reviews and audits of the Foundation as instructed by resolution of the Board of Directors and in compliance with these Bylaws.
- 7.1.3 The **Facilities Committee** shall be chaired and convened by a Director. The Facilities Committee will be responsible for all matters concerning the construction or maintenance of the school buildings.
- 7.1.4 **The Mission/Marketing/Fund Development Committee** shall be chaired and convened by a Director. The Mission/Marketing/Fund Development Committee shall be responsible for marketing the Foundation, for public relations and publications, and for the acquisition of private and public contributions to the Foundation. It has the responsibility to monitor and/or establish communication to ensure that quality education is delivered at TBLA This Committee works closely with the TBLA School Board.
- 7.1.5 **The Governance/Board Development Committee** shall be responsible for identifying, recruiting, mentoring and training new Directors and shall be chaired and convened by a Director. This Committee will also annually review the performance of all Committees and all Directors, as well as provide resources to other committees as requested. It has the responsibility to review and recommend revisions to the charter document, any agreement with an education service provider, and these Bylaws.

The Governance Committee is also responsible for establishing the Drexel Strategic Plan and the Drexel Board Retreat.

- 7.2 **With the exception of the Executive Committee**, standing committees may include non-Directors as deemed appropriate.
- 7.3 Minutes of all Committee meetings shall be kept and sent to the Secretary of the Board of Directors for authentication and inclusion in the Foundation’s historical records. The chair of each Committee will report at each regular meeting of the Board of Directors.

- 7.4 All Directors shall sit on at least one Committee and may be requested to serve on two or more committees for a specific time period. The authority of standing Committees shall be limited to the particular purpose and subject matter for which the Committee is convened and assembled, and all actions taken by Committees shall be taken in the form of recommendations for approval or other final action by the full Board, which must be taken during a public meeting.

ARTICLE EIGHT: BILLS, NOTES, ETC.

- 8.1 **Contracts:** The President may, with prior approval of the Board, enter into any contract or execute and deliver any instrument in the name of and on behalf of the Foundation, and institute, join in, or become a party to any suit of law or in equity in which the Foundation has an interest. The Board may temporarily or permanently authorize the Vice-President in a similar capacity in the event of the unavailability or incapacity of the President. The Secretary of the Foundation shall attest the signature of such officers to any such instrument. However, the presence of such attesting signature shall not be required for the validity of such instruments unless required by law.
- 8.2 **Loans:** No loan shall be contracted on behalf of the Foundation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific incidents.
- 8.3 **Banking Transactions:** All checks, drafts, or other orders for the payment of money issued in the name of the Foundation shall be signed by any of the following officers: by the President and the Treasurer or other designated officer of the Foundation and in such manner as shall be, from time to time, determined by resolution of the Board of Directors.
- 8.4 **Deposits:** All funds of the Foundation not otherwise employed shall be deposited to the credit of the Foundation in such banks, trust companies, or other depositories as the Board of Directors may select.
- 8.5 **Fiscal Year:** The fiscal year of the Foundation shall commence on July 1st of each year and shall end on the 30th day of June of each year.
- 8.6 **No Private Benefit:** Upon dissolution of the Foundation, no part of the Foundation's receipts or assets shall inure to the benefit of any individual or private organization except as specified in 1.4 of these Bylaws.
- 8.7 **Corporate Seal:** The Foundation shall have no seal.

ARTICLE NINE: CONFLICT OF INTEREST

- 9.1 Each Director shall, prior to assuming his or her position, and annually thereafter, answer a questionnaire so as to disclose in writing to the Board of Directors and the Chairperson of any Committee on which he or she serves a list of all businesses or other organizations of which he or she is an officer, member, owner or employee, or for which he or she acts as an agent, with which the Foundation has, or might reasonably in the future enter into, a relationship or a transaction in which the member would have conflicting interests.
- 9.2 At such time, if any matter should come before the Board or any Committee thereof in such a way as to give rise to a conflict of interest, the affected Director shall make known the potential conflict and, if advisable, withdraw from meeting for so long as the matter shall continue under discussion, except to answer any questions that might be asked of him or her. Should the matter be brought to a vote, the affected Director shall not vote on it. In the event that the affected Director fails to withdraw voluntarily and the President, in his or her discretion, deems that a withdrawal from discussion and voting is advisable, the President shall require that the affected Director remove himself or herself from the room during the discussion and vote on the matter.
- 9.3 Notwithstanding the above, the affected member shall bring to the attention of the Board of Directors (*i.e.*, voluntarily disclose) any business transaction which could potentially involve a conflict of interest, regardless of whether or not the remaining Directors might have become aware of it without the disclosure.
- 9.4 Any business transaction involving a conflict of interest shall be presented to the Board or its appropriate Committee, with full disclosure of the conflict, for consideration by the Board. Such transactions or items must be approved by majority vote, without the participation of the Director affected by the conflict of interest.
- 9.5 In any instance, the President of the Board of Directors may seek the advice of the Board attorney on a conflict issue.

ARTICLE TEN: MISCELLANEOUS PROVISIONS

- 10.1 These Bylaws may be amended by affirmative vote of two-thirds of the Directors present at any lawful meeting of the Board of Directors, provided that a copy of such proposed amendment shall have been given in the notice calling the meeting.
- 10.2 The parliamentary procedure of the Foundation, Board of Directors, Executive Committee and all other Committees established hereunder shall be governed by the most recent revised edition of Robert's Rules of Order unless contrary to the procedure set forth in these Bylaws. In case of conflict, the rules established by these Bylaws shall prevail.
- 10.3 The Board of Directors will comply with the Indiana Open Door Law. Directors are prohibited from taking any action relating to public business and/or the business of the

Board or the Foundation, in any setting other than a meeting held in compliance with the Indiana Open Door Law.

- 10.4 It is prohibited for any individual to serve on the board if the individual or a spouse or immediate family member has a direct or indirect ownership, employment, contractual, or membership interest in any educational management organization or other educational service provider used by the Organizer.
- 10.5 Amendments to these Bylaws or the Articles of Incorporation of the Organizer must be approved by the Authorizer Organizer before going into effect.
- 10.6 If the Organizer is leasing from a religious organization, no leader or member of the governing board of the religious organization may serve on the Organizer's Board of Directors.
- 10.7 Whenever any notice of time, place, purpose or any other matter, including any special notice or form of notice, is required or permitted to be given to any person by law or under the provisions of the Certificate of Incorporation or Bylaws of this Foundation, or of a resolution of the Directors, a written waiver of notice transmitted via letter or email and signed either in script or electronically by the person or persons entitled to such notice, whether before or after the time required for such notice, shall be equivalent to the giving of such notice. The Secretary shall cause any such waiver to be filed with or entered upon the records of the Foundation or, in the case of a waiver of notice of a meeting, the records of the meeting.

ARTICLE ELEVEN: DEFENSE AND INDEMNIFICATION OF DIRECTORS

- 11.1 The Board will pay, or will carry sufficient insurance coverage to pay, all costs and fees incurred by or on behalf of any Director in the defense of any claim under law, including tort claims, civil rights claims, and contract claims, if the Board, by resolution, determines that the Director's actions upon which the claim is based arise out of the performance of the Director's duties as a Director, and were taken in good faith.
- 11.2 The Board shall, subject to the provisions of Indiana law, also pay, or carry sufficient insurance to pay and when necessary authorize said insurer to pay, any judgment, compromise, or settlement of a claim, or suit when the Board determines by resolution that it is in the best interest of the Foundation to do so, the act or omission upon which the claim is based occurred within the scope of the Director's duties as a Director, and the Director did not act in bad faith, or with malfeasance in office. The intent of this Bylaw is to hold each Director member harmless from any liability, cost, or damages in connection such a claim, including but not limited to the payment of legal fees and court costs, except where the liability, cost, damage, or fees are predicated on, or arises out of, the bad faith of the Director or the claim or judgment is based on the member's malfeasance in office.
- 11.3 If a present or former Director is or could be subject to personal civil liability for a loss occurring because of a noncriminal act or omission within the scope of the Director's duties which violates the civil rights laws of the United States, the Board shall, subject to the

limitations established by Indiana law pay, or carry sufficient insurance to pay and when necessary authorize said insurer to pay, the judgment, compromise, or settlement of the claim or suit if the Board determines by resolution that paying the judgment, compromise or settlement is in the best interests of the Foundation. The Board shall also pay all costs and fees incurred by or on behalf of the Director in defense of any such claim or suit.

- 11.4 A Director shall not be personally liable on contracts entered into within the scope of the member's duties as a Director unless the contract clearly states otherwise in writing.
- 11.5 The Board may, but is not required to, procure and pay for fidelity bonds to insure against misappropriation by any Board member or employee of the Foundation. The cost of said fidelity bonds, if procured by the Board, will be borne by the Foundation and not by the individual Directors or employees subject to bonding. The Board may do so at its discretion by majority vote.

ARTICLE TWELVE: RECORD RETENTION

- 12.1 The Foundation shall observe and adhere to the terms of the most current Educational Institutions Retention Schedule, as approved by the Oversight Committee on Public Records and maintained by the Indiana Archives and Records Administration.

ARTICLE THIRTEEN: DISSOLUTION

- 13.1 In the event that either the Foundation or TBLA are dissolved: (1) the remaining assets of TBLA shall be distributed first to satisfy outstanding payroll obligations for employees of TBLA, then to creditors of TBLA, then to any outstanding debt to the Foundation; and (2) remaining funds received from the Indiana Department of Education shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution.

Following proper notice and in compliance with the prevailing Bylaws of Drexel Foundation for Educational Excellence, Inc., the foregoing revised Bylaws were approved and adopted upon motion duly made, seconded, and carried by the affirmative vote of at least two-thirds (2/3) of the present Board of Directors of Drexel Foundation for Educational Excellence, Inc., at its Regular Meeting of September 27, 2023.

President: _____

Secretary: _____

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAY 15 2004

SAINT KATHARINE DREXEL FOUNDATION
FOR EDUCATIONAL EXCELLENCE INC
C/O THOMAS V BARNES
PO BOX 4661 975 W 6TH AVE
GARY, IN 46404

Employer Identification Number:
35-2125768
DIN:
17053121006041
Contact Person:
TERRI GARVIS
Contact Telephone Number:
(877) 829-5800

ID# 31055

Accounting Period Ending:
June 30
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
February 20, 2001
Advance Ruling Period Ends:
June 30, 2005
Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

State of Indiana
Office of the Secretary of State

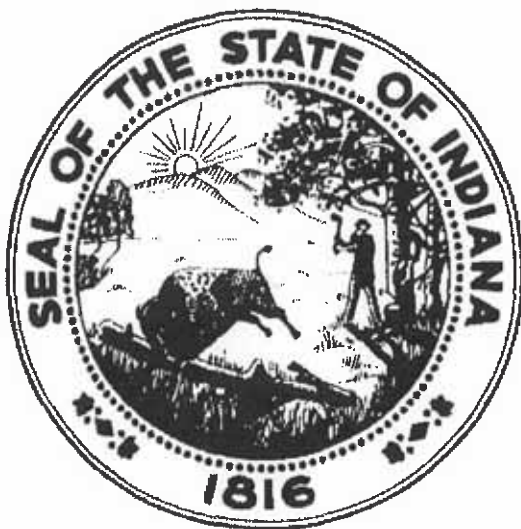
CERTIFICATE OF INCORPORATION

of

**SAINT KATHARINE DREXEL FOUNDATION FOR EDUCATIONAL
EXCELLENCE, INC.**

I, SUE ANNE GILROY, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, February 20, 2001.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 20, 2001.

Sue Anne Gilroy

SUE ANNE GILROY,
SECRETARY OF STATE

2001030100507

ARTICLES OF INCORPORATION / NONPROFIT CORPORATIONS

State Form 4-162 (R9 / 03-87) Corporate Form No. 364-1 (October 1994)
Approved by State Board of Accounts 1986

SUE ANNE GILROY
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. 6218
Indianapolis, IN 46204
Telephone (317) 232-6678
Indiana Code 23-17-3-2

- INSTRUCTIONS:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Filing Fee \$30.00 made payable to Indiana Secretary of State
 3. Article VII must be completed appropriately. Please see (1) above

00 FEB 20 PM 4:49
SUE ANNE GILROY

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof)

SAINT KATHARINE DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE, INC.

Principal Office: The address of the principal office of the Corporation is:

Post office address 975 West 6th Avenue	City Gary	Indiana	ZIP code 46402
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The purposes for which the Corporation is formed are:

To provide financial support to Sister Thea Bowman Catholic School and/or such other needy inner city school, for enhanced educational programs and opportunities for elementary school grades.

APPROVED
AND
FILED
IND. SECRETARY OF STATE

The Corporation is a:

- public benefit corporation, which is organized for a public or charitable purpose;
- religious corporation, which is organized primarily or exclusively for religious purposes; or
- mutual benefit corporation (all others).

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent Thomas V. Barnes			
Address of Registered Office (street or building) 1345 Bigger St.	City Gary	Indiana	ZIP code 46404

Indicate if Corporation will have members:

Yes No

(Continued on the reverse side)

Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Thomas V. Barnes	1345 Bigger St.	Gary	IN	46404-1839
Anne F. Thompson	1159 WHITCOMB ST	Gary	IN	46404-1717
Rev. Robert P. Gehring	640 Tyler St.	Gary	IN	46402-2299

Refer to Indiana Code 23-17-22-6 for permitted activities following Dissolution.

Assets will be conveyed to a 501c3 organization whose purposes are the enhancement of educational programs and opportunities at a school(s) in Gary, Indiana, through the provision of financial and material assistance.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

I (we) hereby verify, subject to penalties of perjury, that the facts contained herein are true. (Notarization not necessary)	
Signature <i>Thomas V. Barnes</i>	Printed name Thomas V. Barnes
Signature <i>Anne F. Thompson</i>	Printed name Anne F. Thompson
Signature <i>Robert P. Gehring</i>	Printed name Rev. Robert P. Gehring

This instrument was prepared by: (name) Thomas V. Barnes, Esq.

Address 1345 Bigger St.	City Gary	State IN	ZIP code 46404
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ATTACHMENT

5

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Thea Bowman Leadership Academy**
2. Your full name: **Jason Emil Beres**
3. Brief educational and employment history. (No narrative response is required if resume is attached.) **Resume is attached.**
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on numerous councils and boards for NPOs and Churches in the Diocese of Gary over the past 30 years, as well as the current TBLA board since 2017. In my previous work-career, I taught, coached and mentored middle- and high-school students (1993-1996 Union Township School Corp), and volunteered as a track & field coach at St. Paul Catholic School (K-8) in Valparaiso, IN

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes. ~~Don't Know/~~ ~~Unsure~~

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes current board members

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons. **Yes, current provider, in conducting standard board business (meetings, reports, etc.)**

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

I / we have no such interest. ~~Yes~~

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I / we or my family do not anticipate conducting any such business. ~~Yes~~

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is collaborating with the charter school. To the extent, you have provided this information in response to prior items, you may so indicate.

Does not apply to spouse, my family or me. ~~Yes~~

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. **None.** ~~Yes~~

Certification

I, Jason Emil Beres, certify to the best of my knowledge and ability that the information I am providing to Calumet College of Saint Joseph as a prospective board member for Charter School is true and correct in every respect.

Jason E Beres 10-23-2023
Signature Date

Recipients understand that CCSJ may revoke the charter if CCSJ deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE:

DATE:

SIGN NAME:

**CALUMET COLLEGE OF ST. JOSEPH:
CHARTER SCHOOL APPLICANT
Statement of Assurances**

The charter school agrees to comply with all of the following provisions:
(Read and check)

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (CCSJ) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.

5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

6. Recipients shall ensure that a student's records, and, if applicable, a student has individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

7. Recipients will comply with all provisions of the *Every Student Succeeds Act (ESSA)*.

8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

10. Recipients will indemnify and hold harmless CCSJ, the Indiana Department of Education, the State of Indiana, all school corporations

providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

CONFIDENTIAL

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Thea Bowman Leadership Academy
2. Your full name: Michelle Dickerson
3. Brief educational and employment history. (No narrative response is required if resume is attached.) Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I've served on other Boards as both a Director and Officer. As an Accounting/Finance Executive, I've*

collaborated with colleagues on implementing strategic plans for growth and sustainability. In my current and past positions, I've lead departments, teams and special projects.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Yes, I know one member from professional and service organizations.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons.

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

I / we have no such interest.

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I / we or my family do not anticipate conducting any such business.

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is collaborating with the charter school. To the extent, you have provided this information in response to prior items, you may so indicate.

Does not apply to spouse, my family or me.

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Michelle Dickerson, certify to the best of my knowledge and ability that the information I am providing to Calumet College of Saint Joseph as a prospective board member for Charter School is true and correct in every respect.

Signature

10/23/2023
Date

Recipients understand that CCSJ may revoke the charter if CCSJ deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE:

DATE:

SIGN NAME:

**CALUMET COLLEGE OF ST. JOSEPH:
CHARTER SCHOOL APPLICANT
Statement of Assurances**

The charter school agrees to comply with all of the following provisions:
(*Read and check*)

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (CCSJ) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.

5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

6. Recipients shall ensure that a student's records, and, if applicable, a student has individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

7. Recipients will comply with all provisions of the *Every Student Succeeds Act (ESSA)*.

8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

10. Recipients will indemnify and hold harmless CCSJ, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Thea Bowman Leadership Academy
2. Your full name: Eve Gomez
3. Brief educational and employment history. (No narrative response is required if resume is attached.) Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

We know each other from being on the Board

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

If ever needed, I'd like to offer my translation services - (translating documents)

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is collaborating with the charter school. To the extent, you have provided this information in response to prior items, you may so indicate.

Does not apply to spouse, my family or me. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Eve Gomez, certify to the best of my knowledge and ability that the information I am providing to Calumet College of Saint Joseph as a prospective board member for Charter School is true and correct in every respect.


Signature

10/25/23
Date

Recipients understand that CCSJ may revoke the charter if CCSJ deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

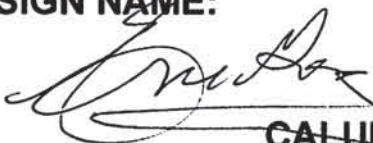
PRINT NAME & TITLE:

EVE GOMEZ

DATE:

10/25/23

SIGN NAME:



CALUMET COLLEGE OF ST. JOSEPH:

CHARTER SCHOOL APPLICANT

Statement of Assurances

The charter school agrees to comply with all of the following provisions:
(*Read and check*)

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

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4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.

5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of

Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

6. Recipients shall ensure that a student's records, and, if applicable, a student has individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

7. Recipients will comply with all provisions of the *Every Student Succeeds Act (ESSA)*.

8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

10. Recipients will indemnify and hold harmless CCSJ, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Thea Bowman Leadership Academy
2. Your full name: Helen M. Hill
3. Brief educational and employment history. (No narrative response is required if resume is attached.) Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as the President of Jassac Charitable Foundation, Inc. an Illinois non-profit organization. Board Director Jones Memorial Center, an Illinois non-profit organization. Board Member Governors State University Foundation, Treasurer South Suburbs Habitat for Humanity Affiliate. I am also a co-owner of a restaurant and I own and manage a small strip mall in Merrillville.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. **Yes, I know one of the Directors. We are both members of a National Public Service Organization.**

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is collaborating with the charter school. To the extent, you have provided this information in response to prior items, you may so indicate.

Does not apply to spouse, my family or me. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. **None.** Yes

Certification

I, Helen M. Hill, certify to the best of my knowledge and ability that the information I am providing to Calumet College of Saint Joseph as a prospective board member for Charter School is true and correct in every respect.

Helen M. Hill

October 23, 2023

Signature

Date

Recipients understand that CCSJ may revoke the charter if CCSJ deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE:

DATE:

SIGN NAME:

**CALUMET COLLEGE OF ST. JOSEPH:
CHARTER SCHOOL APPLICANT
Statement of Assurances**

The charter school agrees to comply with all of the following provisions:
(Read and check)

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (CCSJ) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.

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6. Recipients shall ensure that a student's records, and, if applicable, a student has individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

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8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

10. Recipients will indemnify and hold harmless CCSJ, the Indiana Department of Education, the State of Indiana, all school corporations

providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

CONFIDENTIAL

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Thea Bowman Leadership Academy

2. Your full name: *Cedric Steele*

3. Brief educational and employment history. (No narrative response is required if resume is attached.) Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

Brianna Steele - sister, Special Education Case Manager

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is collaborating with the charter school. To the extent, you have provided this information in response to prior items, you may so indicate.

Does not apply to spouse, my family or me. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Cedric Steele, certify to the best of my knowledge and ability that the information I am providing to Calumet College of Saint Joseph as a prospective board member for Charter School is true and correct in every respect.

 10/25/2013
Signature Date

Recipients understand that CCSJ may revoke the charter if CCSJ deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE: Cedric Steele

DATE: 10/25/2013

SIGN NAME: 

CALUMET COLLEGE OF ST. JOSEPH:

ATTACHMENT

6

Cedric C. Steele

Email: cedsteele@gmail.com | Cell Phone #: (219) 979-6602

Career Summary: Highly organized and strategic leader with a proven ability to coach, mentor, and collaborate. Reliable and self-motivated business and IT professional who maintains positive relationships with clients & colleagues across various levels including partnering vendors. Experienced professor in Business, Project Management and IT for Managers courses. Keen focus on personal finance.

Areas of Expertise: Project Management | Technology |
Financial Management | Change Management

Professional Work Experience

Allstate Insurance Company, Northbrook, Illinois

IT PMO Manager

October 2020 – Present

- Performs as Initiative Leader managing change, delivery, and risks & issues for a key multi-year, +\$100M strategic program, including a full Agile Release Train of over 240 individuals including Executive Leaders, Developers, Product Owners, and external vendors.
- Leads a team of 16 team members (Project Managers, Program Managers, Release Train Engineer and Scrum Masters) in executing on a \$58M portfolio of key initiatives.

IT Database Manager

November 2019 – October 2020

- Led a globally distributed team of 13 members in support of multiple critical initiatives and platforms (MongoDB, Oracle, MySQL and Redis Labs), which includes the core database platform for Transformative Growth.
- Negotiated and established cost savings for newer database platforms including simplified pricing model for Redis, approximately 60% cost savings, and MongoDB, approximately 50% cost savings, by working directly with vendors, Allstate technology finance and procurement teams.
- Engaged and lead team members with agility in setting priority by managing enterprise demand of database platforms, addressing security vulnerabilities, data encryption and system availability.
- Proactively led cost avoidance efforts by periodically reviewing and reducing system compute resources requirements to limit financial impact to Allstate.
- Created dashboards to more effectively manage database backups of Allstate mission critical data.
- Integrated a non-supported MongoDB Ops Manager with ServiceNow, Unity and IRIS for ECC monitoring on Transformative Growth database platforms.
- Performed as an active mentor for associate managers and newly onboarded managers in guiding their team members, keeping track of backlogs and increasing collaboration via agile practices with Version1: Kanban and Sprint boards.

IT Database Associate Manager

August 2018 – November 2019

- Managed the SQL Server platform team of 15 members in supporting over 500 applications' databases, onboarding of non-ATSV supported organizations into D&IS database management, including Allstate Benefits DBAs for enterprise support.
- Introduced Agile practices including Jira platform to make team more efficient with managing workloads and overall demand.
- Automated 70% of lifecycle upgrade and migration processes to balance demand on team members, reduce errors, and streamline the overall process.
- Introduced follow the sun production support model to help with work/life balance of team members.

IT Project Manager/Scrum Master

June 2013 – July 2018

- Led, coached, and partnered with multiple release train engineers, functional managers, development teams, product owners, product managers, developers, clients and external vendors to deliver iterative product development utilizing the Scaled Agile Framework (SAFe).
- Practiced the Scaled Agile Framework by leading two teams simultaneously through agile ceremonies, sprint reviews, retrospectives, scrum of scrums, daily stand ups, and estimation exercises.
- Utilized project management software tools including Jira, Microsoft Project, Project Web Access to manage various methodologies including SAFe, Agile Scrum, Waterfall and Infrastructure Engineering projects.
- Planned, managed and implemented various projects totaling over a million dollars annually with limited supervision while simultaneously coordinating a global team with over 20 team members in various locations: India, Ireland and the United States.
- Created short and long-term project deliverables, objectives and forecasted financials with the assistance of Management and Delivery Leads. Tracked and documented plan performance, task completion, and human capital utilization.
- Conducted extensive research and analysis to understand, document and escalate key issues and risks to executive leadership including Vice Presidents and Senior Management.
- Created, implemented, and coordinated a PMP certification course on behalf of Allstate's Project Management Office in both the United States and Ireland.

IT Business Analyst & Release Manager

June 2011 – June 2013

- Gathered, drafted and finalized functional requirements for technical applications to meet and drive business requirements that directly impacted Allstate Corporation, insurance agents and third-party clients. Partnered with business clients, project teams and project managers to ensure on time and on budget project completions.
- Communicated business and technical acumen between business clients and technical teams to ensure better products are delivered to increase Allstate business and reduce rework.
- Managed and coordinated multiple releases at an enterprise level across multiple teams. Created and communicated various release deadlines, communications, and initiatives to project team members and clients to ensure timely code deployments.
- Ensured that key business financial applications remained Sarbanes-Oxley compliant for both planned and unplanned quarterly audits.

Indiana Wesleyan University, Merrillville, Indiana

January 2015 – Present

Adjunct Professor of Business

- Successfully instructed Business Management, Accounting, IT Management and Project Management courses to adult professional students via in class facilitation and via the internet.

Education:

Degree: Master of Business Administration

August 2011 - December 2013

Purdue University, Hammond, IN

Degree: Bachelor of Science in Computer & Information Technology

August 2007 - May 2011

Concentration: Network Engineering Technology

Purdue University, West Lafayette, IN

Professional Certification(s):

- **Project Manager Professional** – Project Management Institute (December 2014 – December 2022)
- **SAFe Advanced Scrum Master** – Scaled Agile, Inc. (March 2018)
- **SAFe® 4 Certified Agilest** - Scaled Agile, Inc. – (February 2018)
- **Agile Certified Coach** – ICAgile (June 2017)
- **Certified Scrum Master** – Scrum Alliance (June 2017)
- **Agile Team Facilitation** – ICAgile (June 2017)
- **Team Kanban Practitioner** – Lean Kanban (November 2017)
- **ITIL Foundations V3** – Pink Elephant (2012)

Extra-Curricular Activities:

National Society of Black Engineers Conference

March 2018

- Attended the 54th Annual NSBE Conference on behalf of Allstate, a Fortune 100 company.

- Nominated as a high performing African American professional by the Allstate Project Management Office to help attract and recruit minorities.

Allstate Emerging Leaders Program

January 2017 – December 2017

- Nominated and successfully completed the Allstate Emerging Leaders program.
- Completed Allstate business case study with group of Emerging leaders from across the company representing different organizations.
- Developed a feasible solution to address a real-world scenario by utilizing Allstate core competencies and technology.



Ms. Eve Gomez came to the US as a young girl, eager to learn so much about a strange country. She was able to adapt rather quickly to the American culture and learn the English language. In her teenage years, she began to help her parents and siblings with interpretation and fill out any necessary forms and other necessary things, due to their language barrier. Ms. Gomez took a liking to helping people, because it was in her heart to make a difference. She attended a private High School of which she paid for most of her school tuition. Ms. Gomez felt that it was important to receive a good education and for her to succeed in that she had to get a job to help pay for it. She comes from a family of eight and she is second to the youngest, so it was exceedingly difficult for her father to afford three of her school years due to a huge layoff in the steel mill in Gary Indiana. In her junior year of high school, she started helping in the community at a night school with the children of migrant parents that were taking ESL classes (English as a second Language). She felt happy to be able to serve others.

Ms. Gomez was a young fascinating, energetic ball of fire. She has worked almost all her life. She worked since the age of 15yrs and paid for not only High School education but for her college education as well. As a young adult, she began to serve in the community and got involved in several nonprofit organizations. Ms. Gomez has served in leadership service through different committees with the local universities and city colleges.

She is always looking for ways to help improve the quality of life and education of others, especially important to help those that do not have a voice and make a difference.

EVE GOMEZ

P.O. BOX 869, East Chicago, In 46312 | Cell: 219-331-0701 |
evgomezenterprise@gmail.com

EDUCATION

Business Diploma. 1987, Andean High School
Assoc- Business Management, 1990, Robert Morris College
BA- Business Administration, 2006 – University of Phoenix

HONORS AND AWARDS

Trailblazer Award, The National Hook-Up of Black Women Inc, NWI, 2018
Received the award for my community work. Every year the awards are given to 3 nominees that are dedicated to improving the lives of women and their families through their community service.

Community Service Award, W.O.W. FEST (Greater Destiny Bible Church), 2015
Honorees are given awards from their dedication to the youth and the community during a Gospel Festival. It exists to be an effective voice and vehicle in change for the social and economic advancement of our surrounding community.

Humanitarian Award, The Mayor's Organization on Disabilities (MOD), 2014
Awards are given yearly to those who go above and beyond to help the citizens with disabilities of Gary Indiana.

PUBLICATIONS

LVH Magazine, *Forever Joseph Jackson* A Special Commemorative Limited Edition,
Article about myself and my experience in business. 2017

The Guardian LV newspaper, *"A Mother, Humanitarian, and a Helper"* an article about myself, 2019

Nueva Generacion/New Generation magazine -cover and story, 2019.

Anthology: *Dear Dad*, **"Daddy's Girl"** chapter, 10 – released October 2018

Latinos Count organization, "Latino Champions of NWI" video, November 2020

Anthology: Iron Sharpens Iron II, “**Perseverance: The Key to Resilience and Leading Through Challenging Times.**”, Chapter 8 released August 2021

TEDXGary Women – Speaker, Dec 2021, published February 2022

Autobiography: *The Real Eve in her Journey* to be January 2024

CONFERENCE PRESENTATIONS

Unitarian Universalist Community Church (UUC), speaker on “You Got it, Because God’s Got You” Park Forest, IL, 2019,

Women’s Conference, *11th Hour* women’s Group, Speaker “Rise Up” Niles, In, 2019

Women’s Conference, *Woman 2 Woman*, “Human Trafficking and Domestic Violence” East Chicago, In 2019

Diversity Business Symposium “Broken Crayons Still Color.”, Chicago IL, June 2019.

Mistress of Ceremony in numerous events since 2011- present

PROFESSIONAL SERVICE

Owner of EG Spanish Interpreter, LLC, Interpretations, and translations, 2012.

Radio personality with WLTH Radio, a bilingual talk show to inform, educate, empower the radio listeners, 2010- present.

Podcaster, “Moments of Inspirations and Motivation with E.V.E.” on iTunes, Spotify, Google Radio, Radio Public, to inspire and motivate her listeners. 2019 – present.

Podcaster, “The Face of a Hero” – October 2021 - Present

Podcaster, “Real Talk With E.V.E.” -March - Present

Editor in Chief – Ethereal Lifestyle Magazine, Dec 2021-present

COMMUNITY SERVICE

Advocate for the Latino community 1994 – present

Mentor, 1996 – present
Fundraising for local churches and other nonprofit organizations in Indiana and Illinois, partnerships with Higher Education.

Voice Talent, motivational speaker, radio personality, mistress of ceremony, and life coach.

PROFESSIONAL AFFILIATIONS

Thea Bowman Leadership Academy, Executive Board President, June 2022-

LULAC (League United Latin American Citizens) President of Chapter, Indiana #5315, 2019

SAFE (Safe Coalition for Human Rights) Director, 2018-2019

Rahab's Daughters Organization – Ambassador 2017-2023, Board Member July 2023-Present

The Crossing School of Business & Entrepreneurship, Advisory Board President & Vice Chair, May 2016 – March 2020

Junior Achievement NWI, Board Member, 2015 – present

Thea Bowman Leadership Academy, Executive Board Secretary, 2015- May 2022

HOPE (Hispanic Organization Promoting Excellence) Vice President, 2011- 2014

MOTTEP (Minority Organization Tissue Transplant Education Program) Board member. 2010 - 2018

HHCC (Hammond Hispanic Community Committee) Board member, 2007 - 2017

LANGUAGES

English: Fluent, Advanced Reading and Writing

Spanish: Native Language - Advance Reading and Writing

Helen M. Hill

Email: hhill17749@hotmail.com | Phone: 708-308-7687

PROFESSIONAL SUMMARY

A seasoned financial professional with experience in government accounting, audit, compliance risk management, budget, and contract management, identifying and implementing processes and controls, and cost saving improvements. Self-driven in establishing goals and objectives and achieving desired results.

COMPETENCIES

Leading, directing, and training people, building relationships, problem solving, critical thinking, analytics, listening, oral and written executive-level communications, process improvements, policy development, knowledge and interpretation of regulatory policies, and risk management. Knowledge of FAR/DFARS, CAS, SOX Compliance, COSO model and GAAP accounting.

EXPERIENCE

Cargill, Hammond, IN, January 2023 - Present

As the **Senior Financial Analyst**, I support the Plant Maintenance Manager in managing a \$30M budget. I am responsible for preparing the budget, forecasting, ensuring cost are properly recorded, month-end closing activities, planning, and monitoring capital spending, providing commentary to Senior Leadership on actuals vs budget, identifying, and reporting on the plant's process operations and performing special projects as assigned.

Progress Rail, a Caterpillar Company, LaGrange, IL, January 2021 to January 2023

As the **Manager of Government Contracts Compliance**, I managed a team that supported sales through the identification, mitigation, and resolution of Government contracts and associated risks within Caterpillar's Rail Division in alignment with compliance objectives. I provided guidance in connection with key compliance processes involved in the U.S. Government Contracts tendering process including, RFQ, Negotiation, and Contract Execution. I provided oversight over the risk assessment process that entailed monitoring and performing gap analysis of the Government contracts compliance program to ensure both the program and contract requirements were met in accordance with internal and external policy. I updated and developed policies and procedures. I collaborated with internal and external customers including the U.S. Federal Government, U.S. State & Local Government officials, and transit authorities. I worked in collaboration with Supply Chain to ensure identification, qualification, and inclusion of small and diverse business suppliers. I worked with the proposal teams to interpret small business requirements, prepared the small business plan and shortfall analysis. Thorough understanding of FAR and DBE requirements and I prepared and submitted reports to U.S. Government.

Boeing Company, Chicago, IL, June 2003 to November 2020

As an **Ethics and Compliance Advisor**, I supported the Compliance Risk Management team reporting to the CCO. I partnered with business unit and functional leadership across the enterprise to enhance the company's risk management process, assessed and designed measurable and effective systems, controls, processes, and policies that detect, monitor, flag and mitigate risks. I have a working knowledge of Anti-Kickback Statute, FCPA, Data Privacy laws and the COSO internal control framework.

As a **Sr. Government Accountant (Team Lead)** I reported to the Assistant Controller for Government Accounting. I led and developed a team of accountants responsible for overseeing Defense Contract Audit Agency audits, prepared, and submitted the annual \$1 billion Corporate incurred cost audit claim, supported request from the Defense Contract Management Agency and coordinated Forward Pricing Rate Proposals and submission of the annual Disclosure Statement. Served as the Subject Matter Expert providing FAR, CAS and DFARS guidance.

As **Budget Manager**, I managed a \$150 million budget, quarterly forecasting, financial reporting in accordance with GAAP, and cash management for the CEO and Human Resources Leadership Team. I prepared key messaging and provided recommendations to the Finance Leadership Team.

Northrop Grumman Information Systems, Herndon, VA, January 2001 to June 2003

As **Sr. Auditor, Corporate Internal Audit**, I reported to the Director of Internal Audit and managed a team of auditors in the planning and execution of financial, compliance, operational, SOX testing, due diligence reviews, and special investigations of potential fraud, waste, and abuse.

Motorola, Schaumburg, IL, **Manager, Budget & Compliance**, October 1999 to January 2001

U.S. Department of Justice, Office of Inspector General, Chicago, IL, **Sr. Auditor**, July 1997 to October 1999

EDUCATION

Keller Graduate School of Management, Tinley Park, IL; Master of Business Administration, emphasis in Accounting
Southern University, Baton Rouge, LA; Bachelor of Science Degree, Accounting
Villanova University, Online Certificates in Human Resources and Project Management

JASON E. BERES

336 S. 650 E.
Valparaiso, IN 46383
(219) 939-9987 work – (219) 898-8789 cell
jberes@datamine.net

QUALIFICATIONS:

Implementation of traditional and various progressive leadership styles

Proven ability to develop strategies allowing individual and group success in fast-paced, deadline oriented environment

Twenty-six years of web design, maintenance and planning experience. Twenty-two years of operations and corporate management experience.

Thirty-five years of editing and publishing experience with consistently increasing levels of responsibility in staff management, project coordination, development and implementation, account management, staff training, advertising sales and production, marketing campaign, copy writing and editing, digital / manual layout and design, and digital / manual photography. Mac and PC platforms.

EXPERIENCE:

Oct 2004 – present

In the House, Inc., Gary, IN

219-898-8789

Titles: Principal

Responsibilities: Real Estate property and asset/equity holding company responsible for renovation and improvement of both short and long-term investment properties in the Miller section of Gary.

Jan. 1999-present

DataMine, Gary, IN

219-939-9987

Titles: Webmaster / Project Manager / Operations Manager / President

Responsibilities/Accomplishments: Day –to-day operations/accounting management and decision-making. Manage team of full-time professionals. Maintain contact with growing client base of 300+ customers. Coordinate production of web sites. Proposal writing, editing and professional documentation. Assisting sales team with client meetings and follow up. Planning and consulting clients on web site architecture. Technical support. Developing and streamlining internal process workflow management systems. Tracking project status and billable time. Fluent in HTML, ASP, PHP, JavaScript, WordPress, WHM/cPanel, Plesk; Adobe Photoshop / InDesign / Acrobat; MS Office / Project / PowerPoint.

Oct. 1996-Jan. 1999

Eagle Services Corporation / DataMine Corporation, Chesterton, IN

Responsibilities: Writing, developing, and publishing marketing and PR materials. Developing and producing Web pages and graphics. Creation and maintenance of new and existing corporate documents. Purchasing of office and marketing supplies.

Aug.-Oct. 1996

BRQ QuickPrint, Valparaiso, IN

Responsibilities: Computer-aided graphic design for industrial, municipal, business and individual clientele. Pre-press camera-ready production, paste-up, etc. of newsletters, business cards, letterhead, envelopes, flyers, posters, resumes, NCR and standard forms.

Aug.1993-June 1996

Union Township School Corporation, Wheeler, IN

Responsibilities/Accomplishments: Management, supervision, mentoring and instruction of 7th, 10th, and 11th grade Language Arts students at all ability levels; coach, Varsity Girls' Track; advisor of yearbook, developed thematic Tech Prep units incorporating technology, redeveloped yearbook production method by introducing desktop publishing, increased size and scope of publication, concurrently reducing production cost by \$4,000 (30%) without increasing cost to public, doubled advertising revenue by streamlining lead lists, expanding territories, and creating a multi-level sales network, won two awards from Herff Jones, Inc. for excellence in production.

EDUCATION:**Saint Joseph's College, Rensselaer, IN**

B.S. English, cum laude, 1992

Continuing Education -graduate level coursework at Valparaiso University 1994

- Activities:*
- Design/layout and copy editor for Stuff (newspaper)
 - Measure (literary magazine)
 - Contact (alumni newsletter)
 - WPUM-FM
 - Varsity Track
 - Student Senate
 - Intramural Sports
 - Campus Ministry
- Honors:*
- Dean's List (3.8+) 5 of 8 semesters
 - Delta Epsilon Sigma
 - National Honor Fraternity
 - Saint Joseph's College Service Grant
 - Trustee's Scholarship
 - Blue Key
 - National Honor Society
 - Lilly Endowment

CURRENT ORGANIZATIONS:

- St. Paul Catholic Church, member/lector, 2006 - present
Regional Referral Group, president 2015 / 2016; 2019 / 2020 / 2021, member, 2015-present
Hobart Chamber of Commerce, Board of Directors, 2013 – present,
 - President 2022 and 2023USA Cares, IN Chapter, 2016
Thea Bowman Leadership Academy, Board of Directors, 2017 – present,
 - Vice Chair June 2023- present
 - Facilities Committee chair

CLIENTS:

Selected List of LOCAL Clients includes:

- City of Gary (www.gary.gov)
Gary/Chicago Airport (www.flyggy.com)
Gary Sanitary District (www.garysanitary.com)
Lakeshore, and Hobart Chambers of Commerce (www.lakeshorechamber.com, www.hobartchamber.com)
LakeshorePAWS (www.lakeshorepaws.com)
Powers and Sons Construction (www.powersandsons.com)

REFERENCES:

Clients listed above. Additional and personal references available upon request.

MICHELLE T. DICKERSON, MBA

773-991-7384 (cell)

mdickerson97@sbcglobal.net

www.linkedin.com/in/michelledickerson

SUMMARY

A *FINANCE EXECUTIVE* with extensive experience in leading high performance teams in driving financial analysis, process improvements, strategic planning and budgeting. Proven aptitude in building solid financial infrastructures boosting internal controls, best practices, regulatory compliance and costs reductions. Effective leadership in financial system implementations, due diligence analysis, risk assessments, auditing and treasury management. Leverages strong analytical and collaborative skills to evaluate efficiency, implement change and maximize outcomes. An enterprising and top-performing leader, who drives initiatives to support revenue growth and increase profitability.

EXPERIENCE

INDIANA UNIVERSITY NORTHWEST, Northwest, IN

Executive Director of Finance/CFO, 2016 – present

Serving on the Leadership Team reporting to the Chancellor of the Northwest Regional campus of Indiana University(IU). Provide strategic vision and direction, risk management and financial forecasting in alignment with the mission and goals of the University. Manage \$75million in total funds, representing general funds, restricted, designated, contracts and grants, scholarships and auxiliary enterprises. Oversee and direct financial and accounting operations, human resources and payroll, dining and food services. Develop annual operating and capital budgets. Monitor year end activities and ensure timely and accurate completion of fiscal analysis and projections. Implement sound policies and procedures for efficient operations and financial reporting. Follow and maintain best practices to minimize risks and adhere to IU standards. Participate in community engagement, art and civic projects servicing the Northwest Indiana Region. Promote collaborating efforts developed to increase student enrollment and retention and grow revenue. Committed to providing quality programs for student success and achievement and support for the enrichment of the community.

GATEWAY FOUNDATION, Inc., Chicago, Illinois

Vice President of Finance/CFO, 2014-2016

Reported to the CEO of a national \$90million dollar healthcare organization. Oversaw a team of 40, managing and directing the financial health of the organization, including financial reporting and analysis, accounting, treasury, budgeting & forecasting, payroll, tax reporting, auditing, accounts payable, procurement, accounts receivable, strategic planning, risk management, revenue-cycle management, and contract administration.

- Participated in strategic planning and business development initiatives resulting in annual revenue increases
- Collaborated in cross-functional contract efforts resulting in reduced costs and increased employee benefits.
- Supported process improvements to shorten the month-end close process.
- Directed initiatives to renegotiate high-dollar vendor contracts and achieve cost reductions in direct expenses.
- Assessed financial risks and compliance exposure for annual internal audit planning and performance.
- Boosted risk insurance coverage and countered premium increases, resulting in 2% savings.
- Reduced labor and supply cost of vendor payments through enhanced procedures and increased automation.
- Expanded reporting and analysis for write-offs, leading to improved classifications, follow-up and reductions.
- Developed strategic alliances targeting areas for evaluating efficiency, resulting in reducing risks and maximizing resources.
- Led P&L analysis and management to enhance budgeting and forecasting.
- Sponsored and participated on the project team challenged with the analysis, selection and implementation of new clinical intake and revenue cycle software.

Controller, 1997-2014

Collaborated in annual strategy and risk-analysis planning. Presented quarterly to audit committee and board of directors. Eliminated audit financial findings after standardizing and strengthening internal controls. Oversaw efforts for financial statement

reporting and analysis, tax reporting, payroll, and accounts payable, including 40 programs in multiple states and 100 funding sources. Managed a team of 15-plus, including four account managers.

- Reorganized staff and assignments reducing personnel expenses by 20%.
- Expanded tracking and monitoring tools for movement in investments, providing alerts for realignments and directing actions leading to higher returns on equity.
- Enhanced the organization and delivery of audit assignments, leading to reduced testing and 3% decrease in engagement fees.
- Contributed to due-diligence performance for a successful \$4,000,000 merger and acquisition.
- Increased staff engagement and achieved 98% retention through recognition and participation enhancements.
- Structured and guided the annual preparation of 990 tax returns for five legal entities.
- Built accrual methods, resulting in reduced swings in budget variances.
- Led finance project teams on general ledger (Microsoft Great Plains Dynamics), and payroll (Ulti-Pro) software implementations.
- Eliminated audit financial findings after standardizing and strengthening internal controls.
- Collaborated on ad-hoc leadership teams challenged to visualize industry growth, opportunities and changes.
- Implemented standard procedures, reducing learning curves and eliminating inconsistent practices.
- Developed cross-functional training initiatives, increasing skills and boosting efficiency.

ADDITIONAL EXPERIENCE

BUILDING BRIGHTER FUTURES (BBF) FAMILY SERVICES, Chicago, Illinois, **Director of Financial Operations**, 1992-1997. Grew program revenue by 10% with new program grants and contracts. Secured supplier diversity and discount initiatives, reducing direct expenses. Improved margins by 3% through department restructuring and expense-scaling.

CANTEEN CORPORATE, Chicago, Illinois, **Budget Manager**, 1991-1992.

MCDONALD'S CORPORATE, Oak Brook, Illinois, **Tax Analyst**, Payroll Tax; **Financial Analyst**, International Finance; **Lead Auditor**, Internal Audit, 1986-1991.

SYSTEMS

Microsoft suite, Advanced excel, Microsoft GP Dynamics, Ultipro, Kronos, Budget Planning software, Revenue Cycle software, Contract Management software

EDUCATION

NORTHWESTERN UNIVERSITY, KELLOGG GRADUATE SCHOOL OF MANAGEMENT, Evanston, Illinois
Master's of Business Administration

PURDUE UNIVERSITY, KRANNERT SCHOOL OF MANAGEMENT, West Lafayette, Indiana
B.S., Accounting

AFFILIATIONS

Habitat for Humanity

The Association Forum

Ladder Up

CFO Roundtable Chicago

Leaders of Tomorrow

CFO Leadership Council

Healthcare Financial Management

Institute of Management Accounting

CFO and Controller's Forum

ATTACHMENT

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97 **Corporate Seal:** The Foundation shall have no seal.

ARTICLE TEN: CONFLICT OF INTEREST

10.1 Each Director shall, prior to assuming his or her position, and annually thereafter, answer a questionnaire so as to disclose in writing to the Board of Directors and the Chairperson of any Committee on which he or she serves a list of all businesses or other organizations of which he or she is an officer, member, owner or employee, or for which he or she acts as an agent, with which the Foundation has, or might reasonably in the future enter into, a relationship or a transaction in which the member would have conflicting interests.

10.2 At such time, if any matter should come before the Board or any Committee thereof in such a way as to give rise to a conflict of interest, the affected member shall make known the potential conflict and, if advisable, withdraw from meeting for so long as the matter shall continue under discussion, except to answer any questions that might be asked of him or her. Should the matter be brought to a vote, the affected member shall not vote on it. In the event that, when advisable, he or she fails to withdraw voluntarily, the Chairman shall require that he or she remove himself or herself from the room during the discussion and vote on the matter.

10.3 Notwithstanding the above, the affected member shall bring to the attention of the Board of Directors any business transaction involving such a conflict of interest.

10.4 Any business transaction shall be presented to the Board or its appropriate Committee, with disclosure, for approval.

10.5 In appropriate instances, the Chairman of the Board of Directors may seek the advice of an independent professional on a conflict issue.

ARTICLE ELEVEN: MISCELLANEOUS PROVISIONS

11.1 These Bylaws may be amended by affirmative vote of two-thirds of the Directors present at any lawful meeting of the Board of Directors, provided that a copy of such proposed amendment shall have been given in the notice calling the meeting.

11.2 The parliamentary procedure of the Foundation, Board of Directors, Executive Committee and all other Committees established hereunder shall be governed by the most recent revised edition of Robert's Rules of Order unless contrary to the procedure set forth in these Bylaws. In case of conflict, the rules established by these Bylaws shall prevail.

11.3 Organizer and the Board of Directors will comply with the Indiana Open Door Law.

11.4 Directors are prohibited from taking action by written consent other than at a meeting held in compliance with the Indiana Open Door Law.

11.5 It is prohibited for any individual to serve on the board if the individual or a spouse or immediate family member has a direct or indirect ownership, employment, contractual, or

ATTACHMENT

8

EDUCATION SERVICES PROVIDER AGREEMENT

This Education Services Provider Agreement (the “Agreement”) is made and entered into as of **_July 15, 2022_** by and between **Entrepreneurial Ventures in Education** (“EVE”), a Massachusetts based non-profit corporation, and Drexel Foundation for Educational Excellence Inc. d/b/a Thea Bowman Leadership Academy (“TBLA”) and together with EVE, the “Parties”).

WHEREAS, TBLA operates under the direction of a Board of Directors (the “Board”) and is authorized pursuant to a contract (the “Charter Contract”) issued by Education One, LLC (“Authorizer” or “Sponsor”).

WHEREAS, EVE is a Massachusetts based non-profit corporation authorized to transact business in the State of Indiana, and providing direct educational services to public school academies. EVE has the ability to implement a comprehensive educational program and training methodologies for TBLA; and

WHEREAS, TBLA desires to engage EVE to perform those services as a direct educational service provider pursuant to this Agreement.

WHEREAS, it is intended that TBLA shall accomplish its mission by utilizing the services of EVE. TBLA hereby acknowledges this intent and approves this Agreement for direct educational services of TBLA by EVE.

WHEREAS, EVE desires to perform the services as a direct educational service provider pursuant to this Agreement.

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

ARTICLE I:

CONTRACTUAL RELATIONSHIP

A. **Authority.** TBLA has been granted the Charter Contract by the Authorizer to organize and operate a public charter school, together with the powers necessary or desirable for carrying out the educational program set forth in the Charter Contract. TBLA has been directed to contract with an organization to provide educational services, provided that the management agreement shall comply with the authorizer’s educational services provider requirements (the “ESP Requirements”).

B. **Contract.** Acting under and in the exercise of such authority, TBLA hereby contracts with EVE for specified functions relating to the provision of direct educational services and school turnaround activities of TBLA.

C. **Status of the Parties.** EVE is a Massachusetts non-profit corporation and is not a division or a part of TBLA. TBLA is a public charter school authorized by the Indiana Code, and is not a division or part of EVE. The relationship between EVE and TBLA is based solely on the terms of this Agreement. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and that, except as

expressly set forth by this Agreement is that of an independent contractor, and that, except as expressly set forth in paragraph D below, no employee of EVE shall be deemed to be an agent of TBLA. EVE is solely responsible for its acts and the acts of its agents, employees, and subcontractors. Employees of EVE, even those assigned to work exclusively at TBLA, are not employees of TBLA.

D. Designation of School Officials for Purposes of FERPA. Agents and employees of EVE having a legitimate educational interest in student record information, are hereby designated by the Board as “school officials” of TBLA such that they are authorized access to educational records of the TBLA’ students under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (“FERPA”). “Legitimate educational interest” shall be defined as having a responsibility for helping the student achieve one (1) or more of the educational goals of TBLA or if the record is necessary in order for the employee to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student’s family. Except as set forth in this paragraph D, no agent or employee of EVE shall be deemed to be an agent of TBLA.

E. Retained Authority. The board shall retain the authority (and collaborate with EVE) to be responsible for, setting and approving reasonable rules, regulations, policies and procedures relative to broad school policies, including the budget, student conduct, special education, student recruitment and dispute resolution procedures. The board shall establish a committee to work with EVE staff on the development of such policies and procedures.

ARTICLE II:

WARRANTIES AND REPRESENTATIONS

A. Representation. TBLA represents that it has the authority under State law to execute, deliver, and perform this Agreement, to incur obligations provided for under this Agreement, to incur obligations provided for under this Agreement and to contract with EVE for EVE to provide the services set forth in this Agreement on behalf of the school.

B. Certification As to Pending Claims. TBLA certifies that, as of the date of this Agreement, there are no pending actions, claims, suits, or proceedings, to the knowledge of the School, threatened or reasonably anticipated against or affecting the School, which if adversely determined, would have a material adverse effect on the ability of the Charter School to perform its obligations under this Agreement. Further, the School warrants that the information in has furnished EVE concerning the Schools’ facilities, finances, revenues, student enrollment and staffing is accurate and the latest information available at the time of the execution of this Agreement.

C. Certification As to Pending Claims. EVE certifies that, as of the date of this Agreement, there are no pending actions, claims, suits, or proceedings, to the knowledge of the ESP, threatened or reasonably anticipated against or affecting EVE which if adversely determined, would have a material adverse effect on the ability of the EVE to perform its obligations under this Agreement.

D. **Authority of EVE.** EVE represents and warrants that it is a non-profit corporation organized and existing under the laws of the State of Massachusetts, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

ARTICLE III:

TERM

A. **Term.** This Agreement shall become effective July 1, 2022 and shall expire on June 30, 2025. However, the term of this Agreement is subject to a continued Charter Contract from the Authorizer and continued state per capita funding.

B. **Renewal.** Upon renewal of a Charter Contract, this Agreement shall be automatically renewed. The renewal period shall be co-terminous with the new Charter Agreement, unless either party provides written notice of its intent to terminate or renegotiate to the other at least one hundred and eighty (180) days prior to expiration of the Agreement. The renewal Agreement shall subject to a continued Charter Contract from the Authorizer and continued state per capita funding.

ARTICLE IV:

FUNCTIONS OF EVE

A. **Responsibility.** Under the direction of the Board, EVE shall be responsible for providing direct educational services to TBLA. Such functions include but are not limited to:

1. Implementation and administration of the educational program;
2. Budget preparation, including preparing the annual budget as set forth in this Article and amended budgets throughout the year, as necessary, and financial management services, as defined in this Agreement;
3. Student recruitment planning, strategy and execution;
4. Acquisition of instructional and non-instructional material, equipment and supplies and the maintenance of an inventory system of all equipment;
5. Recruitment, selection and supervision of all teachers and staff and the personnel management services (training, coaching, and technical assistance) necessary to support those employees;
6. Supervision of the school support services programs including food service and facilities maintenance;
7. Preparation of required authorizer, local, state, and federal reports with prior review by the Board;
8. Information and technology system management;

9. Preparation of applications for grants and special programs as requested by the Board; Processing funding applications for special programs and facility improvements as requested by the Board;
10. Administration and coordination of extra-curricular and co-curricular activities and programs;
11. Development of critical processes and procedures governing operations of the School as determined by the Parties and as approved by the Board;
12. Provision of special education and English Language Learners services to students who attend the School in conformity with the requirements of applicable law, regulations and Board policies;
13. Participation in strategic planning with the board for the continuing educational and financial benefit of the School;
14. Implementation and enforcement of student codes of conduct;
15. Coordination of community relations activities;
16. Any other function necessary or expedient for the administration of the School with prior approval from the Board.

B. Educational Goals and Program. EVE shall implement the educational goals and programs set forth in the Charter Contract, including, but not limited to, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade classifications for pupils to be enrolled, and methods to be used to monitor performance towards targeted educational outcomes. In the event that EVE determines that it is advisable to modify the educational goals and programs set forth in the Charter Contract, EVE will provide written notification to the Board specifying the changes it recommends and the reasons for the proposed changes. No changes in the educational goals and programs shall be implemented without the prior written approval of the Board and a Charter Contract amendment approved by the Board and Authorizer. EVE shall provide the Board with periodic written reports specifying the level of achievement of each of the School's educational goals set forth in the Charter Contract and detailing its plan for meeting any educational goals that are not being attained, such reports to be submitted on a regular periodic basis and upon request of the Board.

C. Subcontracts. It is anticipated that EVE will utilize subcontracts to provide some of the services it is required to provide to the School under this Agreement. EVE may not subcontract the management, oversight, or operation of the teaching and instructional program without the specific prior written approval of the Board. Except as described in the previous sentence, Board approval of subcontracts is not required unless the cost for these subcontracted services exceeds the funds appropriated for that purpose of the School's approved budget or Board approval is required by the Charter Contract or by the Board's procurement policy. EVE will receive no additional fee as a result of subcontracting of any services, all of which shall be provided without markup.

D. Place of Performance. Instructional services other than field trips will normally be performed at the facilities of the School. EVE may perform functions other than instruction, such as purchasing, professional development, and administrative functions at off-site locations, unless prohibited by applicable law. The School shall provide EVE with the necessary office space at the sites to perform all services described in this Agreement.

If the School should expand to other locations in the future, such expansion will be accomplished by amendments to this Agreement and the Charter Contract.

E. Acquisitions. Where applicable, all acquisitions made by EVE for the School using any funds belonging to the School, including, but not limited to, instructional materials, equipment, supplies, furniture, computers, and other technology, shall be owned by and remain the property of the School. EVE will not add any fees or charges to the cost of the equipment, materials, and supplies purchased from third Parties when it seeks reimbursement for the cost of these acquisitions from the School. All supplies, materials, and equipment procured for the School by EVE shall be inventoried by an acceptable method of inventory, and an inventory of the School equipment shall be maintained so that it can be clearly established which property belongs to the School.

F. Pupil Performance Standards and Evaluation. EVE is responsible for and accountable to the Board for the performance of students who attend the School. EVE shall implement pupil performance evaluations which permit evaluation of the educational progress of each student, using measures of student and school performance required by the Charter Contract and such additional measures as shall be mutually agreed upon between the Board and EVE, which are consistent with the Charter Contract.

G. Student Recruitment. EVE shall be responsible for the recruitment of students subject to the provisions of the Charter Contract and the policies adopted by the Board. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with the Code and other applicable law. EVE shall follow all applicable procedures regarding student recruitment, enrollment, and lottery management, and shall be responsible for publication of appropriate public notices and scheduling of open houses, as may be required.

H. Student Due Process Hearings. EVE shall provide students with procedural and substantive due process in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records, to the degree that it is consistent with the School's own obligations. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.

I. Legal Requirements. EVE shall provide educational programs that meet the requirements imposed under the Code and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. The Board shall adopt rules, regulations, and procedures applicable to the School, and EVE is directed to enforce the rules, regulations, and procedures adopted by the School. EVE shall assist the Board in its policy making function by

recommending the adoption of reasonable rules, regulations, and procedures applicable to the School.

K. **School Year and School Day.** The school year and the school day shall be as provided in the Charter Contract and as defined annually by the Board.

L. **Authority.** EVE shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law.

M. **Charter Contract with Authorizer.** EVE will not act in a manner that will cause the School to be in breach of its Charter Contract with the Authorizer.

N. **Additional Programs.** The services provided by EVE to the School under this Agreement include, but are not limited to, providing the educational program described in the Charter Contract, as the same may change from time to time. The Board may decide to provide additional programs, including, but not limited to, summer school. The School may also purchase additional services from EVE at a mutually agreeable cost.

O. **Academy Financial Health.** EVE shall work with the school's treasurer to do all things reasonably and professionally required to prevent the Schools' finances from experiencing any operating or fund balance deficits and shall do all things reasonably and professionally required to keep the School solvent.

P. **Compliance with the Charter Contract and ESP Requirements.** EVE agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the School's obligations under the Charter Contract, the ESP Requirements and applicable law. The provisions of the Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement. Any action or inaction by EVE that is not cured within sixty (60) days of notice thereof which causes the Charter Contract to be revoked, terminated, or suspended or which causes the Charter Contract to be put in jeopardy of revocation, termination, or suspension by the Authorizer is a material breach of this Agreement by EVE.

ARTICLE V:

OBLIGATIONS OF THE BOARD

A. **Board Policy Authority.** The Board is responsible for determining the fiscal and academic policies that will govern the operation of the School, including, but not limited to, policies relative to the conduct of students while in attendance at, or en route to, school, and policies and regulations governing the procurement of supplies, materials, and equipment to be used at the School. The Board shall exercise good faith in considering the recommendations of EVE on issues including, but not limited to, policies, rules, regulations, procedures, curriculum, and budgets, subject to the constraints of law and the requirements of the Charter Contract.

B. Building Facility. The Board is responsible for the acquisition by either purchase or lease of building facilities that comply with all of the requirements of the Charter Contract and applicable law.

C. School Employees. The Board may employ such employees as it deems necessary. The cost to employ School employees shall be paid by the Board.

B. Educational Consultants. The Board may retain an educational consultant or consultants to review the operations of the School and the performance of EVE under this Agreement. EVE shall cooperate with the educational consultant or consultants and shall provide those individuals with prompt access to records, facilities, and information as if such requests came directly from the Board. EVE shall have no authority to select, evaluate, assign, supervise, or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.

C. Legal Counsel. The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Charter Contract, this Agreement, and applicable law. Such legal counsel shall advise on the negotiation of this Agreement and shall not represent EVE or any EVE owner(s), director(s), officer(s), or employee(s). While the Board's counsel and EVE's counsel may meet and confer on issues, the Board shall not seek direct advisement from EVE's legal counsel.

D. Audit. The Board shall select and retain the independent auditor to perform the annual financial audit in accordance with the Charter Contract and applicable state law.

E. Budget. The Board is responsible for adopting a budget in accordance with the relevant provisions of the Indiana Code and asserts that it has adequate resources to fulfill its obligations under the Charter Contract, including, but not limited to, its oversight of EVE, the organization of the School, negotiation of the Charter Contract and any amendments, payment of employee costs, insurance required under the Charter Contract and this Agreement, the annual financial audit, and retention of the Board's legal counsel and consultants. In addition, the Board is responsible for determining the budget reserve amount included as part of the School's annual budget, for implementing fiscal policies that will assist the School in attaining the stated budget reserve amount, and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board.

F. School Funds. The Board shall determine the depository institution of all funds received by the School. All funds received by the School shall be deposited in the School's depository account. All interest or investment earnings on deposits shall accrue to the School. The Board shall pay its obligations under this Agreement on a consistent and timely basis.

G. **Building Facility.** The Board is responsible for the acquisition by either purchase or lease of building facilities that comply with all of the requirements of the Charter Contract and applicable law.

H. **School Employees.** The Board may employ such employees as it deems necessary. The cost to employ School employees shall be paid by the Board.

I. **Educational Consultants.** The Board may retain an educational consultant or consultants to review the operations of the School and the performance of EVE under this Agreement. EVE shall cooperate with the educational consultant or consultants and shall provide those individuals with prompt access to records, facilities, and information as if such requests came directly from the Board. EVE shall have no authority to select, evaluate, assign, supervise, or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.

J. **Legal Counsel.** The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Charter Contract, this Agreement, and applicable law. Such legal counsel shall advise on the negotiation of this Agreement and shall not represent EVE or any EVE owner(s), director(s), officer(s), or employee(s). While the Board's counsel and EVE's counsel may meet and confer on issues, the Board shall not seek direct advisement from EVE's legal counsel.

K. **Audit.** The Board shall select and retain the independent auditor to perform the annual financial audit in accordance with the Charter Contract and applicable state law.

L. **Budget.** The Board is responsible for adopting a budget in accordance with the relevant provisions of the Indiana Code and asserts that it has adequate resources to fulfill its obligations under the Charter Contract, including, but not limited to, its oversight of EVE, the organization of the School, negotiation of the Charter Contract and any amendments, payment of employee costs, insurance required under the Charter Contract and this Agreement, the annual financial audit, and retention of the Board's legal counsel and consultants. In addition, the Board is responsible for determining the budget reserve amount included as part of the School's annual budget, for implementing fiscal policies that will assist the School in attaining the stated budget reserve amount, and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board.

M. **School Funds.** The Board shall determine the depository institution of all funds received by the School. All funds received by the School shall be deposited in the School's depository account. All interest or investment earnings on deposits shall accrue to the School. The Board shall pay its obligations under this Agreement on a consistent and timely basis.

N. **Governmental Immunity.** The Board shall have the sole power to determine when to assert, waive, or not waive its governmental immunity.

O. **Charter Contract with Authorizer.** The Board will not act in a manner in which will cause the School to be in breach of its Charter Contract with the Authorizer.

P. **Evaluation of EVE.** The Board will evaluate the performance of EVE to provide EVE with an understanding of the Board's view of its performance under this Agreement. All evaluations conducted by the Board or a representative of the Board will be provided to EVE in writing, no later than thirty (30) days following the conclusion of the evaluation. EVE will be provided thirty (30) days to respond to the evaluation in writing, if it wishes to do so. Special evaluations may occur at any time at the discretion of the Board.

ARTICLE VI:

FINANCIAL ARRANGEMENT

A. **School's Source of Funding.** The major source of funding for the School is State School Aid received pursuant to statutory requirements. State School Aid payments are based upon the number of students enrolled in the School. The School will also receive other payments as may be available from state and federal sources for specific programs and services.

B. **Other Revenue Sources.** In order to supplement and enhance the State School Aid payments and improve the quality of education at the School, the Board and EVE, with prior Board approval, shall endeavor to obtain revenue from other sources. In this regard:

1. The School and/or EVE shall solicit and receive donations consistent with the mission of the School.
2. The School and/or EVE may apply for and receive grant money, in the name of the School. EVE shall provide advance written notification to the Board of any grant applications it intends to make.
3. To the extent permitted under the Code, EVE may charge fees to students for extra services such as summer programs, after school programs, and athletics, and EVE may charge non-School students who participate in such programs.
4. All funds received by EVE or the School from such other revenue sources shall inure to and be deemed the property of the School.

C. **Compensation for Services.** The School shall pay EVE an annual management fee for each school year during the term of this Agreement. The amount of this annual fee shall be twelve percent (12%) of the sum of: (a) all funds the School receives directly or indirectly under Paragraph A attributable to the school year during which EVE provides services under this Agreement less amounts retained by the Authorizer, plus (b) all funds that the School receives directly or indirectly under Paragraph B (except for individual donations, obtained without the assistance of EVE, that are made to the School).

EVE's annual management fee shall be paid in twelve (12) installments-for the school year of TBLA during which EVE provides services under this Agreement. EVE will cooperate with the School to modify the exact date of any monthly installment payment to coordinate with the timing of the funds received by the School, provided that all monthly installment payments must be remitted within thirty (30) days of the original payment date of such monthly installment payment.

D. Reasonable Compensation. EVE's compensation under this Agreement is reasonable compensation for services rendered. Management fees shall be reasonably related to the services performed as outlined. EVE's compensation for services under this Agreement is not based, in whole or in part, on a share of net profits from the operation of the School.

E. Payment of Educational Program Costs. Where applicable, in addition to the School's obligation to reimburse EVE for the compensation of certain EVE employees under Article VI, all costs reasonably incurred in providing the educational programs at the School shall be paid by the School in accordance with the annual budget approved by the Board. Such costs shall include, but shall not be limited to, curriculum materials, professional learning and development required by the state or other governmental entities, textbooks, library books, computers and other equipment, software, and supplies utilized at the School for educational purposes, services provided pursuant to subcontract, building payments, maintenance, utilities, capital improvements, and marketing and development costs. Marketing and development costs paid by or charged to the School shall be limited to those costs specific to the School program and shall not include any costs for the marketing and development of EVE. The Board shall pay or reimburse EVE monthly for approved fees and expenses upon properly presented documentation and approval by the Board. In paying costs on behalf of the School, EVE shall not charge any additional amounts or markups. Any costs reimbursed to EVE that are determined by the independent audit not to be reasonably incurred on behalf of the educational program of the School shall be promptly returned to the School by EVE. No corporate costs of EVE shall be charged to or reimbursed by the School.

F. EVE Costs. The annual management fee set forth in Article VI, Section C is intended to compensate EVE for all expenses it incurs for the administrative, and management services EVE is required to provide under this Agreement, including, but not limited to, expenses associated with board support, employee recruitment, hiring, and training, and compliance. EVE will provide sufficient professional and non-professional staff in these areas and is responsible for their compensation. Where applicable, the costs to be paid by EVE under this Paragraph do not include payments for personnel provided pursuant to Article VI (B), (C), and (D) that are to be reimbursed by the School under Article VII (A) or educational program costs under Article V (E).

G. Other Public School Academies. The School acknowledges that EVE has entered, or will enter into, management agreements with other public/charter school academies. EVE shall separately account for reimbursable expenses incurred on behalf of the School and other public school academies, and only charge the School for expenses incurred on behalf of the School. EVE must maintain separate accounts for the receipt of the School funds and payment of expenses. Comingling of the School funds with EVE funds or funds of other schools is strictly prohibited.

H. **No Other Financial Relationships.** Other than the financial arrangements described in this Agreement, EVE and the School shall have no other financial relationships. No lease, promissory notes or other negotiable instruments, lease-purchase agreements, or other financing agreements between the School and EVE shall be permitted, and such arrangements are strictly prohibited.

I. **Access to Records.** EVE shall keep accurate records pertaining to its operation of the School, together with all the School records prepared by or in the possession of EVE (the “Records”), and retain all of these records in accordance with applicable state and federal law and the ESP Requirements. Educational, operational, and student records that are now or may in the future come into the possession of EVE remain the School’s records and are required to be returned by EVE to the School upon demand, provided that EVE may retain copies of records necessary to document the services provided to the School and its actions under the Agreement. The Parties shall maintain the proper confidentiality of personnel, student, and other records as required by law. All School records shall be physically or electronically available, upon request, at the School’s physical facilities. The educational, operational, and student records pertaining to the School are public documents subject to disclosure in accordance with the provisions of applicable law. This Agreement shall not be construed to restrict the Authorizer’s or the public’s access to these records under applicable law or the Charter Contract.

J. **Audit Report Information.** EVE will make all of the School’s Records available to the independent auditor selected by the Board. EVE staff will fully cooperate with said independent auditor.

K. **Bankruptcy of ESP Principal or Officer.** EVE shall notify the School’s Board if any principal or officer of EVE, or EVE (including any related organizations or organizations in which a principal or officer of EVE served as a principal or officer) as a corporate entity, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

L. **Conflict of Interest.** EVE shall have a written conflict of interest policy, a copy of which shall be made available to the Board upon request. EVE shall not execute contracts with any third Parties for services to be provided to or on behalf of the School where there is a conflict of interest between EVE and the third party.

ARTICLE VII:

PERSONNEL AND TRAINING

A. **Personnel Responsibility.** EVE is responsible for providing the School with qualified administrators and teachers, instructional support, pupil support, food service, secretarial, security, and other staff required to operate the School within the staffing and compensation levels approved by the Board in its annual budget (the “School Employees”). EVE shall have the authority to select, evaluate, assign, discipline, transfer, and terminate the employment of all School Employees, with the exception of the Board employees, if any, consistent with applicable law and the provisions of this Agreement. EVE, in its sole discretion, may use an employee leasing agency (the “Leasing Agency”) to provide the School Employees; such School Employees will be employees of the leasing agency. Prior to the first payroll, EVE will provide the Board with a detailed listing of the anticipated compensation and fringe benefit costs for all School Employees.

1. **School Leadership.** EVE shall select and hire qualified principal and other personnel to perform services at the School. The Principal shall be the main educator on site and shall be an employee of the Board. Regardless of whether the Principal is an employee of the Board or the EVE, EVE shall be the Principal’s supervisor and shall hold Principal accountable for the results and day-to-day educational operations of the School. The Board shall approve and ratify all school leader contracts, as well as EVE’s recommendation for termination. The Board as a whole shall approve and ratify the Principal’s contract pursuant to its delegation of this responsibility to EVE, and as employer of the Principal.
2. **Teachers.** As part of the annual budgeting process, EVE shall make a recommendation to the Board regarding the number of teachers and the applicable grade levels and subjects required for the operation of the School pursuant to the Charter Contract. EVE shall provide the School with such teachers, qualified in the grade levels and subjects required, as are required by the School. The Board, however, shall ultimately decide the number of teachers, the applicable grade levels, and subjects taught at School as prescribed in the Charter Contract. Teachers shall be employed by TBLA. Each teacher assigned to or retained by the School shall hold a license or permit required by Indiana law and applicable to charter schools.

3. **Support Staff.** As part of the annual budgeting process, EVE shall make a recommendation to the Board regarding the number of support staff required for the operation of the School pursuant to the Charter Contract. EVE shall provide the School with such support staff, qualified in the areas required, as are required by the School. Such support staff may, in the discretion of EVE, work at the School on a full or part-time basis. If assigned to the School on a part-time basis, such support staff may also work at other schools operated by EVE in the same city. Each support staff employee assigned to or retained by the School shall have received the training and hold the certificates, degrees, or licenses legally required for the position to which they are assigned under the Code and the Every Student Succeeds Act.

B. Payroll. Where applicable, the Board will reimburse EVE for the cost of the salaries, fringe benefits, and social security withholdings of employees assigned to the School, provided that these costs are not higher than anticipated and approved in the annual budget. At the request of the Board, EVE will provide payroll services for employees of the Board. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook, shall be maintained physically on site or be directly accessible at all the Schools' facilities. Neither EVE, nor the leasing agency shall execute contracts with its staff assigned to the School that contain non-compete agreements of any nature.

C. Criminal Background Checks. EVE agrees that no individuals shall be assigned to perform any services under this Agreement that has not cleared the requisite criminal background check pursuant to applicable Indiana Code. The Board may require that the results of criminal background checks are received, reviewed, and used (subject to a verification process) by a qualified governmental employee acting on behalf of the School and/or the Board, only as permitted by law to confirm that the individual does not have a criminal history in violation of the Code. The Board shall require the qualified governmental employee to provide a letter with a determination for assignment indicating if the individual is in compliance with the requirements of the Code or not. EVE shall not assign to the School any individual for whom EVE has received determination of non-assignment.

D. Training. EVE shall ensure training is provided to the School Leader, teachers, and paraprofessionals on a regular and continuing basis and shall insure that School Employees receive all training required by law. The School Leader, teachers, paraprofessionals, and other support staff employees shall receive such other training as EVE determines is reasonable and necessary under the circumstances.

ARTICLE VIII:

TERMINATION OF AGREEMENT

A. Termination by the School for Cause. This Agreement may be terminated by the School for cause prior to the end of the term specified in Article III in the event that EVE

should fail to remedy a material breach within a period reasonable under the circumstances, which shall not be longer than sixty (60) days after formal notice from the School. A material breach by EVE may include, but is not limited to, a finding by the Authorizer that the ESP jeopardized the School's Charter Contract or the ESP violated applicable law. In order to terminate this Agreement for cause, the Board is required to provide EVE with written notification of the facts it considers to constitute material breach and the period of time within which EVE has to remedy this breach. After the period to remedy the material breach has expired and if EVE has not substantially cured the breach, the Board may terminate this Agreement by providing EVE with written notification of termination. However, if EVE has substantially cured the issue, the contract remains in full force and effect. If the Parties do not agree upon whether a breach of contract has in fact occurred, the Parties shall submit to a dispute resolution process as outlined in Article XIII, section L below.

B. Termination by EVE for Cause. This Agreement may be terminated by EVE for cause prior to the end of the term specified in Article III in the event the School fails to remedy a material breach within a period reasonable under the circumstances, which shall not be longer than sixty (60) days after notice from EVE. A material breach by the School may include, but is not limited to, a failure to carry out its responsibilities under this Agreement, such as a failure to make payments to EVE as required by this Agreement; a failure to give consideration to the recommendations of EVE regarding the operation of the School; or violating the Charter Contract or applicable law. In order to terminate this Agreement for cause, EVE is required to provide the Board with written notification of the facts it considers to constitute material breach and the period of time within which the School has to remedy this breach. After the period to remedy the material breach has expired, EVE may terminate this Agreement by providing the Board with written notification of termination.

C. Termination by Loss of Charter Contract. This Agreement shall automatically terminate in the event that the School no longer possesses a Charter Contract to operate a public school academy, including, but not limited to, a termination or revocation of the Charter Contract or a failure to renew an existing Charter Contract.

D. Authorizer Required Termination or Amendment. This Agreement shall be terminated or amended with no cost or penalty to the School, and no recourse to the Authorizer or any third party affiliated with or engaged by Authorizer, by EVE or any subcontracted person or entity of EVE, in the event the Authorizer determines to exercise its prerogative under the Charter Contract to require the termination or amendment of this Agreement.

E. Change in Law. If any federal, state, or local law, regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice to the other, may request renegotiation of the Agreement. If the Parties are unable or unwilling to renegotiate the terms within ninety (90) days after said notice, the party requesting the renegotiation may terminate this Agreement on one hundred-twenty (120) days further written notice.

F. Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article III, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year in which this Agreement was terminated.

G. **Rights to Property upon Termination.** Upon termination of this Agreement, anything purchased with state school aid funds (or other School funds) shall remain the exclusive property of the School. EVE shall have the right to reclaim any usable property or equipment (including, but not limited to, desks, computers, copying machines, fax machines, and telephones) that were purchased by EVE with EVE funds. Fixtures and building alterations or any kind are the sole property of the School.

H. **Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, EVE shall provide the School reasonable assistance for up to ninety (90) days after the effective date of the termination to allow a transition back to a regular school program or to transition to another education service provider. EVE may charge a reasonable fee for such services, which shall be no higher on a per month basis than the average standard monthly fee paid during the regular term of this Agreement. Upon termination, EVE shall without charge: (i) organize and prepare the School's records for transition to a new ESP, if any and (ii) organize and prepare student records for transition to a new ESP.

ARTICLE IX:

PROPRIETARY INFORMATION

A. **Copyright and Proprietary Information.** All instructional materials, training materials, curriculum, lesson plans, and any other materials developed by EVE, its employees, agents, or subcontractors, or by any individual working for or supervised by EVE, which (i) were directly developed and paid for by the School, or (ii) were developed by EVE at the direction of the Board using School funds, shall be considered "work made for hire" as such term defined in Section 101 of the Copyright Act, 17 U. S. Code, Section 101 and the School shall own all copyright and other proprietary rights to such instructional materials, training materials, curriculum, lesson plans, and any other materials.

B. **Required Disclosure.** The School shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to the Authorizer and to the Indiana Department of Education, which teaching techniques or methods may thereafter be made available to the public.

ARTICLE X:

INDEMNIFICATION

A. **Indemnification of EVE.** To the extent permitted by law, the School shall indemnify and hold EVE (which term for purposes of this Paragraph A, includes EVE's officers, directors, and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, employment of former employees, prior relationships with vendors and any noncompliance by the School with any agreements,

covenants, warranties, or undertakings of the School contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, and to the extent permitted by law, the School shall reimburse EVE for any and all reasonable legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this Paragraph may be met by the purchase of insurance in a form and amounts acceptable to EVE.

B. Limitations of Liabilities. The School may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

C. Indemnification of the School. EVE shall indemnify and hold the School (which term for purposes of this Paragraph C, includes the School's officers, directors, agents, and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by EVE with any agreements, covenants, warranties, or undertakings of EVE contained in or made pursuant to this Agreement and any misrepresentation or breach of the representations and warranties of EVE contained in or made pursuant to this Agreement. In addition, EVE shall reimburse the School for any and all reasonable legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the School.

D. Indemnification for Negligence. To the extent permitted by law, the School shall indemnify and hold harmless EVE, and EVE's Owners, Board of Directors, partners, officers, employees, agents, and representatives, from any and all claims and liabilities which EVE may incur and which arise out of the negligence or intentional activity of the School's directors, officers, employees, agents, or representatives. EVE shall indemnify and hold harmless the School, and the School's Board, officers, employees, agents, and representatives, from any and all claims and liabilities which the School may incur and which arise out of the negligence or intentional activity of EVE's owner, directors, officers, employees, agents, or representatives.

ARTICLE XI:

INSURANCE

A. Insurance for the School. The School shall secure and maintain such policies of insurance as required by and the Charter Contract. This coverage shall include the building and related capital facilities if they are the property of the School. The School shall maintain such insurance in amounts and on such terms as required by the provisions of the Charter Contract, including the indemnification of EVE required by this Agreement. The School shall, upon request, present evidence to EVE that it maintains the requisite insurance in compliance with the provisions of this paragraph. EVE shall comply with any information or reporting requirements applicable to the School under its policy with its insurer(s), to the extent practicable.

B. Insurance for EVE. EVE shall secure and maintain such policies of insurance as required by the Authorizer and the Charter Contract, with the School and Authorizer listed as

additional insureds. EVE shall maintain such insurance in amounts and on such terms as are reasonably acceptable to the School and as required by the provisions of the Charter Contract, including the indemnification of the School required by this Agreement. EVE shall, upon request, present evidence to the School and Authorizer that it maintains the requisite insurance in compliance with the provisions of this paragraph. The School shall comply with any information or reporting requirements applicable to EVE under EVE's policy with its insurer(s), to the extent practicable. Any policy of insurance maintained by EVE must include coverage for sexual molestation or abuse, must name the Authorizer as an additional, named insured, and shall not be changed, revoked, or modified absent thirty (30) days' notice to the Authorizer. In the event the Authorizer modifies the level, type, scope, or other aspects of such coverage, then EVE shall undertake like and similar modifications within thirty (30) days of being notified of such change.

C. **Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance when and as required by law, covering their respective employees.

ARTICLE XII:

COMPLIANCE WITH CHARTER CONTRACT

A. **Charter Contract.** The Parties hereby agree to comply with the Charter Contract and the ESP Requirements.

B. **School Board Due Diligence.** The Board hereby agrees to perform the necessary due diligence of EVE and provide all information to the Authorizer pursuant to the ESP Policies, if any.

C. **School Board Members.** All School Board members and their respective spouses and immediate family members hereby agree that they do not have any direct or indirect ownership, employment, contractual or management interest in EVE. The relationship between the School and EVE shall be consistent with the conflicts of interest and prohibited familial relationship provisions set forth in the Charter Contract and applicable law.

D. **ESP Agreement.** This Agreement is an arms-length, negotiated agreement between an informed Board and EVE. The Board shall not approve this Agreement until all Board members have been given the opportunity to review the Agreement with the School's legal counsel. Prior to the Board's approval of this Agreement, the Board shall obtain a legal opinion from its legal counsel, in the form provided in the ESP Requirements. The Board shall only approve this Agreement with a formal vote at a public board meeting. Prior to the Board's vote on this Agreement, the Board shall provide an opportunity for public comment on this Agreement.

E. **Information Reporting.** EVE is hereby required to make information concerning the operation and management of the School, including, but not limited to, information in the Charter Contract, including all exhibits, attachments, and the like, available to the School as deemed necessary by the Board in order to enable the School to fully satisfy its obligations under the Charter Contract. EVE shall make information available to the School as deemed necessary

by the Board in order to enable the School to fully satisfy its transparency reporting under the Charter Contract, and also at least the information that a school district is required to disclose under applicable law for the most recent fiscal year for which that information is available.

ARTICLE XIII:

MISCELLANEOUS

A. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

B. **Notices.** All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the Parties or mailed to the Parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to EVE:
Earl Martin Phalen, CEO
1001 Marina Drive Apt. #410
Quincy, MA 02171

If to School:
Thea Bowman Leadership Academy
3401 West 5th Avenue
Gary, IN 46402

And a copy to EVE's counsel:

Nicole J. Scott, Esq.
4914 Cooper Road #42634
Blue Ash, OH 45242

And a copy to Board's Attorney:

Mr. Gilbert King, Jr., Esq.
1001 N. Shelby Street
Gary, IN 46403

C. **Severability.** The invalidity of any of the covenants, phrases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement.

D. **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

E. **Entire Agreement.** This Agreement is the entire agreement between the Parties relating to the services provided and to the compensation for such services by the Parties. Any modification to this Agreement must be made in writing, approved by the Board and EVE, and signed by a duly authorized officer of each.

F. **Amendments and Modifications.** The Board must submit any and all amendments or modifications of this Agreement to the Authorizer not less than 45 days prior to the Board's approval of such amendments or modifications. No amendment or modification of

this Agreement shall be effective unless and until the Authorizer has notified the School in writing that it does not disapprove of the modification.

G. **Non-Waiver.** A failure of a party in exercising any right, power, or privilege under this Agreement shall not affect such right, power, or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the Parties under this Agreement are cumulative and not exclusive of any rights or remedies which either party may otherwise have.

H. **Assignment.** EVE may not assign this Agreement without the prior written approval of the Board and prior written notification to Authorizers. Any assignment must be done in a manner consistent with the Authorizer's ESP Policies.

I. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the laws of the State of Indiana.

J. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to EVE any of the powers or authority of the Board that are not subject to delegation by the Board under Indiana law or the Charter Contract.

K. **Compliance with Law.** The Parties agree to comply with all applicable laws and regulations in their performance of this Agreement.

L. **Dispute Resolution Procedure.** Any and all disputes between the Parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the Parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration. Such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association, and the arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the Parties and the arbitrator unanimously accept. A judgment on the award rendered by the arbitrator may be entered in any court having appropriate jurisdiction and shall be binding upon the Parties. Any such judgment shall require a cause opinion as to the final decision and shall be made available to the Authorizer upon request. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitrator to award reasonable attorney fees to the prevailing party, to be paid by the losing party, if awarded.

The Parties have executed this Agreement as of the day and year provided below.

ENTREPRENEURIAL VENTURES IN EDUCATION

By: 

Earl Martin. Phalen, CEO

Dated: 07/15/22

THEA BOWMAN LEADERSHIP ACADEMY

By: _____

Dated: _____


The Parties have executed this Agreement as of the
ENTREPRENEURIAL VENTURES IN EDUCATI

By: 

Earl Martin. Phalen, CEO

Dated: 07/15/22

THEA BOWMAN LEADERSHIP ACADEMY

By:  - Board Chair

Dated: 7/15/22

ATTACHMENT

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Draft 5 Year Forecast - Key Assumptions - Narrative

1	All revenues are based on information available at this point in time and will be revised with changes in State and Federal funding formulas
2	Salaries assume a 3% annual increase
3	Recurring, non-ESSER expenses, without known variables assume an annual increase of 3%
4	The facility after buildout has a projected capacity of 903 scholars, additional capacity will be dependent on a revised space configuration or additional buildouts utilizing the <u>existing fund balance</u>
5	All ESSER funded expenses decrease after FY25 to funds allowed by State & Federal funds
6	Average State and Federal revenues per scholar are detailed on the summary page of the forecast
7	Average Expenses per scholar are detailed on the summary page of the forecast
8	NI is assumed at slightly above B/E for all years to ensure maintenance of the school's cash balance
9	This is a draft intended for internal planning purposes only

TBLA Draft 5 Year Forecast - Key Assumptions (a):	FY23	FY24	FY25	FY26	FY27	FY28	FY29
Enrollment	841	825	903	975	1,004	1,004	1,004
Annual Enrollment Growth			9%	8%	3%	0%	0%
Total Basic Funding	7,023,706	7,031,784	7,696,607	8,561,706	9,083,114	9,355,607	9,636,275
Average Basic State Funding Per Scholar	8,352	8,523	8,523	8,779	9,042	9,314	9,593
Charter School Facility Grant	1,051,250	1,031,250	1,264,200	1,365,336	1,406,296	1,406,296	1,406,296
Charter School Facility Grant Per Scholar	1,250	1,250	1,400	1,400	1,400	1,400	1,400
Other State Funding	106,716	77,905	82,300	87,313	89,932	90,932	91,962
Average Other State Funding Per Scholar	127	94	91	90	90	91	92
ESSER Funding	4,081,222	7,946,938	2,560,981	-	-	-	-
ESSER Funding Per Scholar	4,853	9,633	2,836	-	-	-	-
Nutrition Funding	495,205	519,965	625,655	694,477	687,987	708,627	729,885
Nutrition Funding Per Scholar	589	630	693	712	685	705	727
Other Federal Funding	2,383,784	1,726,671	1,889,920	2,041,114	2,102,347	2,102,347	2,102,347
Other Federal Funding Per Scholar	2,834	2,093	2,093	2,093	2,093	2,093	2,093
Other Funding	197,827	105,506	105,506	105,506	105,506	105,506	105,506
Other Funding Per Scholar	235	128	117	108	105	105	105
Total Funding	15,339,710	18,440,019	14,225,170	12,855,452	13,475,182	13,769,315	14,072,272
Total Funding Per Scholar	18,240	22,352	15,753	13,182	13,415	13,708	14,009
Total Salary Costs	4,373,569	5,658,451	4,980,579	4,499,280	4,699,259	4,840,237	4,985,444
Total ER Taxes & Benefits	1,033,370	1,414,613	1,245,145	1,124,820	1,174,815	1,210,059	1,246,361
Total Other Staff Costs (Bonuses, Stipends & Subs)	252,328	938,631	350,121	170,311	175,420	180,682	186,103
Professional Fees	2,104,577	2,853,520	2,270,221	2,071,251	2,161,477	2,213,107	2,266,285
Classroom Supplies & Materials, Transportation, Nutrition, Technology, Facility & Utilities	889,675	1,695,508	1,248,241	1,091,335	1,153,058	1,189,850	1,227,856
Other Expenses	559,643	612,825	628,651	666,536	694,469	715,303	736,762
Interest Payment	968,531	1,173,531	1,168,281	1,167,575	1,171,300	1,169,256	1,166,700
Depreciation & Amortization	617,070	775,774	879,191	905,567	932,734	960,716	989,537
Total Expenses	12,868,999	17,758,334	14,219,433	12,849,228	13,466,405	13,758,449	14,061,208
Total Expenses per Scholar	15,302	21,525	15,747	13,175	13,406	13,697	13,998
Net Surplus	2,470,711	681,685	5,736	6,224	8,778	10,866	11,064
	-	0	0	(0)	0	0	(0)

(a) Draft - for internal planning only

Thea Bowman Leadership Academy
Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Enrollment	841	825	903	975	1,004	1,004	1,004
% growth			9%	8%	3%	0%	0%
INCOME							
Federal Funding							
Title I	2,034,487	1,356,344	1,484,580	1,603,346	1,651,447	1,651,447	1,651,447
Title II	150,116	86,608	94,796	102,380	105,451	105,451	105,451
Title IV	84,671	116,040	127,011	137,172	141,287	141,287	141,287
SPED	114,510	167,680	183,533	198,216	204,163	204,163	204,163
ESSER II Grant	2,884,910	580,261	-	-	-	-	-
ESSER III Grant	1,196,312	7,366,677	2,560,981	-	-	-	-
Federal Lunch Reimbursement	495,205	519,965	625,655	694,477	687,987	708,627	729,885
Total Federal Funding	6,960,211	10,193,574	5,076,556	2,735,591	2,790,334	2,810,974	2,832,232
	\$ 8,276.11	\$ 12,355.85	\$ 5,621.88	\$ 2,805.04	\$ 2,777.84	\$ 2,798.39	\$ 2,819.55
State Funding							
Basic Support	7,023,706	7,031,784	7,696,607	8,561,706	9,083,114	9,355,607	9,636,275
Charter School Grant	1,051,250	1,031,250	1,264,200	1,365,336	1,406,296	1,406,296	1,406,296
Performance Awards	31,420	31,420	31,420	32,363	33,333	34,333	35,363
Textbook Reimbursement	46,485	46,485	50,880	54,950	56,599	56,599	56,599
Other state grants	24,614	24,614	24,614	24,614	24,614	24,614	24,614
State Lunch Match	4,197	4,197	4,197	4,197	4,197	4,197	4,197
Total State Funding	8,181,672	8,140,939	9,043,107	10,014,355	10,579,342	10,852,836	11,134,534
	8,391	\$ 9,867.80	\$ 10,014.52	\$ 10,268.61	\$ 10,531.98	\$ 10,804.25	\$ 11,084.68
Other Revenue							
Textbook Rental Fees	-	-	-	-	-	-	-
Student Fees	26,264	26,264	26,264	26,264	26,264	26,264	26,264
Athletics	59,267	59,267	59,267	59,267	59,267	59,267	59,267
Other Income	65,352	19,975	19,975	19,975	19,975	19,975	19,975
Interest Income	14,723	-	-	-	-	-	-
Student Fundraising	11,933	-	-	-	-	-	-
Contributions	20,288	-	-	-	-	-	-
Total Other Revenue	197,827	105,506	105,506	105,506	105,506	105,506	105,506
Total Income	15,339,710	18,440,019	14,225,170	12,855,452	13,475,182	13,769,315	14,072,272
	\$ 15,733.04	\$ 22,351.54	\$ 15,753.23	\$ 13,181.83	\$ 13,414.85	\$ 13,707.67	\$ 14,009.27
EXPENSES							
Personnel Costs							
Salary and Wages	4,373,569	5,658,451	4,980,579	4,499,280	4,699,259	4,840,237	4,985,444
Bonuses	107,350	494,135	125,000	31,250	32,188	33,153	34,148
Stipends	152,578	320,996	175,121	87,561	90,187	92,893	95,680
Payroll Taxes	373,816	509,261	448,252	404,935	422,933	435,621	448,690
Health Insurance	489,993	622,430	547,864	494,921	516,918	532,426	548,399
Retirement Expense	169,561	282,923	249,029	224,964	234,963	242,012	249,272
Substitutes	(7,600)	123,500	50,000	51,500	53,045	54,636	56,275
Total Personnel Costs	5,659,267	8,011,695	6,575,844	5,794,411	6,049,493	6,230,978	6,417,908
	5,556,810	\$ 9,711.15	\$ 7,282.22	\$ 5,941.52	\$ 6,022.41	\$ 6,203.08	\$ 6,389.17
Professional Fees							
SPED Services	53,633	155,000	159,650	164,440	169,373	174,454	179,687
Instruction Services	148,595	352,464	266,300	222,789	229,473	236,357	243,448
Staff Training & Recruitment	21,874	22,530	23,206	23,902	24,619	25,358	26,119
Accounting Fees	38,130	42,392	43,664	44,974	46,323	47,713	49,144
Admin Professional Services	1,789,986	2,212,802	1,707,020	1,542,654	1,617,022	1,652,318	1,688,673
Legal Fees	15,594	25,000	25,750	26,523	27,318	28,138	28,982
Marketing	5,434	12,000	12,360	12,731	13,113	13,506	13,911
Honors Diploma	31,331	31,331	32,271	33,239	34,236	35,263	36,321
Total Professional Fees	2,104,577	2,853,520	2,270,221	2,071,251	2,161,477	2,213,107	2,266,285
	2,502	3,459	2,514	2,124	2,152	2,203	2,256

Thea Bowman Leadership Academy
Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Classroom Supplies & Materials							
Classroom Supplies & Materials	183,178	411,300	169,550	151,462	160,549	165,366	170,327
Curricular Materials	47,657	250,421	62,605	50,000	53,000	54,590	56,228
Total Classroom Supplies & Materials	230,835	661,721	232,155	201,462	213,549	219,956	226,554
School Breakfast & Lunch Expense							
School Breakfast & Lunch Expense	329,718	556,363	625,655	694,477	736,146	758,230	780,977
Total Breakfast & Lunch	329,718	556,363	625,655	694,477	736,146	758,230	780,977
Student Transportation Expenses							
Student Transportation Expense	183,054	246,512	209,535	104,768	110,006	115,506	121,282
Total Student Transportation	183,054	246,512	209,535	104,768	110,006	115,506	121,282
Student Uniform Expense							
Student Uniform Expense	259	262	295	328	348	359	369
Total Student Uniform	259	262	295	328	348	359	369
Extra-Curricular Expenses							
Extra-Curricular Expenses	145,809	230,650	180,600	90,300	93,009	95,799	98,673
Total Extra-Curricular	145,809	230,650	180,600	90,300	93,009	95,799	98,673
Technology Expenses							
Technology Expenses	406,849	466,000	377,543	153,448	201,295	207,334	169,048
Total Technology	406,849	466,000	377,543	153,448	201,295	207,334	169,048
Facility and Equipment Expenses			5,736	6,224	8,778	10,866	11,064
Building Rent	594,119	502,546	-	-	-	-	-
Furniture & Equipment	-	375,000	150,000	50,000	125,000	65,000	50,000
Building Maintenance	195,900	293,850	205,695	211,866	218,222	224,768	231,512
Grounds Maintenance	15,365	43,612	33,612	34,620	35,659	36,729	37,831
Janitorial Services & Supplies	67,797	88,136	88,136	90,780	93,504	96,309	99,198
Security Services	481,967	506,065	224,918	231,665	238,615	245,774	253,147
Equipment Rental	70,423	66,015	66,015	67,995	70,035	72,136	74,300
Equipment Exp & Maint	5,649	5,818	5,993	6,173	6,358	6,549	6,745
Trash Removal	49,549	51,035	52,567	54,144	55,768	57,441	59,164
Total Facility and Equipment	1,480,769	1,932,078	826,936	747,244	843,161	804,706	811,897
Utilities							
Utilities	182,618	237,403	244,526	251,861	259,417	267,200	275,216
Total Utilities	182,618	237,403	244,526	251,861	259,417	267,200	275,216
Other Expenses							
Authorizer Fees	200,647	210,954	230,898	256,851	272,493	280,668	289,088
Office Supplies	31,813	34,994	36,044	37,125	38,239	39,386	40,568
Insurance Expense	170,594	204,713	210,854	217,180	223,695	230,406	237,318
Bank Fees	10,134	1,500	1,545	1,591	1,639	1,688	1,739
Admin Travel	7,785	8,019	4,009	4,130	4,253	4,381	4,512
Other Food Purchases	29,942	32,936	33,924	34,942	35,990	37,070	38,182
Interest Expense	968,531	1,173,531	1,168,281	1,167,575	1,171,300	1,169,256	1,166,700
Postage	6,669	6,869	7,075	7,287	7,506	7,731	7,963
Student Fundraising Expenses	2,540						
Membership Dues & Fees	5,675	5,845	6,021	6,201	6,387	6,579	6,776
Field Trips	67,244	77,331	67,725	69,757	71,849	74,005	76,225
Nurse Supplies	2,525	4,386	4,518	4,653	4,793	4,936	5,085
Other Event Expenses	24,075	25,279	26,037	26,818	27,623	28,451	29,305
Total Other Expenses	1,528,174	1,786,356	1,796,932	1,834,111	1,865,769	1,884,559	1,903,462

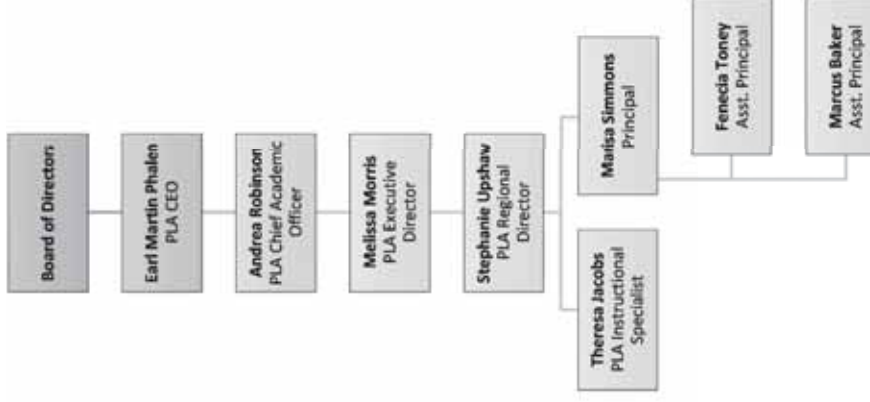
Thea Bowman Leadership Academy
 Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Depreciation & Amortization							
Depreciation Expense	585,189	742,299	844,712	870,053	896,155	923,040	950,731
Amortization Expense	31,881	33,475	34,479	35,514	36,579	37,676	38,807
Total Depreciation & Amortization	617,070	775,774	879,191	905,567	932,734	960,716	989,537
Total Expenses	12,868,999	17,758,334	14,219,433	12,849,228	13,466,405	13,758,449	14,061,208
	<i>15,302</i> \$	<i>21,525.25</i> \$	<i>15,746.88</i> \$	<i>13,175.45</i> \$	<i>13,406.11</i> \$	<i>13,696.85</i> \$	<i>13,998.26</i>
Net Ordinary Income (Loss)	2,470,711	681,685	5,736	6,224	8,778	10,866	11,064

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Thea Bowman Leadership Academy Org Chart



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Grade	Unit	Topic	Start Date	End Date	Assessment	Notes
8	Evolution	Teach Module 8	7D - 11 days	Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade K	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 1	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 2	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 3	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 4	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 5	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 6	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 7	Teach Module 8		Teach Module 8		
8	Ino Reading	Teach Module 8		Teach Module 8		
8	HMH Grade 8	Teach Module 8		Teach Module 8		
8	MCAS	Teach Module 8		Teach Module 8		
8	Benchmark	Teach Module 8		Teach Module 8		
8	IC-2 Math Foundational	Teach Module 8		Teach Module 8		
8	BAS	Teach Module 8		Teach Module 8		
8	Benchmarks	Teach Module 8		Teach Module 8		
8	NWEA	Teach Module 8		Teach Module 8		
8	Benchmark Assessments	Teach Module 8		Teach Module 8		
8	State Assessments	Teach Module 8		Teach Module 8		
End of Quarter						

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Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66 Writing 70, Reading 80.



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Updated 11/16/2018)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator⁴: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.



INDIANA STATE BOARD OF EDUCATION

Recommended Implementation Timeline:

- For current high school students, those graduating in 2019, 2020, 2021, or 2022, ISTEP 10/End-of-Course Assessments will continue to be used as the graduation qualifying examination.
 - Schools should work towards allowing students in these cohorts to opt-in to a Graduation Pathway in lieu of the graduation qualifying examinations.
- Once adopted by the State Board of Education, the Graduation Pathways will become effective for the graduating class of 2023 (eighth graders in 2018-19).
- **This recommendation becomes effective for all students beginning of 2019-20.**

Additional Items for the State Board of Education's Consideration:

- **Future Panel convenings:** The Graduation Pathways Panel recommends that it continues to convene in order to:
 - Develop the framework for the Locally Created Pathways;
 - Potential examples include: Co-Ops, ePortfolios, competency-based education systems, or other options validated by either employers and/or institutions of higher education.
 - Create recommendations regarding the manner in which the State Board monitors pathway outcome data and adjusts Pathways options contingent upon that data;
 - Study potential waiver options for diplomas;
 - Consider ways for the 'CTE Concentrator' pathway to become a 'CTE Completer' pathway; and
 - Consider ways for schools to begin to implement these graduation pathways with the graduating class of 2019.
- **Career Exploration:** The Graduation Pathways Panel recognizes the need for more robust career awareness and exploration for students throughout their entire academic lives. Students need greater exposure and understanding of the variety of employment opportunities to foster their postsecondary aspirations. The Panel recommends the inclusion of career awareness and exploration at the middle elementary (grades 3 thru 5) and middle school (grades 6 thru 8) levels. The Graduation Pathways—flexible through graduation—should be preceded by a series of purposeful activities during middle school and high school, including but not limited to: 1) **career exploration courses** (e.g., *Exploring College & Careers*, *Preparing for College & Careers*) 2) **career interest assessments** (e.g., *Indiana Career Explorer*, *Naviance*, *ASVAB Career Program*), and 3) **consultations with school counselors**.
- **Nationally-recognized College Entrance Exam:** The Graduation Pathways Panel recommends that the State adopt a nationally-recognized college entrance exam to be used for school accountability no later than 2021-22.
- **Statewide Diploma:** The Graduation Pathways Panel and State Board of Education will further deliberate on credit and course requirements for the diploma at a future date.
- **Phasing in AP/IB/CI exam scores:** The Graduation Pathways Panel will consider ways to incorporate AP, IB, or CI exam scores as a final pathway.



INDIANA STATE BOARD OF EDUCATION

¹ Learn and Demonstrate Employability Skills:

Employability skills standards may include [Indiana's Employability Skills Benchmarks](#) and other comparable character development benchmarks.

Demonstrations of employability skills are experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers through such means as project-based learning, work-based learning, or service learning experiences.

Demonstrations of employability skills can occur over the course of a student's high school career.

Any demonstration needs to be validated locally by:

- Student work product **AND**
- School validation.

² Learn and Demonstrate Employability Skills – Graduation Pathway Options:

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Demonstrations include:

- Completion of a course capstone,
- Completion of a research project,
- Completion of Cambridge International Global Perspectives and Research,
- Completion of the AP Capstone Assessment, **OR**
- Other (with approval by the State Board of Education).

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

Demonstrations include:

- Participation in a meaningful volunteer or civic engagement experience,
- Engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, **OR**
- Other (with approval by the State Board of Education).

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

- Completion of a course capstone,
- Completion of an internship,
- Obtaining the Governor's Work Ethic Certificate,
- Employment outside of the school day, **OR**
- Other (with approval by the State Board of Education).



INDIANA STATE BOARD OF EDUCATION

³ Postsecondary-Ready Competencies – Graduation Pathways Options:

National college-ready benchmarks are set by the College Board and ACT. The Indiana Commission for Higher Education, in consultation with the state’s colleges and universities, may set Indiana-specific college-ready benchmarks that exceed—but may not be lower than—the national college-ready benchmarks.

For 2017, the college-ready benchmarks are:

- SAT: 480 in English and 530 in Math.
- ACT: 18 in English, 22 in Reading, 22 in Math, and 23 in Science.

These scores are fluid and are subject to change.

Apprenticeships are defined as intensive work-based learning opportunities that generally last from one to six years and provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. Apprenticeships often involve 2,000 to 10,000 on-the-job hours. Students 16-years-old or older may qualify for an apprenticeship. Per the Indiana General Assembly, any apprenticeship program must be registered under the federal National Apprenticeship Act (29 U.S.C. 50 et seq.) or another federal apprenticeship program administered by the United States Department of Labor.

State- and Industry-Approved Credentials and Certifications will be determined by the State Board of Education, in consultation with the Department of Workforce Development.

College Level Exam Program (CLEP): A score of 50 on at least 3 subject area exams can satisfy this pathway. At least one subject area must be a core content.

Cambridge International (CI) Examinations: A score of G or higher on at least 3 Cambridge IGCSE Level Exams can satisfy this pathway. At least one subject area must be a core content.

Students must take any corresponding AP, CI, or IB exams for their courses.

A score of 3 or higher on an AP exam, a 4 or higher on an IB exam, or E or higher on a CI Exam may satisfy the C requirement for one particular course.

⁴ **Career-Technical Education Concentrator:** This new definition will begin with the 2023 graduating cohort (freshmen beginning in 2019-20). Students in 2019, 2020, 2021, and 2022 cohorts are grandfathered under the previous CTE Concentrator definition – earning at least 6 high school credits in a career sequence. School may opt to use this new definition of two courses for their current students. DOE will define the “advanced courses” that will constitute a CTE Concentrator beginning in 2019-20.

⁵ **AP/IB/Dual Credit/Cambridge International courses:** At least one AP/IB/Dual Credit/CI course or CLEP exam must be in a core content area and/or be part of a defined CTE curricular sequence. The [Core Transfer Library](#) defines “core content” for dual credit/AP/IB requirement. Students pursuing liberal arts tracks must have at least one course corresponding with the CTL.

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Thea Bowman Leadership Academy K-12 2023-2024

School Year Calendar



July 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 23						
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27	28	29	30	31		

September 23						
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October 23						
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29	30	31				

November 23						
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26	27	28	29	30		

December 23						
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24	25	26	27	28	29	30
31						

January 24						
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28	29	30	31			

February 24						
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March 24						
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24	25	26	27	28	29	30
31						

April 24						
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28	29	30				

May 24						
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

June 24						
Su	M	Tu	W	Th	F	Sa
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23	24	25	26	27	28	29
30						

School Day Schedule						
Doors open at 7:25 a.m.						
K-5: 8:00 am to 3:15 pm 6-8: 8:00 am to 3:30 pm						
K-8 Breakfast: 7:25 a.m.-7:50 a.m.						
9-12: 8:30 a.m. to 3:45 p.m.						
9-12 Breakfast: 8:00 a.m. to 8:25 a.m.						
eLearning	Staff Work Day	No School	Report Cards			

July 12-14: PLA Leadership Institute
Jul. 27-28: PLA New Staff Orientation
Jul. 31-Aug.11: All Staff Orientation
Aug. 3: New Student Orientation
Aug. 10: Student Registration
Aug. 14: First Day of School 2nd-12th (staggered start for K & 1st grade)
Sept. 4: Labor Day - No School
Oct. 13: End of Quarter 1
Oct. 19: Parent/Teacher Conference (eLearning Day for scholars)
Oct. 20-23: Fall Break
Nov. 20-24: Thanksgiving Break
Dec. 25 - Jan. 5: Winter Break
Jan. 12: End of Quarter 2
Jan. 15: M.L. King Day - No School
Jan. 19: Parent/Teacher Conference (eLearning Day for scholars)
Feb. 16-19: President's Break-No School
Mar. 15: End of Quarter 3
Mar. 22: Parent/Teacher Conference (eLearning Day for scholars)
Mar. 25-29: Spring Break
Apr. 12: No School
May 27: Memorial Day - No School
Jun 5: Last Day for Scholars

Grading Period Dates	
Q1: August 14 - October 13	
Q2: October 16 - January 12	
Q3: January 16 - March 15	
Q4: March 18 - June 4	

End of school year after June 5 may be used as make up days if needed.
Board approved-Feb. 22, 2023

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14

Thea Bowman Leadership Academy Scholar Application Process



Thea Bowman Leadership Academy is an Indiana Charter School. Any student who is qualified for admission to an Indiana public school is qualified for tuition-free admission to Thea Bowman Leadership Academy.

THEA BOWMAN LEADERSHIP ACADEMY NON-DISCRIMINATION-POLICY

Thea Bowman Leadership Academy does not discriminate against any individual on the basis of race, color, religion, gender, sexual orientation, veteran status, national origin, age, disability, genetic information, or limited English proficiency in its programs, or employment policies, as required by the Indiana Civil Right Laws (I.C. 22-9-1), Title IV and VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), the Genetic Information Non- Discrimination Act, and Section 504

(Rehabilitation Act of 1973).

Admissions Policy

All scholars are eligible to enroll at Thea Bowman Leadership Academy as long as there are seats available per our charter and they reside in the state of Indiana. We welcome scholars who will be entering grades K--12th. All interested scholars must submit an application form.

Open Application Plan

Thea Bowman Leadership Academy has initiated a systematic, methodical, and documented application process to ensure the school is racially and socio-economically open. Proof of residency is required within the first 30 days of school according to Indiana State Law. The Board will ensure that admissions policies and procedures comply with the Indiana Charter School Law and with any applicable court-ordered desegregation plan.

In accordance with the Charter Schools Act, current students and their siblings will have enrollment priority. Enrollment priority will be given to siblings of current Thea Bowman Leadership Academy students at the time of the siblings' initial eligibility for admission to the school. Enrollment priority will also be given to dependents of Thea Bowman Leadership Academy staff.

Applications for New Students

Enrollment for each grade level is determined by building capacity, individual class sizes, and, in regard to high school, the ability to accommodate the individual applicant's class scheduling needs.

Thea Bowman Leadership Academy accepts applications throughout the school year. Applications may be submitted online, in person, by mail, fax, or email. If the application is for an open grade, the student will be accepted and may begin school. The following documents must be submitted following acceptance:

- Birth certificate
- Court documents specifying parental rights, responsibilities, or custody (if appropriate)
- Proof of Indiana residency
- Proof of immunizations
- Additional documents and forms will be provided

If the application is for a closed grade, the application will be added to the waitlist. The family will be contacted when a space is available. Students who are offered a spot at Thea Bowman Leadership Academy and wish to accept this spot should confirm their acceptance within a week of their offer. If they do not accept, they will be placed back on the waitlist.

Current high school students who apply to transfer to Thea Bowman Leadership Academy must submit a copy of their transcript. The transcript will be audited by the counseling department to ensure that we can meet their scheduling needs. Families will be notified of the audit findings and whether or not they will be able to enroll. Transfer scholars will only be eligible for enrollment mid-year in January once the semester ends. Scholars will not be accepted after February 1st.

Wait List Procedures

Students who are offered a spot on the waiting list and wish to stay on the waiting list should confirm their desire to do so in writing by email or speak with the Enrollment Specialist. If a student has been offered admission to the school but does not confirm acceptance of this offer before the start of the school year, his or her name is moved to the bottom of the waiting list and the next student on the waiting list may be enrolled. **Waiting lists expire at the beginning of a new school year.**

Students who are offered a spot for enrollment but decide against attending Thea Bowman Leadership Academy should notify the school in writing of their wish to be removed from Thea Bowman Leadership Academy records as early as possible.

Students who withdraw from Thea Bowman Leadership Academy must reapply for admission and follow the procedures outlined above for new students.

Transferring Out

A parent wishing to transfer out their scholar(s) must complete a transfer request form in the front office. The form will be signed by the principal and submitted to the Enrollment Specialist. The transfer tab in the SIS system will be completed and the student's name, transfer date, transfer reason, and receiving school (if applicable) will be added to the enrollment spreadsheet. The form will

be stapled to the outside of the student's cumulative folder and the folder will be placed in the transfer file cabinet.

When the receiving school sends a records request, the Enrollment Specialist will send the cumulative file to the new school. The request will be dated with the date the file was sent and placed back into the transfer file cabinet.

Any student attending Thea Bowman Leadership Academy who withdraws from Thea Bowman Leadership Academy for any reason and later desires to return to Thea Bowman Leadership Academy must follow and is subject to, the process for new student

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Policy Enforcement

Policy Statement

Thea Bowman Leadership Academy is responsible for establishing and carrying out the following discipline policy. It is in stating this policy that TBLA wishes to ensure that the school environment is safe for all scholars. Furthermore, TBLA expects all scholars to accept full responsibility and accountability for their actions and choices.

Discipline Policy

The Thea Bowman Leadership Academy expects all scholars to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes TBLA's philosophy of providing a college preparatory education for all scholars.

This discipline code applies to the actions of scholars during school hours, before and after school, while on school property, at all TBLA-sponsored events, and when the actions affect the mission of TBLA. Scholars may also be subject to discipline for serious acts of misconduct, which may occur either on campus, off-campus, or during non school hours when the misconduct disrupts the orderly educational process at TBLA.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Thea Bowman Leadership Academy's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity and academic placement of a scholar
- Prior conduct
- Attitude of a scholar
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a scholar assistance program

In some cases, the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include but is not limited to repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening, and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, TBLA staff shall determine the disciplinary action within the minimum/maximum range to which the scholar shall be subjected.

CATEGORY I

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall, school building or premises
- Violating the dress code
- Persistent tardiness to school or class
- Eating/drinking outside the cafeteria

Scholars who commit any of these acts may be subject to a teacher-scholar conference as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, will be subject to suspension. As a supplement and/or alternative to suspension, school staff may require scholars to complete between 1 and 8 hours of public service as commensurate with the seriousness of the offense(s).

CATEGORY II

These acts of misconduct include, but are not limited to, the following scholar behaviors that disrupt the educational process at TBLA:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow school rules and procedures
- Repeated refusal to participate in classroom activities or complete academic assignments
- Visible carrying of cell phones, earbuds, or other electronic devices
- Leaving the classroom without permission
- Skipping class
- Cheating
- Plagiarism
- Initiating or participating in any unacceptable minor physical actions against another scholar
- Disrespect of school staff members
- Unsanctioned fundraising (material will be confiscated and will NOT be returned)

Scholars who commit any of these acts may be subject to lunch detention, or in-school detention and a teacher-scholar conference as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5-day out-of-school suspension and teacher/parent conference. **The degree of the suspension whether in-school or external, as well as the length of suspension shall be determined by the Dean.** As a supplement and/or alternative to suspension, school staff may require scholars to complete between 3 and 12 hours of public service as commensurate with the seriousness of the offense(s).

CATEGORY III

These acts of misconduct include those scholar behaviors that seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Fighting or threatening any staff member or school employee
- Assault on a scholar (assault is interpreted as an attempt to do bodily harm to a scholar)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons (toy weapons included)
- Any act that endangers the safety of the other scholars, teachers, or any school employee
- Theft
- Trespassing
- Involvement in gang activity

- Sex violations/sexual harassment
- Use, possession, sale or delivery of alcohol, tobacco, illegal drugs, narcotics, controlled substances, contraband, look-alike contraband/drugs or intoxicants of any kind.
- Bullying of ANY kind, including verbal harassment, and/or cyber-bullying
- Video recording of any incident on school property or at school-sponsored activities at anytime
- Smoking on school property
- On the premises or at school related events visibly inebriated

Scholars who commit any of these acts are subject to a maximum 10-day, out-of-school suspension pending expulsion and teacher/ parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. **The degree of the suspension whether in-school or external as well as length of suspension shall be determined by the Dean.** As a supplement and/or alternative to suspension or expulsion, school staff may require scholars to complete between 6 and 30 hours of public service as commensurate with the seriousness of the offense(s).

SUSPENSION AND EXPULSION

When a scholar's misconduct results in the need to suspend or expel the scholar, the following procedures shall be followed:

- **Suspension Not Exceeding 10 School Days:** Scholars suspended for 10 days or less shall be afforded due process in the following manner:

The scholar shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident. The parent is contacted and notified of the results of the investigation and suspension.

- **Suspension In Excess of 10 Days and Expulsion:** Scholars suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

Thea Bowman Leadership Academy will request that the scholar's parents or guardian appear before an appointed hearing officer. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the scholar shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence and witnesses. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the hearing officer, the hearing may be closed to those individuals deemed advisable, except the scholar, the scholar's parents or guardians, the scholar's attorney, at least 1 school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify.

PROCEDURAL DISCIPLINE GUIDE FOR SCHOLARS WITH DISABILITIES

The school director may suspend scholars with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. Staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:
 - Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the parent / guardian, observations of the scholar, and the scholar's IEP and placement. The behavior is not a manifestation of a scholar's disability if:
 - The scholar was given appropriate special education supplementary aids and intervention strategies, and the disability does not impair the ability to control behavior.
 - Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
 - Include in the IEP those services and modifications that will enable the scholar to continue to participate in the general curriculum and address the behavior so that it will not recur.
 - Determine the appropriateness of an interim educational setting.

If the scholar's behavior **is not** a manifestation of the disability, school staff may apply the TBLA discipline code, taking into consideration the scholar's special education and disciplinary records. In no event, however, may the scholar be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the scholar's behavior **is** a manifestation of the disability, the scholar's placement may be changed to an appropriate interim educational setting for 45 days if the scholar carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself /herself or others.

Scholars with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending scholars with disabilities in excess of 10 school days in the school year in certain circumstances.

Receipt of special education services does NOT exempt a child from disciplinary action.

Anti-Bullying/Harassment Policy

TBLA is committed to protecting its scholars and employees from bullying, harassment, or discrimination of any kind. TBLA believes that all scholars and employees are entitled to a safe, non-threatening and harassment-free school experience, and demonstration of appropriate behavior and respect, and refusing to tolerate bullying or harassment of any kind is expected of scholars, administrators, faculty, staff and volunteers at all times.

Bullying, harassment and discrimination will not be tolerated and shall be cause for immediate disciplinary, and possibly legal, action.

The anti-bullying/harassment policy is designed to ensure that each of its schools have staff that has been trained to support its school's effort to provide awareness, intervention, training and instructional strategies on bullying prevention and to provide direct follow up when incidents are reported and/or occur.

Definitions:

- **Bullying:** Is defined as systematically and chronically inflicting physical hurt and/or psychological distress on one or more persons. Bullying is a form of harassment and may be characterized by: unwanted, purposeful written, verbal, nonverbal or physical behavior that has the potential to create an intimidating, hostile or offensive educational environment, or cause long term damage, humiliation, discomfort, or to interfere with the individual's school performance or participation. Bullying may involve, but is not limited to:
 - Unwanted teasing
 - Threatening
 - Intimidating
 - Stalking
 - Physical violence
 - Sexual, religious, ethnic or racial harassment
 - Public humiliation
 - Rumor or spreading of falsehoods
- **Harassment/Sexual Harassment:** Is threatening, insulting or dehumanizing gestures, use of technology, written, verbal or physical conduct and unwanted physical contact against a scholar or employee that:
 - Places that person in reasonable fear of harm to his/her person or damage to his/her property.
 - Negatively affects that person's emotional or social well-being.
 - Interferes with educational or work performance, opportunities or benefits.
 - Substantially disrupts the orderly operation of the school
- **Cyber-bullying:** Is willful and repeated harassment and intimidation of a person(s) in any of the above stated ways, through the use of digital technologies including, but not limited to, email, blogs, texting, social websites, chat rooms, instant messaging or video voyeurism.

NOTE: scholars who utilize social media of any kind to record, share, repost, etc. any unacceptable behaviors will be subject to expulsion

TBLA expects all scholars and staff to conduct themselves in a manner that stands within the guidelines of the six pillars of Character Counts! Which includes demonstrating proper regard for the rights and welfare of others at all times.

TBLA believes that the best discipline is self-imposed, and that it is the responsibility of the staff to use disciplinary interventions and PBIS as opportunities for helping scholars learn to assume responsibility and the consequences of their behavior. Since bystander support of bullying can encourage these behaviors, TBLA prohibits both active AND passive support for acts of bullying and/or harassment. Staff should encourage and support scholars who walk away from these acts when they see them, and report them to the designated authority.

TBLA requires that all school administrators develop and implement procedures that ensure both the appropriate consequences AND remedial responses to a scholar or staff member who commits an act of bullying. The following factors, at a minimum, shall be given consideration by administrators when developing the procedures for determining appropriate consequences and remedial measures for each act of bullying:

Factors for Determining Consequences:

- Age, development, and maturity level of parties involved
- Degree of harm
- Nature and severity of the behavior(s)
- Incidences of past or continuing patterns of behavior(s)
- Context in which the alleged incident occurred.

Examples of Consequences:

- Admonishment
- Temporary removal from classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to Dean or Disciplinarian
- In-school suspension
- Out of school suspension
- Expulsion
- Legal action

TBLA requires the Dean to be responsible for receiving alleged complaints regarding violation of this policy. All school employees are **required** to report alleged violations of this policy to the principal/ designee. All other members of the school community are encouraged to report alleged violations of this policy. Reports may be made anonymously, but formal disciplinary action **MAY NOT** be based solely on the basis of an anonymous report.

TBLA requires the Dean to be responsible for determining whether an act constitutes a violation of this policy. That designated person shall conduct a prompt, thorough and complete investigation to be completed within three school days after a report or complaint is made.

TBLA prohibits retaliation against any person who reports an act of harassment or bullying as well as any person who falsely accuses another as a means of harassment or bullying. The consequences and appropriate remedial action for doing so shall be determined by the administrator.

TBLA requires all schools to annually disseminate this policy to all school staff, scholars, and parents along with a statement explaining that it applies to all applicable acts of bullying or harassment that occur on school property, at school-supervised events, on a school bus, or walking to and from school.

TBLA reserves the right to act as a witness and a complainant by filing a criminal charge against any person who willingly and intentionally violates this policy or aids and abets another in the violation of this policy.

In cases of cyberbullying, this policy applies to all scholars of TBLA who partake in any kind of bullying or harassment by means of any type of digital technology regardless from where the technology emanates.

All information regarding this policy against bullying and harassment must be incorporated into each school employee training program and handbook.

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Part IV: School Climate

Education One requires its schools to conduct an annual third-party survey of all stakeholders, that include staff, students, and families, to gauge the school's effectiveness in carrying out its mission and vision. Results should be used to drive programming, policies, and procedure changes, if necessary.

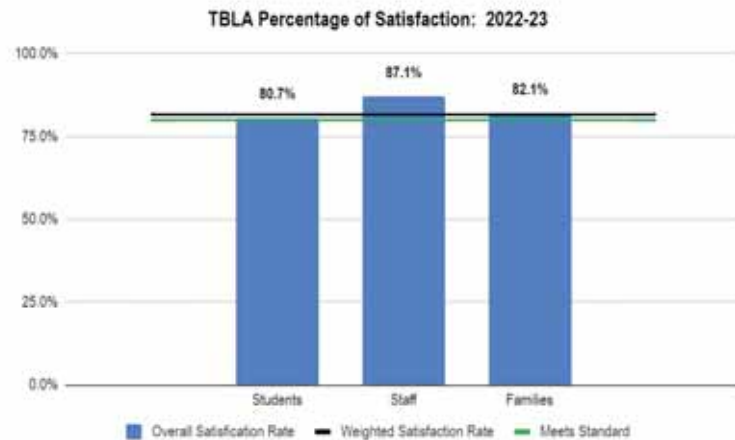
Overall Rating for School Climate	Year 1	Year 2	Year 3	Year 4 (Extension)	Year 5 (Extension)	Year 6 (Extension)
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Applicable	Meets Standard	Meets Standard	Meets Standard		

Meets Standard	Approaching Standard	Does Not Meet Standard
The average percentage of parents, students, and staff reporting overall satisfaction is at or above 80.0%.	The average percentage of parents, students, and staff reporting overall satisfaction is between 70.0 and 79.9%.	The average percentage of parents, students, and staff reporting overall satisfaction is less than 70.0%.

The graph illustrates the satisfaction rate of each stakeholder as well as the overall weighted average. With a satisfaction rate of 81.6%, the school receives a rating of **Meets Standard**.

While survey participation is not a metric that is measured in the Accountability Plan Performance Framework, understanding the survey's population size as well as the sample size is valuable in determining the validity of the overall survey.

A school's population size is defined as the total number of possible respondents. The sample size indicates the number of completed responses the survey received. Population size and sample size are listed for each stakeholder in the table below.



TBLA's Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size Total # of Actual Respondents	Survey Participation Rate
Students	746	614	82.3%
Staff	87	62	71.3%
Families	460	322	70.0%

Education One believes a participation rate of at least 70% validates the satisfaction rate of each stakeholder. All surveys had a participation rate at or above this standard, validating the results of all stakeholders and indicating strong satisfaction with TBLA from students, staff, and families.

Survey Results for 22-23SY BOY PLA Your Voice Matters Survey

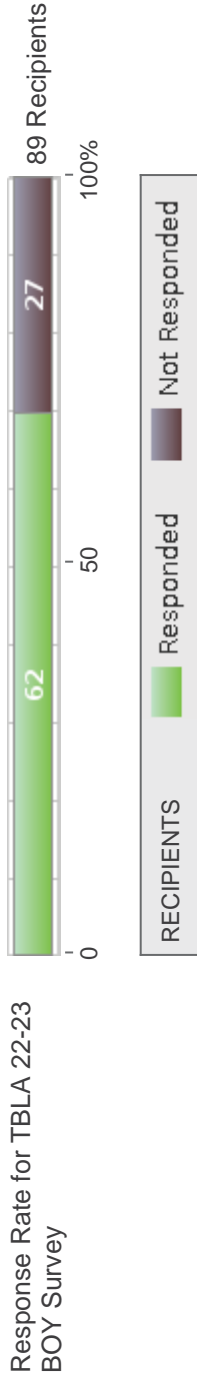
This is an ANONYMOUS survey for you to complete and provide valuable feedback on the status of your school year. We appreciate you taking the time to provide honest feedback on the successes and opportunities for improvement at your building. Thank you so much for participating in this survey.

Included Response Periods: TBLA 22-23 BOY Survey

Compare Results By: No Grouping

Overall Summary

Total Survey Recipients: 89



70% Response Rate

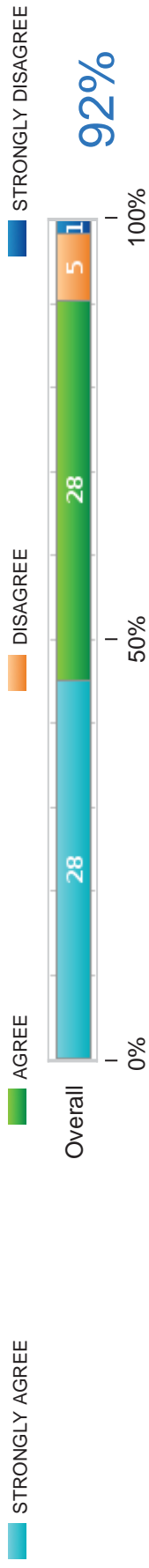
Detailed Question Results

Please take a moment to complete this ANONYMOUS survey on the current state of your school. We appreciate your honest feedback.

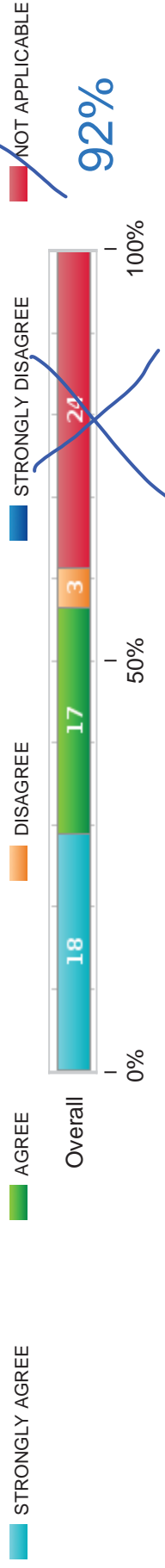
School Leadership and Governance

Detailed Question Results

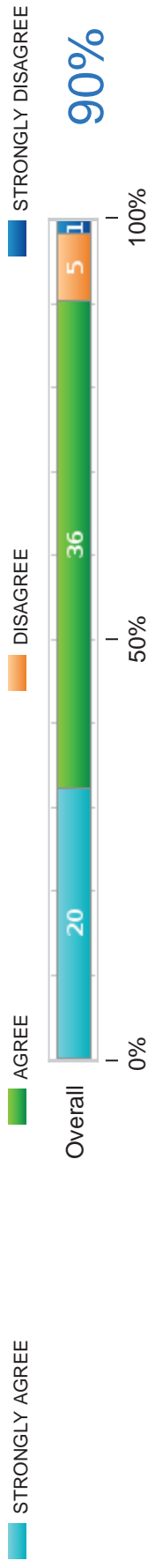
I am respected and supported in my school.



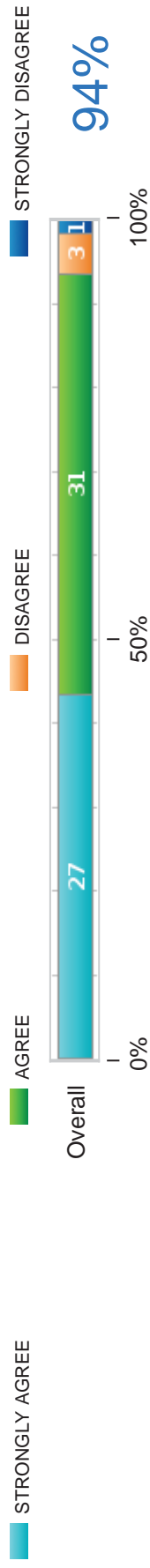
As a new staff member, I was welcomed and supported prior to my start.



I can express feelings, desires, and opinions in my school without fear of retaliation.

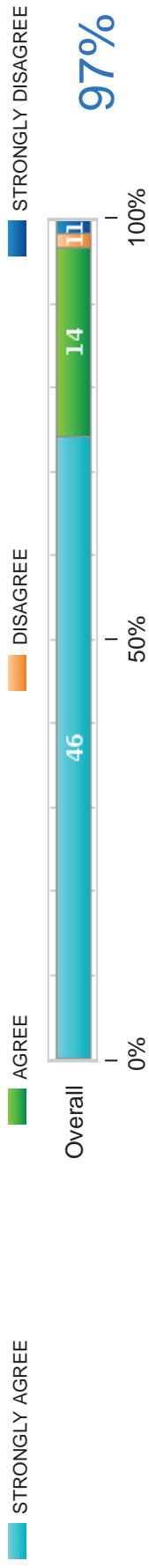


The building leadership exemplifies instructional expertise.

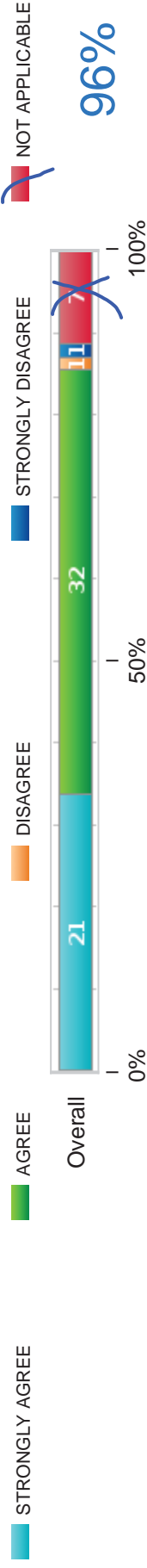


Detailed Question Results

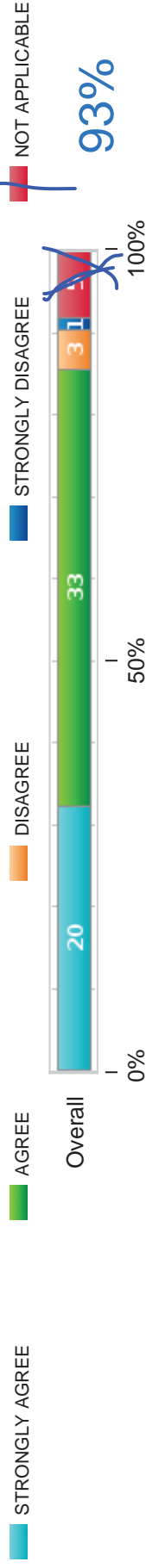
The principal leads with compassion and integrity.



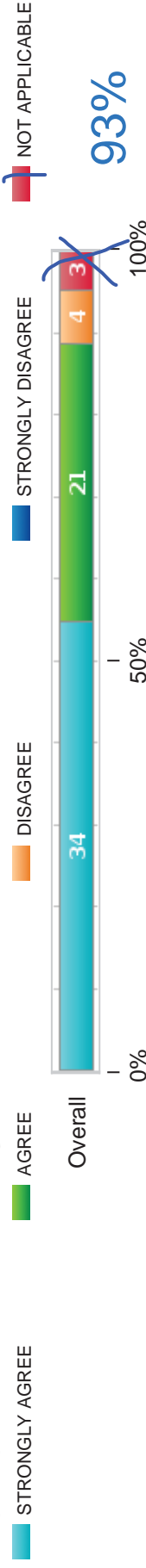
Performance and observation reviews are equitable, consistent, and timely.



I receive timely and actionable feedback.

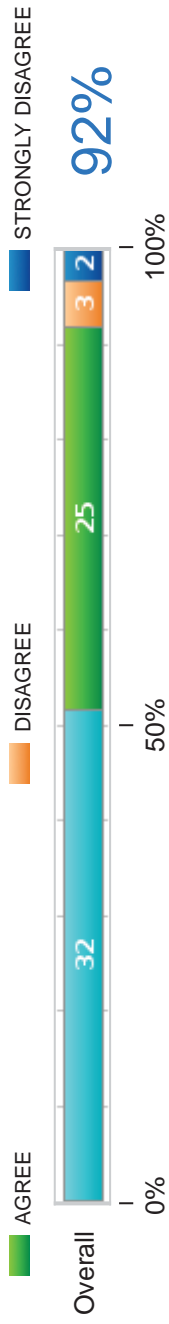


The principal is effective at maximizing the school schedule.

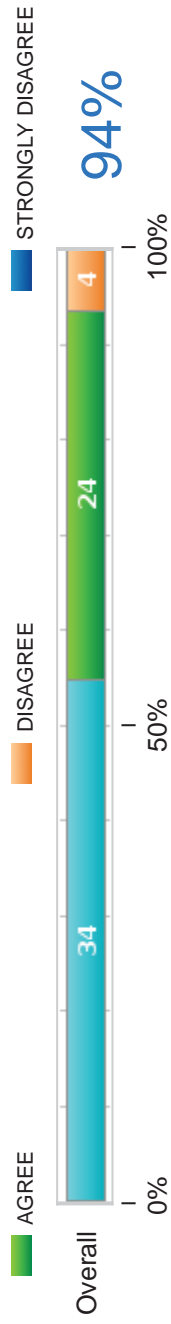


Detailed Question Results

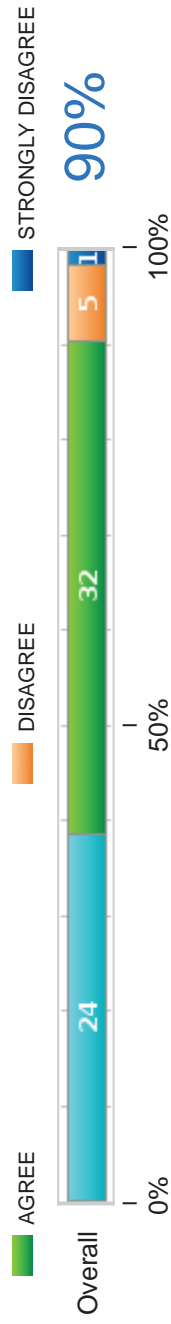
The principal sets and reinforces clear policies and procedures.



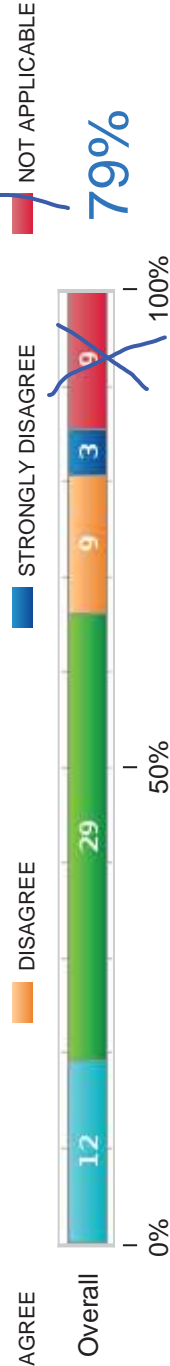
The principal is visible and leads with a sense of urgency.



Leadership regularly communicate and engage staff as stakeholders in the building's success.



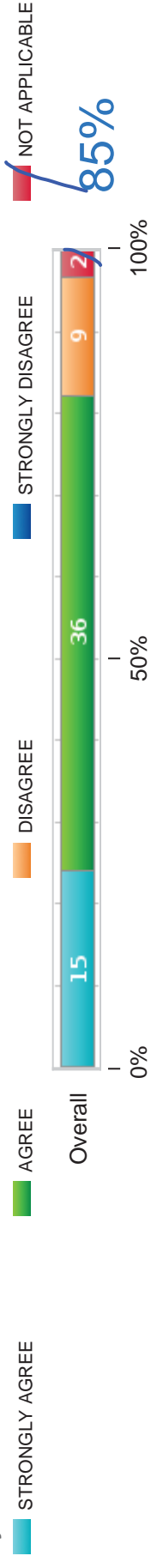
Leadership opportunities are available for the staff.



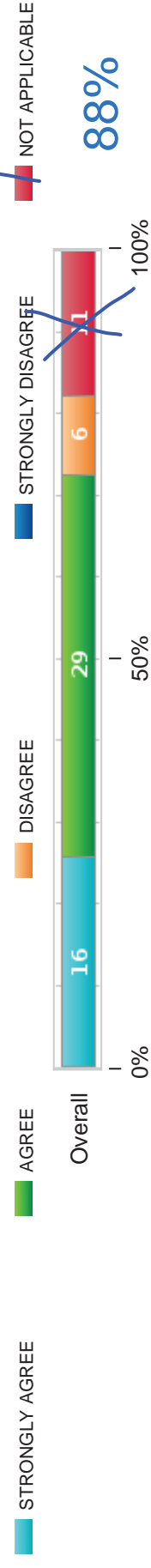
Detailed Question Results

Professional Learning

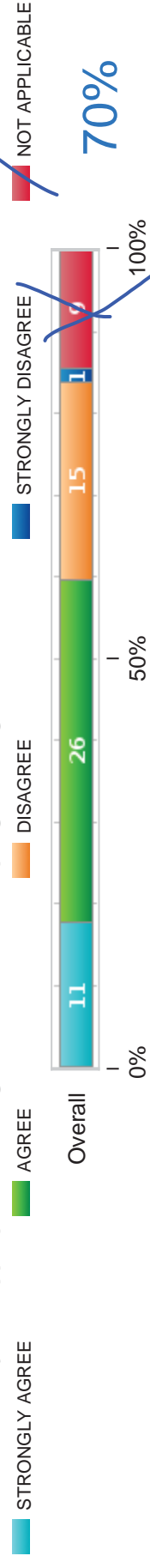
There is ongoing support for professional learning and growth for all staff members at my school.



Coaching and mentoring are integral aspects of professional learning and growth at my school.

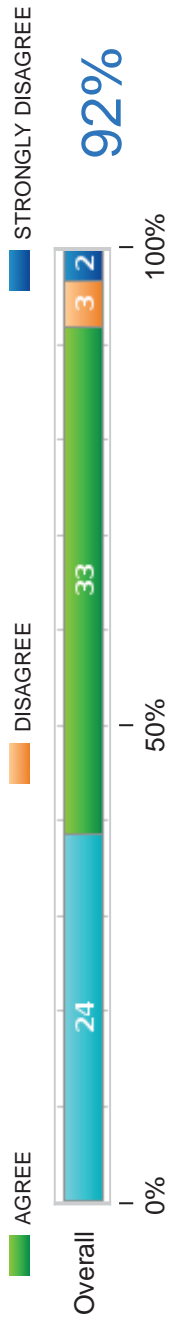


Staff receive timely and appropriate training for curriculum and programming.

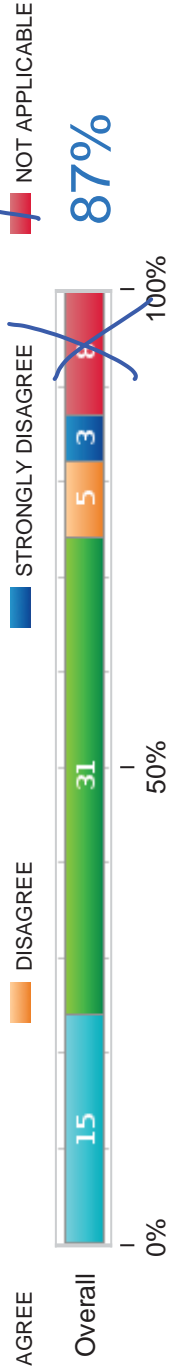


Detailed Question Results

I have access to support if I need it.

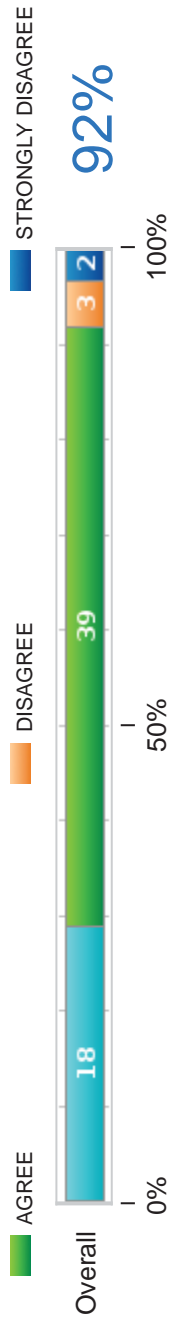


The professional development that is offered at my school is appropriate and topics are needed by staff.

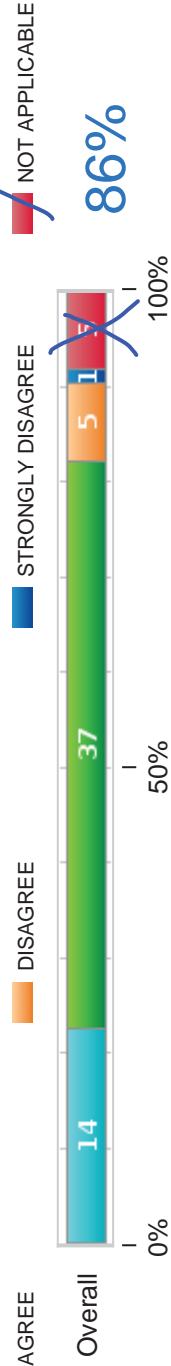


Staff, Scholar, and Parent Communities

Staff in this school trust and respect one another.

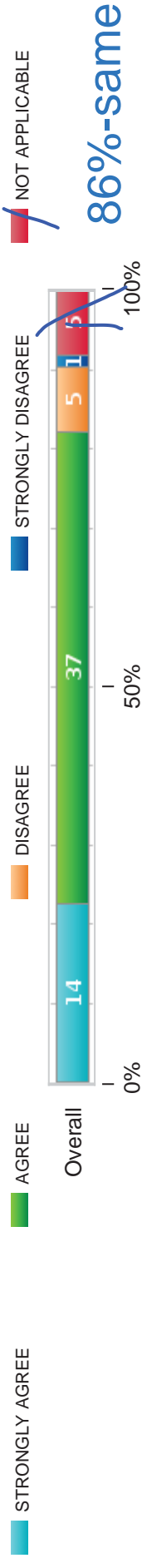


Staff have opportunities to work collaboratively with colleagues.

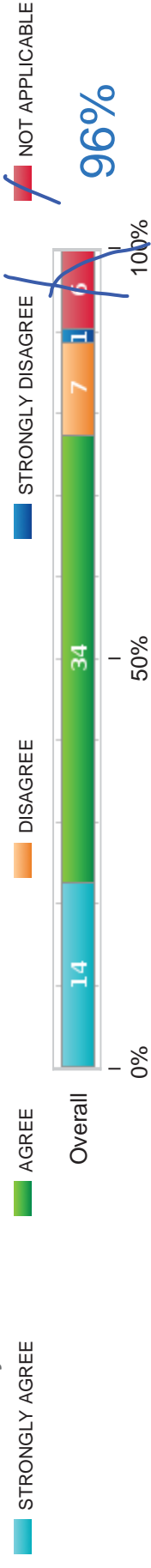


Detailed Question Results

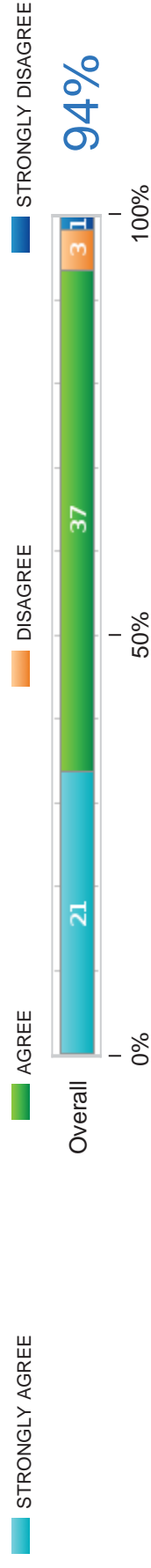
Staff have opportunities to work collaboratively with colleagues.



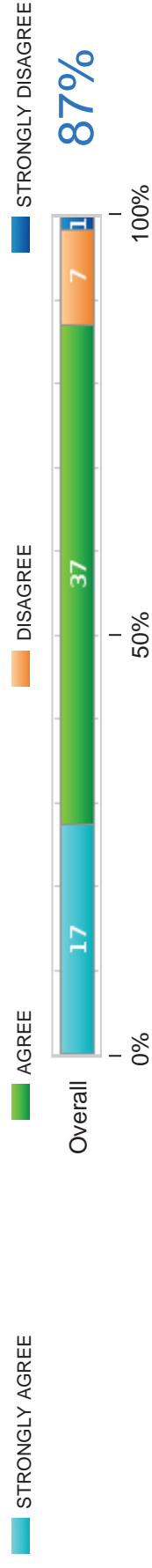
Scholars have opportunities to demonstrate leadership and have an active role in their school community.



Staff engage scholars with the expectation that they are capable of going to college.

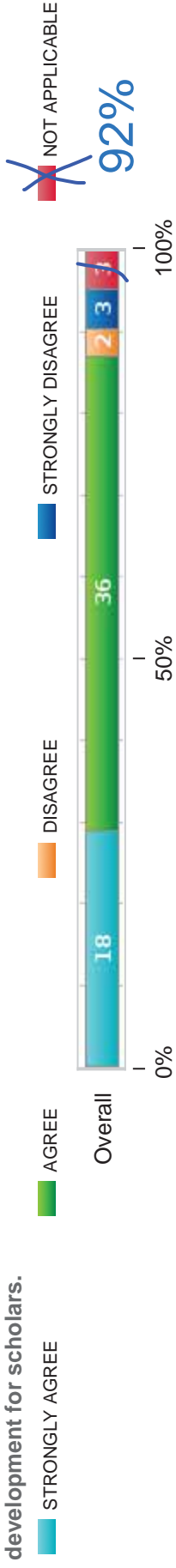


The climate of the school can be described as safe, nurturing, and focused on promoting growth for both scholars and staff.

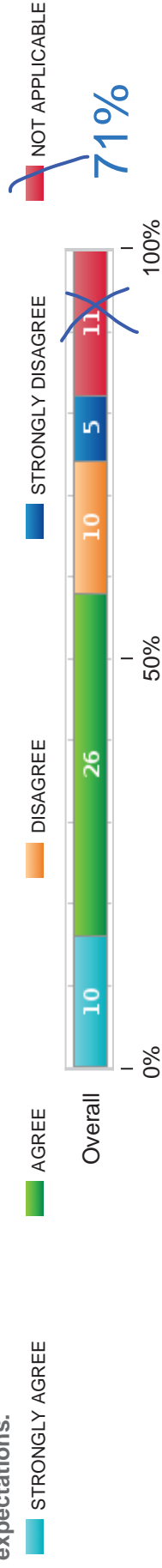


Detailed Question Results

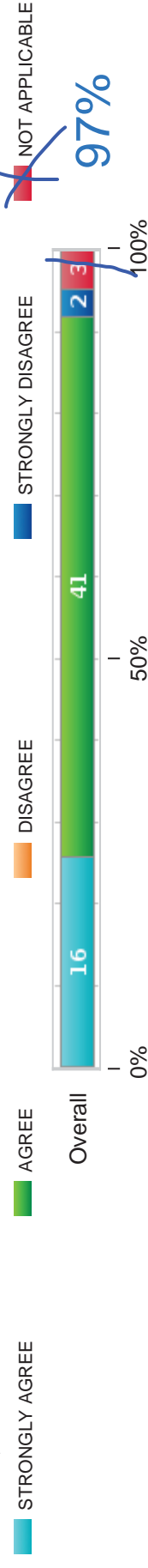
Staff and leadership consistently reflect a culture of growth mindset focusing on development for scholars.



A (PBIS) system has been effectively implemented to ensure scholars meet schoolwide expectations.

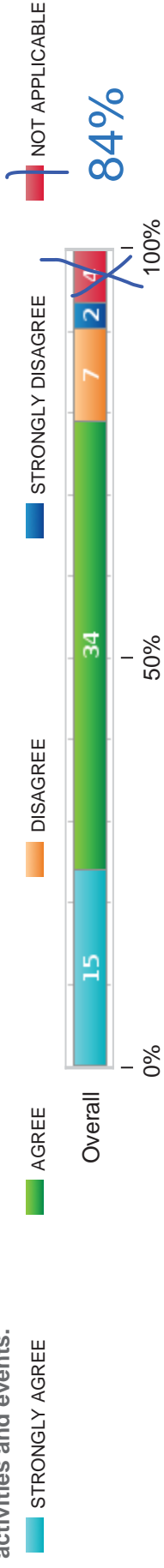


Our school frequently communicates, using various methods, with our families regarding academic, behavioral and social activities.



Detailed Question Results

Our school consistently makes attempts to engage our scholars' families through monthly activities and events.



ATTACHMENT

17

Checklist for Launching a New School Year

Are you ready for the first day of school with scholars? Every building leader uses the weeks prior to staff returning to ensure they have everything in place before training their staff. What are some of the action items you should have ready to go before launching a new school year? Below, you will find some of those key actions listed for all of our PLA Schools.

New School Year "Punch List"

- Plan one or two fun family events prior to the start of the school year (Ice Cream Social, Cookout Get Together, Outdoor Movie Night, etc.) These should also be used for new scholar enrollment opportunities! Be sure to involve your Enrollment Coordinator.
- Schedule a Back to School Night or Meet Your Teacher Night for your families and scholars to meet the leadership team, hear important information, tour the school, meet their teachers, walk their schedules, and see their classrooms!
- Be sure the master schedule is ready to go and includes all the key components of a PLA schedule.
- Are class lists ready? Did the list get looked at to ensure that we have strategically placed scholars together to get the best learning outcomes?
- Have school-wide routines and procedures been established? Is your PBIS system ready to implement? Ensure you have a strong PBIS system in place and buy-in from all staff.
- Is your staff handbook ready to share with staff and updated with the latest policies? Has the RD and HR Department approved the handbook?
- Have room assignments been determined and shared with staff?
- Is the Family Handbook updated and ready to share?
- Is school-level PD ready for training week?
- Have building leadership roles and responsibilities been established?
- Ensure outreach to every family has taken place. Teachers are calling or sending a note to every family to welcome them!
- The first family newsletter has been sent via your PLA Smore account.



One Family Engagement Event has been planned for each month. A budget has been developed and shared with RD for approval.



ATTACHMENT

18

GOVERNMENT CRIME POLICY DECLARATIONS

In return for the payment of the premium, and subject to all the terms and conditions of this Policy, we agree with you to provide the insurance as stated in this Policy.

Coverage Is Written:

Primary

 Excess

 Coindemnity

 Concurrent

Company Name Area: Allmerica Financial Benefits Insurance Company A Stock Company 440 Lincoln Street Worcester, MA 01653
Producer Name Area: ARTHUR J GALLAGHER RISK MANAGEMENT SERVICES INC
Named Insured: THEA BOWMAN LEADERSHIP (Also list any Employee Benefit Plan(s) included as Insureds)
Mailing Address: 3401 W 5th Avenue GARY, IN 46406
Policy Period
From: 05/26/2021
To: 05/26/2024 12:01 AM at your mailing address shown above.

Insuring Agreements	Limit Of Insurance Per Occurrence	Deductible Amount Per Occurrence
1. Employee Theft – Per Loss Coverage	\$ 500,000	\$ 5,000
2. Employee Theft – Per Employee Coverage	\$ N/A	\$ N/A
3. Forgery Or Alteration	\$ 100,000	\$ 1,000
4. Inside The Premises – Theft Of Money And Securities	\$ 10,000	\$ 500
5. Inside The Premises – Robbery Or Safe Burglary Of Other Property	\$ N/A	\$ N/A
6. Outside The Premises	\$ N/A	\$ N/A
7. Computer And Funds Transfer Fraud	\$ 500,000	\$ 5,000
8. Money Orders And Counterfeit Money	\$ N/A	\$ N/A

If "Not Covered" is inserted above opposite any specified Insuring Agreement, such Insuring Agreement and any other reference thereto in this Policy are deleted.

If Added By Endorsement:

Insuring Agreement(s)	Limit Of Insurance Per Occurrence	Deductible Amount Per Occurrence
False Pretense	\$ 50,000	\$ 10,000

Endorsements Forming Part Of This Policy When Issued:

CR DS 04	08 13	Government Crime Declarations
CR 00 26	11 15	Government Crime Policy (Discovery Form)
CR 02 36	10 10	Indiana Changes
CR 25 08	10 10	Include Specified Non-Compensated Officers as Employees
CR 25 19	08 13	Faithful Performance of Duty
181-1826	10 20	False Pretenses Coverage
181-1836	10 20	Delete Exclusions for Bonded Employee, Treasurer And Tax Collector
181-1851	10 20	Amend Computer And Funds Transfer Fraud Insuring Agreement

Cancellation Of Prior Insurance Issued By Us:

By acceptance of this Policy, you give us notice cancelling prior Policy Numbers

Not Applicable ; the cancellation to be effective at the time this Policy becomes effective.

Countersignature Of Authorized Representative

Name: John C. Roche

Title: President

Signature: 

Date: 05/26/2021

GOVERNMENT CRIME POLICY (DISCOVERY FORM)

Various provisions in this Policy restrict coverage. Read the entire Policy carefully to determine rights, duties and what is or is not covered.

Throughout this Policy, the words "you" and "your" refer to the Named Insured shown in the Declarations. The words "we", "us" and "our" refer to the company providing this insurance.

Other words and phrases that appear in quotation marks have special meaning. Refer to Section F. Definitions.

A. Insuring Agreements

Coverage is provided under the following Insuring Agreements for which a Limit Of Insurance is shown in the Declarations and applies to loss that you sustain resulting directly from an "occurrence" taking place at any time which is "discovered" by you during the Policy Period shown in the Declarations or during the period of time provided in the Extended Period To Discover Loss Condition E.1.i.:

1. Employee Theft – Per Loss Coverage

We will pay for loss of or damage to "money", "securities" and "other property" resulting directly from "theft" committed by an "employee", whether identified or not, acting alone or in collusion with other persons.

For the purposes of this Insuring Agreement, "theft" shall also include forgery.

2. Employee Theft – Per Employee Coverage

We will pay for loss of or damage to "money", "securities" and "other property" resulting directly from "theft" committed by each "employee", whether identified or not, acting alone or in collusion with other persons.

For the purposes of this Insuring Agreement, "theft" shall also include forgery.

3. Forgery Or Alteration

a. We will pay for loss resulting directly from "forgery" or alteration of checks, drafts, promissory notes, or similar written promises, orders or directions to pay a sum certain in "money" that are:

- (1) Made or drawn by or drawn upon you;
or

- (2) Made or drawn by one acting as your agent;

or that are purported to have been so made or drawn.

For the purposes of this Insuring Agreement, a substitute check as defined in the Check Clearing for the 21st Century Act shall be treated the same as the original it replaced.

- b. If you are sued for refusing to pay any instrument covered in Paragraph 3.a., on the basis that it has been forged or altered, and you have our written consent to defend against the suit, we will pay for any reasonable legal expenses that you incur and pay in that defense. The amount that we will pay for such legal expenses is in addition to the Limit of Insurance applicable to this Insuring Agreement.

4. Inside The Premises – Theft Of Money And Securities

We will pay for:

- a. Loss of "money" and "securities" inside the "premises" or "financial institution premises":

- (1) Resulting directly from "theft" committed by a person present inside such "premises" or "financial institution premises"; or

- (2) Resulting directly from disappearance or destruction.

- b. Loss from damage to the "premises" or its exterior resulting directly from an actual or attempted "theft" of "money" and "securities", if you are the owner of the "premises" or are liable for damage to it.

- c. Loss of or damage to a locked safe, vault, cash register, cash box or cash drawer located inside the "premises" resulting directly from an actual or attempted "theft" of, or unlawful entry into, those containers.

5. Inside The Premises – Robbery Or Safe Burglary Of Other Property

We will pay for:

- a. Loss of or damage to "other property":
 - (1) Inside the "premises" resulting directly from an actual or attempted "robbery" of a "custodian"; or
 - (2) Inside the "premises" in a safe or vault resulting directly from an actual or attempted "safe burglary".
- b. Loss from damage to the "premises" or its exterior resulting directly from an actual or attempted "robbery" or "safe burglary" of "other property", if you are the owner of the "premises" or are liable for damage to it.
- c. Loss of or damage to a locked safe or vault located inside the "premises" resulting directly from an actual or attempted "robbery" or "safe burglary".

6. Outside The Premises

We will pay for:

- a. Loss of "money" and "securities" outside the "premises" in the care and custody of a "messenger" or an armored motor vehicle company resulting directly from "theft", disappearance or destruction.
- b. Loss of or damage to "other property" outside the "premises" in the care and custody of a "messenger" or an armored motor vehicle company resulting directly from an actual or attempted "robbery".

7. Computer And Funds Transfer Fraud

a. We will pay for:

- (1) Loss resulting directly from a fraudulent:
 - (a) Entry of "electronic data" or "computer program" into; or
 - (b) Change of "electronic data" or "computer program" within; any "computer system" owned, leased or operated by you, provided the fraudulent entry or fraudulent change causes, with regard to Paragraphs **7.a.(1)(a)** and **7.a.(1)(b)**:
 - (i) "Money", "securities" or "other property" to be transferred, paid or delivered; or

- (ii) Your account at a "financial institution" to be debited or deleted.

- (2) Loss resulting directly from a "fraudulent instruction" directing a "financial institution" to debit your "transfer account" and to transfer, pay or deliver "money" or "securities" from that account.

- b. As used in Paragraph **7.a.(1)**, fraudulent entry or fraudulent change of "electronic data" or "computer program" shall include such entry or change made by an "employee" acting, in good faith, upon a "fraudulent instruction" received from a computer software contractor who has a written agreement with you to design, implement or service "computer programs" for a "computer system" covered under this Insuring Agreement.

8. Money Orders And Counterfeit Money

We will pay for loss resulting directly from your having, in good faith, accepted in exchange for merchandise, "money" or services:

- a. Money orders issued by any post office, express company or "financial institution" that are not paid upon presentation; or
- b. "Counterfeit money" that is acquired during the regular course of business.

B. Limit Of Insurance

The most we will pay for all loss resulting directly from an "occurrence" is the applicable Limit Of Insurance shown in the Declarations.

If any loss is covered under more than one Insuring Agreement or coverage, the most we will pay for such loss shall not exceed the largest Limit of Insurance available under any one of those Insuring Agreements or coverages.

C. Deductible

We will not pay for loss resulting directly from an "occurrence" unless the amount of loss exceeds the Deductible Amount shown in the Declarations. We will then pay the amount of loss in excess of the Deductible Amount, up to the Limit of Insurance.

D. Exclusions

1. This Policy does not cover:

a. Acts Committed By You

Loss resulting from "theft" or any other dishonest act committed by you, whether acting alone or in collusion with other persons.

b. Acts Committed By Your Employees Learned Of By You Prior To The Policy Period

Loss caused by an "employee" if the "employee" had also committed "theft" or any other dishonest act prior to the effective date of this Policy and you or any of your officials, not in collusion with the "employee", learned of such "theft" or dishonest act prior to the Policy Period shown in the Declarations.

c. Acts Committed By Your Officials, Employees Or Representatives

Loss resulting from "theft" or any other dishonest act committed by any of your officials, "employees" or authorized representatives:

- (1) Whether acting alone or in collusion with other persons; or
- (2) While performing services for you or otherwise;

except when covered under Insuring Agreement **A.1.** or **A.2.**

d. Confidential Or Personal Information

Loss resulting from:

- (1) The disclosure or use of another person's or organization's confidential or personal information; or
- (2) The disclosure of your confidential or personal information. However, this Paragraph **1.d.(2)** does not apply to loss otherwise covered under this Policy that results directly from the use of your confidential or personal information.

For the purposes of this exclusion, confidential or personal information includes, but is not limited to, patents, trade secrets, processing methods, customer lists, financial information, credit card information, health information or any other type of nonpublic information.

e. Data Security Breach

Fees, costs, fines, penalties and other expenses incurred by you which are related to the access to or disclosure of another person's or organization's confidential or personal information including, but not limited to, patents, trade secrets, processing methods, customer lists, financial information, credit card information, health information or any other type of nonpublic information.

f. Governmental Action

Loss resulting from seizure or destruction of property by order of governmental authority.

g. Indirect Loss

Loss that is an indirect result of an "occurrence" covered by this Policy including, but not limited to, loss resulting from:

- (1) Your inability to realize income that you would have realized had there been no loss of or damage to "money", "securities" or "other property";
- (2) Payment of damages of any type for which you are legally liable. But, we will pay compensatory damages arising directly from a loss covered under this Policy; or
- (3) Payment of costs, fees or other expenses you incur in establishing either the existence or the amount of loss under this Policy.

h. Legal Fees, Costs And Expenses

Fees, costs and expenses incurred by you which are related to any legal action, except when covered under Insuring Agreement **A.3.**

i. Nuclear Hazard

Loss or damage resulting from nuclear reaction or radiation, or radioactive contamination, however caused.

j. Pollution

Loss or damage caused by or resulting from pollution. Pollution means the discharge, dispersal, seepage, migration, release or escape of any solid, liquid, gaseous or thermal irritant or contaminant, including smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste. Waste includes materials to be recycled, reconditioned or reclaimed.

k. Virtual Currency

Loss involving virtual currency of any kind, by whatever name known, whether actual or fictitious including, but not limited to, digital currency, crypto currency or any other type of electronic currency.

l. War And Military Action

Loss or damage resulting from:

- (1) War, including undeclared or civil war;

- (2) Warlike action by a military force, including action in hindering or defending against an actual or expected attack, by any government, sovereign or other authority using military personnel or other agents; or
 - (3) Insurrection, rebellion, revolution, usurped power, or action taken by governmental authority in hindering or defending against any of these.
2. Insuring Agreements **A.1.** and **A.2.** do not cover:
- a. Bonded Employees**
Loss caused by any "employee" required by law to be individually bonded.
 - b. Inventory Shortages**
Loss, or that part of any loss, the proof of which as to its existence or amount is dependent upon:
 - (1) An inventory computation; or
 - (2) A profit and loss computation.

However, where you establish wholly apart from such computations that you have sustained a loss, then you may offer your inventory records and actual physical count of inventory in support of the amount of loss claimed.
 - c. Trading**
Loss resulting from trading, whether in your name or in a genuine or fictitious account.
 - d. Treasurers Or Tax Collectors**
Loss caused by any treasurer or tax collector by whatever name known.
3. Insuring Agreements **A.4.**, **A.5.** and **A.6.** do not cover:
- a. Accounting Or Arithmetical Errors Or Omissions**
Loss resulting from accounting or arithmetical errors or omissions.
 - b. Exchanges Or Purchases**
Loss resulting from the giving or surrendering of property in any exchange or purchase.
 - c. Fire**
Loss or damage resulting from fire, however caused, except:
 - (1) Loss of or damage to "money" and "securities"; and
 - (2) Loss from damage to a safe or vault.

d. Money Operated Devices

Loss of property contained in any money operated device unless the amount of "money" deposited in it is recorded by a continuous recording instrument in the device.

e. Motor Vehicles Or Equipment And Accessories

Loss of or damage to motor vehicles, trailers or semitrailers or equipment and accessories attached to them.

f. Transfer Or Surrender Of Property

- (1) Loss of or damage to property after it has been transferred or surrendered to a person or place outside the "premises" or "financial institution premises":
 - (a) On the basis of unauthorized instructions; or
 - (b) As a result of a threat including, but not limited to:
 - (i) A threat to do bodily harm to any person;
 - (ii) A threat to do damage to any property;
 - (iii) A threat to introduce a denial of service attack into any "computer system";
 - (iv) A threat to introduce a virus or other malicious instruction into any "computer system" which is designed to damage, destroy or corrupt "electronic data" or "computer programs" stored within the "computer system"; or
 - (v) A threat to disseminate, divulge or utilize:
 - i. Your confidential information;
 - ii. Confidential or personal information of another person or organization; or
 - iii. Weaknesses in the source code within any "computer system".
- (2) However, this exclusion does not apply under Insuring Agreement **A.6.** to loss of "money", "securities" or "other property" while outside the "premises" in the care and custody of a "messenger" if you:
 - (a) Had no knowledge of any threat at the time the conveyance began; or

- (b) Had knowledge of a threat at the time the conveyance began, but the loss was not related to the threat.

g. Vandalism

Loss from damage to the "premises" or its exterior, or to any safe, vault, cash register, cash box, cash drawer or "other property" by vandalism or malicious mischief.

h. Voluntary Parting Of Title To Or Possession Of Property

Loss resulting from your, or anyone else acting on your express or implied authority, being induced by any dishonest act to voluntarily part with title to or possession of any property.

4. Insuring Agreement A.7. does not cover:

a. Authorized Access

Loss resulting from a fraudulent:

- (1) Entry of "electronic data" or "computer program" into; or
- (2) Change of "electronic data" or "computer program" within;

any "computer system" owned, leased or operated by you by a person or organization with authorized access to that "computer system", except when covered under Insuring Agreement **A.7.b.**

b. Credit Card Transactions

Loss resulting from the use or purported use of credit, debit, charge, access, convenience, identification, stored-value or other cards or the information contained on such cards.

c. Exchanges Or Purchases

Loss resulting from the giving or surrendering of property in any exchange or purchase.

d. Fraudulent Instructions

Loss resulting from an "employee" or "financial institution" acting upon any instruction to:

- (1) Transfer, pay or deliver "money", "securities" or "other property"; or
- (2) Debit or delete your account;

which instruction proves to be fraudulent, except when covered under Insuring Agreement **A.7.a.(2)** or **A.7.b.**

e. Inventory Shortages

Loss, or that part of any loss, the proof of which as to its existence or amount is dependent upon:

- (1) An inventory computation; or
- (2) A profit and loss computation.

E. Conditions

1. Conditions Applicable To All Insuring Agreements

a. Additional Premises Or Employees

If, while this Policy is in force, you establish any additional "premises" or hire additional "employees", such "premises" and "employees" shall automatically be covered under this Policy. Notice to us of an increase in the number of "premises" or "employees" is not required, and no additional premium will be charged for the remainder of the Policy Period shown in the Declarations.

b. Cancellation Of Policy

- (1) The first Named Insured shown in the Declarations may cancel this Policy by mailing or delivering to us advance written notice of cancellation.
- (2) We may cancel this Policy by mailing or delivering to the first Named Insured written notice of cancellation at least:
 - (a) 10 days before the effective date of cancellation if we cancel for nonpayment of premium; or
 - (b) 30 days before the effective date of cancellation if we cancel for any other reason.
- (3) We will mail or deliver our notice to the first Named Insured's last mailing address known to us.
- (4) Notice of cancellation will state the effective date of cancellation. The Policy Period will end on that date.
- (5) If this Policy is cancelled, we will send the first Named Insured any premium refund due. If we cancel, the refund will be pro rata. If the first Named Insured cancels, the refund may be less than pro rata. The cancellation will be effective even if we have not made or offered a refund.
- (6) If notice is mailed, proof of mailing will be sufficient proof of notice.

c. Changes

This Policy contains all the agreements between you and us concerning the insurance afforded. The first Named Insured shown in the Declarations is authorized to make changes in the terms of this Policy with our consent. This Policy's terms can be amended or waived only by endorsement issued by us and made a part of this Policy.

d. Concealment, Misrepresentation Or Fraud

This Policy is void in any case of fraud by you as it relates to this Policy at any time. It is also void if you or any other Insured, at any time, intentionally conceals or misrepresents a material fact concerning:

- (1) This Policy;
- (2) The property covered under this Policy;
- (3) Your interest in the property covered under this Policy; or
- (4) A claim under this Policy.

e. Cooperation

You must cooperate with us in all matters pertaining to this Policy as stated in its terms and conditions.

f. Duties In The Event Of Loss

After you "discover" a loss or a situation that may result in loss of or damage to "money", "securities" or "other property", you must:

- (1) Notify us as soon as possible. If you have reason to believe that any loss (except for loss covered under Insuring Agreement **A.1.**, **A.2.** or **A.3.**) involves a violation of law, you must also notify the local law enforcement authorities;
- (2) Give us a detailed, sworn proof of loss within 120 days;
- (3) Cooperate with us in the investigation and settlement of any claim;
- (4) Produce for our examination all pertinent records;
- (5) Submit to examination under oath at our request and give us a signed statement of your answers; and
- (6) Secure all of your rights of recovery against any person or organization responsible for the loss and do nothing to impair those rights.

g. Employee Benefit Plans

The employee benefit plans shown in the Declarations (hereafter referred to as Plan) are included as Insureds under Insuring Agreement **A.1.** or **A.2.**, subject to the following:

- (1) Any payment we make for loss sustained by any Plan will be made to the Plan sustaining the loss.
- (2) The Deductible Amount applicable to Insuring Agreement **A.1.** or **A.2.** does not apply to loss sustained by any Plan.

h. Examination Of Your Books And Records

We may examine and audit your books and records as they relate to this Policy at any time during the Policy Period shown in the Declarations and up to three years afterward.

i. Extended Period To Discover Loss

We will pay for loss that you sustained prior to the effective date of cancellation of this Policy, which is "discovered" by you no later than 60 days from the date of that cancellation.

However, this extended period to "discover" loss terminates immediately upon the effective date of any other insurance obtained by you, whether from us or another insurer, replacing in whole or in part the coverage afforded under this Policy, whether or not such other insurance provides coverage for loss sustained prior to its effective date.

j. Inspections And Surveys

- (1) We have the right to:
 - (a) Make inspections and surveys at any time;
 - (b) Give you reports on the conditions we find; and
 - (c) Recommend changes.
- (2) We are not obligated to make any inspections, surveys, reports or recommendations and any such actions we do undertake relate only to insurability and the premiums to be charged. We do not make safety inspections. We do not undertake to perform the duty of any person or organization to provide for the health or safety of workers or the public. And we do not warrant that conditions:
 - (a) Are safe or healthful; or

(b) Comply with laws, regulations, codes or standards.

(3) Paragraphs j.(1) and j.(2) apply not only to us, but also to any rating, advisory, rate service or similar organization which makes insurance inspections, surveys, reports or recommendations.

k. Joint Insured

(1) If more than one Insured is named in the Declarations, the first Named Insured will act for itself and for every other Insured for all purposes of this Policy. If the first Named Insured ceases to be covered, then the next Named Insured will become the first Named Insured.

(2) If any Insured or official of that Insured has knowledge of any information relevant to this Policy, that knowledge is considered knowledge of every Insured.

(3) An "employee" of any Insured is considered to be an "employee" of every Insured.

(4) If this Policy or any of its coverages are cancelled as to any Insured, loss sustained by that Insured is covered only if it is "discovered" by you no later than 60 days from the date of that cancellation.

However, this extended period to "discover" loss terminates immediately upon the effective date of any other insurance obtained by that Insured, whether from us or another insurer, replacing in whole or in part the coverage afforded under this Policy, whether or not such other insurance provides coverage for loss sustained prior to its effective date.

(5) We will not pay more for loss sustained by more than one Insured than the amount we would pay if all such loss had been sustained by one Insured.

(6) Payment by us to the first Named Insured for loss sustained by any Insured, or payment by us to any employee benefit plan for loss sustained by that Plan, shall fully release us on account of such loss.

l. Legal Action Against Us

You may not bring any legal action against us involving loss:

(1) Unless you have complied with all the terms of this Policy;

(2) Until 90 days after you have filed proof of loss with us; and

(3) Unless brought within two years from the date you "discovered" the loss.

If any limitation in this condition is prohibited by law, such limitation is amended so as to equal the minimum period of limitation provided by such law.

m. Liberalization

If we adopt any revision that would broaden the coverage under this Policy without additional premium within 45 days prior to or during the Policy Period shown in the Declarations, the broadened coverage will immediately apply to this Policy.

n. Other Insurance

If other valid and collectible insurance is available to you for loss covered under this Policy, our obligations are limited as follows:

(1) Primary Insurance

When this Policy is written as primary insurance, and:

(a) You have other insurance subject to the same terms and conditions as this Policy, we will pay our share of the covered loss. Our share is the proportion that the applicable Limit Of Insurance shown in the Declarations bears to the total limit of all insurance covering the same loss.

(b) You have other insurance covering the same loss other than that described in Paragraph n.(1)(a), we will only pay for the amount of loss that exceeds:

(i) The Limit of Insurance and Deductible Amount of that other insurance, whether you can collect on it or not; or

(ii) The Deductible Amount shown in the Declarations;

whichever is greater. Our payment for loss is subject to the terms and conditions of this Policy.

(2) Excess Insurance

- (a) When this Policy is written excess over other insurance, we will only pay for the amount of loss that exceeds the Limit of Insurance and Deductible Amount of that other insurance, whether you can collect on it or not. Our payment for loss is subject to the terms and conditions of this Policy.
- (b) However, if loss covered under this Policy is subject to a deductible, we will reduce the Deductible Amount shown in the Declarations by the sum total of all such other insurance plus any Deductible Amount applicable to that other insurance.

o. Ownership Of Property; Interests Covered

The property covered under this Policy is limited to property:

- (1) That you own or lease; or
- (2) That is held by you in any capacity; or
- (3) For which you are legally liable, provided you were liable for the property prior to the time the loss was sustained.

However, this Policy is for your benefit only. It provides no rights or benefits to any other person or organization. Any claim for loss that is covered under this Policy must be presented by you.

p. Policy Bridge – Discovery Replacing Loss Sustained

- (1) If this Policy replaces insurance that provided you with an extended period of time after cancellation in which to discover loss and which did not terminate at the time this Policy became effective:
 - (a) We will not pay for any loss that occurred during the policy period of that prior insurance which is discovered by you during such extended period to discover loss, unless the amount of loss exceeds the Limit of Insurance and Deductible Amount of that prior insurance. In that case, we will pay for the excess loss subject to the terms and conditions of this Policy.

- (b) However, any payment we make for the excess loss will not be greater than the difference between the Limit of Insurance and Deductible Amount of that prior insurance and the Limit Of Insurance shown in the Declarations. We will not apply the Deductible Amount shown in the Declarations to this excess loss.

- (2) **Other Insurance Condition E.1.n.** does not apply to this condition.

q. Premiums

The first Named Insured shown in the Declarations:

- (1) Is responsible for the payment of all premiums; and
- (2) Will be the payee for any return premiums we pay.

r. Records

You must keep records of all property covered under this Policy so we can verify the amount of any loss.

s. Recoveries

- (1) Any recoveries, whether effected before or after any payment under this Policy, whether made by us or by you, shall be applied net of the expense of such recovery:
 - (a) First, to you in satisfaction of your covered loss in excess of the amount paid under this Policy;
 - (b) Second, to us in satisfaction of amounts paid in settlement of your claim;
 - (c) Third, to you in satisfaction of any Deductible Amount; and
 - (d) Fourth, to you in satisfaction of any loss not covered under this Policy.
- (2) Recoveries do not include any recovery:
 - (a) From insurance, suretyship, reinsurance, security or indemnity taken for our benefit; or
 - (b) Of original "securities" after duplicates of them have been issued.

t. Territory

This Policy covers loss that you sustain resulting directly from an "occurrence" taking place within the United States of America (including its territories and possessions) and Puerto Rico.

u. Transfer Of Your Rights And Duties Under This Policy

Your rights and duties under this Policy may not be transferred without our written consent.

v. Transfer Of Your Rights Of Recovery Against Others To Us

You must transfer to us all your rights of recovery against any person or organization for any loss you sustained and for which we have paid or settled. You must also do everything necessary to secure those rights and do nothing after loss to impair them.

w. Valuation – Settlement

The value of any loss for purposes of coverage under this Policy shall be determined as follows:

(1) Money

Loss of "money" but only up to and including its face value.

(2) Securities

Loss of "securities" but only up to and including their value at the close of business on the day the loss was "discovered". We may, at our option:

- (a)** Pay the market value of such "securities" or replace them in kind, in which event you must assign to us all your rights, title and interest in and to those "securities"; or
- (b)** Pay the cost of any Lost Securities Bond required in connection with issuing duplicates of the "securities". However, we will be liable only for the payment of so much of the cost of the bond as would be charged for a bond having a penalty not exceeding the lesser of the:
 - (i)** Market value of the "securities" at the close of business on the day the loss was "discovered"; or
 - (ii)** Limit of Insurance applicable to the "securities".

(3) Property Other Than Money And Securities

- (a)** Loss of or damage to "other property" or loss from damage to the "premises" or its exterior for the replacement cost of the property without deduction for depreciation. However, we will not pay more than the least of the following:
 - (i)** The Limit of Insurance applicable to the lost or damaged property;
 - (ii)** The cost to replace the lost or damaged property with property of comparable material and quality and used for the same purpose; or
 - (iii)** The amount you actually spend that is necessary to repair or replace the lost or damaged property.
- (b)** We will not pay on a replacement cost basis for any loss or damage to property covered under Paragraph **w.(3)(a)**:
 - (i)** Until the lost or damaged property is actually repaired or replaced; and
 - (ii)** Unless the repair or replacement is made as soon as reasonably possible after the loss or damage.

If the lost or damaged property is not repaired or replaced, we will pay on an actual cash value basis.
- (c)** Any property that we pay for or replace becomes our property.

2. Conditions Applicable To Insuring Agreements A.1. And A.2.

a. Indemnification

We will indemnify any of your officials who are required by law to give individual bonds for the faithful performance of their duties against loss through "theft" committed by "employees" who serve under them, subject to the applicable Limit of Insurance.

b. Termination As To Any Employee

These Insuring Agreements terminate as to any "employee":

(1) As soon as:

(a) You; or

(b) Any of your officials or employees authorized to manage, govern or control your "employees" not in collusion with the "employee";

learn of "theft" or any other dishonest act committed by the "employee" whether before or after becoming employed by you; or

(2) On the date specified in a notice mailed to the first Named Insured. That date will be at least 30 days after the date of mailing.

We will mail or deliver our notice to the first Named Insured's last mailing address known to us. If notice is mailed, proof of mailing will be sufficient proof of notice.

c. Territory

We will pay for loss caused by any "employee" while temporarily outside the territory specified in Territory Condition **E.1.t.** for a period of not more than 90 consecutive days.

3. Conditions Applicable To Insuring Agreement A.3.

a. Deductible Amount

The Deductible Amount does not apply to legal expenses paid under Insuring Agreement **A.3.**

b. Electronic And Mechanical Signatures

We will treat signatures that are produced or reproduced electronically, mechanically or by other means the same as handwritten signatures.

c. Proof Of Loss

You must include with your proof of loss any instrument involved in that loss or, if that is not possible, an affidavit setting forth the amount and cause of loss.

d. Territory

We will cover loss that you sustain resulting directly from an "occurrence" taking place anywhere in the world. Territory Condition **E.1.t.** does not apply to Insuring Agreement **A.3.**

4. Conditions Applicable To Insuring Agreements A.5. And A.6.

a. Armored Motor Vehicle Companies

Under Insuring Agreement **A.6.**, we will only pay for the amount of loss you cannot recover:

(1) Under your contract with the armored motor vehicle company; and

(2) From any insurance or indemnity carried by, or for the benefit of customers of, the armored motor vehicle company.

b. Special Limit Of Insurance For Specified Property

We will only pay up to \$5,000 for any one "occurrence" of loss of or damage to manuscripts, drawings, or records of any kind, or the cost of reconstructing them or reproducing any information contained in them.

5. Conditions Applicable To Insuring Agreement A.7.

a. Special Limit Of Insurance For Specified Property

We will only pay up to \$5,000 for any one "occurrence" of loss of or damage to manuscripts, drawings, or records of any kind, or the cost of reconstructing them or reproducing any information contained in them.

b. Territory

We will cover loss that you sustain resulting directly from an "occurrence" taking place anywhere in the world. Territory Condition **E.1.t.** does not apply to Insuring Agreement **A.7.**

F. Definitions

1. "Computer program" means a set of related electronic instructions, which direct the operation and function of a computer or devices connected to it, which enable the computer or devices to receive, process, store or send "electronic data".

2. "Computer system" means:

a. Computers, including Personal Digital Assistants (PDAs) and other transportable or handheld devices, electronic storage devices and related peripheral components;

b. Systems and applications software; and

c. Related communications networks;

by which "electronic data" is collected, transmitted, processed, stored or retrieved.

3. "Counterfeit money" means an imitation of "money" which is intended to deceive and to be taken as genuine.

4. "Custodian" means you, or any "employee" while having care and custody of property inside the "premises", excluding any person while acting as a "watchperson" or janitor.

5. "Discover" or "discovered" means the time when you first become aware of facts which would cause a reasonable person to assume that a loss of a type covered by this Policy has been or will be incurred, regardless of when the act or acts causing or contributing to such loss occurred, even though the exact amount or details of loss may not then be known.

"Discover" or "discovered" also means the time when you first receive notice of an actual or potential claim in which it is alleged that you are liable to a third party under circumstances which, if true, would constitute a loss under this Policy.

6. "Electronic data" means information, facts, images or sounds stored as or on, created or used on, or transmitted to or from computer software (including systems and applications software) on data storage devices, including hard or floppy disks, CD-ROMs, tapes, drives, cells, data processing devices or any other media which are used with electronically controlled equipment.

7. "Employee":

a. Means:

(1) Any natural person:

(a) While in your service and for the first 30 days immediately after termination of service, unless such termination is due to "theft" or any other dishonest act committed by the "employee";

(b) Whom you compensate directly by salary, wages or commissions; and

(c) Whom you have the right to direct and control while performing services for you;

(2) Any natural person who is furnished temporarily to you:

(a) To substitute for a permanent "employee", as defined in Paragraph 7.a.(1), who is on leave; or

(b) To meet seasonal or short-term workload conditions;

while that person is subject to your direction and control and performing services for you;

(3) Any natural person who is leased to you under a written agreement between you and a labor leasing firm, to perform duties related to the conduct of your business, but does not mean a temporary "employee" as defined in Paragraph 7.a.(2);

(4) Any natural person who is:

(a) A trustee, officer, employee, administrator or manager, except an administrator or manager who is an independent contractor, of any employee benefit plan; or

(b) Your official while that person is engaged in handling "money", "securities" or "other property" of any employee benefit plan;

(5) Any natural person who is a former official, "employee" or trustee retained by you as a consultant while performing services for you; and

(6) Any natural person who is a guest student or intern pursuing studies or duties.

b. Does not mean:

Any agent, independent contractor or representative of the same general character not specified in Paragraph 7.a.

8. "Financial institution" means:

a. With regard to Insuring Agreement A.4.:

(1) A bank, savings bank, savings and loan association, trust company, credit union or similar depository institution; or

(2) An insurance company.

b. With regard to Insuring Agreement A.7.:

(1) A bank, savings bank, savings and loan association, trust company, credit union or similar depository institution;

(2) An insurance company; or

(3) A stock brokerage firm or investment company.

c. Other than Insuring Agreements A.4. and A.7., any financial institution.

9. "Financial institution premises" means the interior of that portion of any building occupied by a "financial institution" as defined in Paragraph F.8.a.

10. "Forgery" means the signing of the name of another person or organization with intent to deceive; it does not mean a signature which consists in whole or in part of one's own name signed with or without authority, in any capacity, for any purpose.
11. "Fraudulent instruction" means:
- a. With regard to Insuring Agreement **A.7.a.(2)**:
 - (1) A computer, telefacsimile, telephone or other electronic instruction directing a "financial institution" to debit your "transfer account" and to transfer, pay or deliver "money" or "securities" from that "transfer account", which instruction purports to have been issued by you, but which in fact was fraudulently issued by someone else without your knowledge or consent; or
 - (2) A written instruction (other than those covered under Insuring Agreement **A.3.**) issued to a "financial institution" directing the "financial institution" to debit your "transfer account" and to transfer, pay or deliver "money" or "securities" from that "transfer account", through an electronic funds transfer system at specified times or under specified conditions, which instruction purports to have been issued by you, but which in fact was issued, forged or altered by someone else without your knowledge or consent.
 - b. With regard to Insuring Agreement **A.7.b.**:
A computer, telefacsimile, telephone or other electronic, written or voice instruction directing an "employee" to enter or change "electronic data" or "computer programs" within a "computer system" covered under the Insuring Agreement, which instruction in fact was fraudulently issued by your computer software contractor.
12. "Messenger" means you or any "employee" while having care and custody of property outside the "premises".
13. "Money" means:
- a. Currency, coins and bank notes in current use and having a face value;
 - b. Traveler's checks and money orders held for sale to the public; and
 - c. In addition, includes:
 - (1) Under Insuring Agreements **A.1.**, **A.2.** and **A.3.**, deposits in your account at any "financial institution"; and
 - (2) Under Insuring Agreement **A.7.**, deposits in your account at a "financial institution" as defined in Paragraph **F.8.b.**
14. "Occurrence" means:
- a. Under Insuring Agreement **A.1.**:
 - (1) An individual act;
 - (2) The combined total of all separate acts whether or not related; or
 - (3) A series of acts whether or not related; committed by an "employee" acting alone or in collusion with other persons, during the Policy Period shown in the Declarations, before such Policy Period or both.
 - b. Under Insuring Agreement **A.2.**:
 - (1) An individual act;
 - (2) The combined total of all separate acts whether or not related; or
 - (3) A series of acts whether or not related; committed by each "employee" acting alone or in collusion with other persons, during the Policy Period shown in the Declarations, before such Policy Period or both.
 - c. Under Insuring Agreement **A.3.**:
 - (1) An individual act;
 - (2) The combined total of all separate acts whether or not related; or
 - (3) A series of acts whether or not related; committed by a person acting alone or in collusion with other persons, involving one or more instruments, during the Policy Period shown in the Declarations, before such Policy Period or both.
 - d. Under all other Insuring Agreements:
 - (1) An individual act or event;
 - (2) The combined total of all separate acts or events whether or not related; or
 - (3) A series of acts or events whether or not related;

committed by a person acting alone or in collusion with other persons, or not committed by any person, during the Policy Period shown in the Declarations, before such Policy Period or both.

15. "Other property" means any tangible property other than "money" and "securities" that has intrinsic value. "Other property" does not include "computer programs", "electronic data" or any property specifically excluded under this Policy.
16. "Premises" means the interior of that portion of any building you occupy in conducting your business.
17. "Robbery" means the unlawful taking of property from the care and custody of a person by one who has:
 - a. Caused or threatened to cause that person bodily harm; or
 - b. Committed an obviously unlawful act witnessed by that person.
18. "Safe burglary" means the unlawful taking of:
 - a. Property from within a locked safe or vault by a person unlawfully entering the safe or vault as evidenced by marks of forcible entry upon its exterior; or
 - b. A safe or vault from inside the "premises".
19. "Securities" means negotiable and nonnegotiable instruments or contracts representing either "money" or property and includes:
 - a. Tokens, tickets, revenue and other stamps (whether represented by actual stamps or unused value in a meter) in current use; and
 - b. Evidences of debt issued in connection with credit or charge cards, which cards are not issued by you;
but does not include "money".
20. "Theft" means the unlawful taking of property to the deprivation of the Insured.
21. "Transfer account" means an account maintained by you at a "financial institution" from which you can initiate the transfer, payment or delivery of "money" or "securities":
 - a. By means of computer, telefacsimile, telephone or other electronic instructions; or
 - b. By means of written instructions (other than those covered under Insuring Agreement A.3.) establishing the conditions under which such transfers are to be initiated by such financial institution through an electronic funds transfer system.
22. "Watchperson" means any person you retain specifically to have care and custody of property inside the "premises" and who has no other duties.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

INDIANA CHANGES

This endorsement modifies insurance provided under the following:

COMMERCIAL CRIME POLICY
EMPLOYEE THEFT AND FORGERY POLICY
GOVERNMENT CRIME POLICY
GOVERNMENT EMPLOYEE THEFT AND FORGERY POLICY
KIDNAP/RANSOM AND EXTORTION POLICY

Paragraphs **A.** and **B.** apply only to the Commercial Crime Policy, Government Crime Policy and Kidnap/Ransom And Extortion Policy.

A. Paragraph **(2)** of the **Cancellation Of Policy** Condition is replaced by the following:

(2) Cancellation Of Policies In Effect

(a) 90 Days Or Less

If this policy has been in effect for 90 days or less, we may cancel this policy by mailing or delivering to the first Named Insured written notice of cancellation at least:

- (i)** 10 days before the effective date of cancellation if we cancel for nonpayment of premium;
- (ii)** 20 days before the effective date of cancellation if you have perpetrated a fraud or material misrepresentation on us; or
- (iii)** 30 days before the effective date of cancellation if we cancel for any other reason.

(b) More Than 90 Days

If this policy has been in effect for more than 90 days, or is a renewal of a policy we issued, we may cancel this policy, only for one or more of the reasons listed below, by mailing or delivering to the first Named Insured written notice of cancellation at least:

- (i)** 10 days before the effective date of cancellation if we cancel for nonpayment of premium;

- (ii)** 20 days before the effective date of cancellation if you have perpetrated a fraud or material misrepresentation on us; or

- (iii)** 45 days before the effective date of cancellation if:

- i.** There has been a substantial change in the scale of risk covered by this policy; or
- ii.** Reinsurance of the risk associated with this policy has been cancelled; or
- iii.** You have failed to comply with reasonable safety recommendations.

B. The following is added and supersedes any other provision to the contrary:

Nonrenewal

- 1.** If we elect not to renew this policy, we will mail or deliver to the first Named Insured written notice of nonrenewal at least 45 days before:
 - a.** The expiration date of this policy, if the policy is written for a term of one year or less; or
 - b.** The anniversary date of this policy, if the policy is written for a term of more than one year.
- 2.** We will mail or deliver our notice to the first Named Insured's last mailing address known to us. If notice is mailed, proof of mailing will be sufficient proof of notice.

C. The Transfer Of Your Rights Of Recovery Against Others To Us Condition is replaced by the following:

Transfer Of Your Rights Of Recovery Against Others To Us

If any person or organization to or for whom we make payment under this policy has rights to recover damages from another, those rights are transferred to us to the extent of our payment. Our right to recover damages from another may be enforced even if the person or organization to or for whom we make payment has not been fully compensated for damages.

The person or organization to or for whom we make payment must do everything necessary to secure our rights and must do nothing after loss to impair them.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

INCLUDE SPECIFIED NON-COMPENSATED OFFICERS AS EMPLOYEES

This endorsement modifies insurance provided under the following:

- COMMERCIAL CRIME COVERAGE FORM
- COMMERCIAL CRIME POLICY
- EMPLOYEE THEFT AND FORGERY POLICY
- GOVERNMENT CRIME COVERAGE FORM
- GOVERNMENT CRIME POLICY
- GOVERNMENT EMPLOYEE THEFT AND FORGERY POLICY

SCHEDULE

Names Or Titles Of Non-compensated Officers
All Non-Compensated Officers
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

The definition of "employee" is amended to include your non-compensated officers shown in the Schedule.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADD FAITHFUL PERFORMANCE OF DUTY COVERAGE
FOR GOVERNMENT EMPLOYEES**

This endorsement modifies insurance provided under the following:

GOVERNMENT CRIME COVERAGE FORM
GOVERNMENT CRIME POLICY
GOVERNMENT EMPLOYEE THEFT AND FORGERY POLICY

and applies to the Insuring Agreements designated below:

SCHEDULE

Insuring Agreement		Limit Of Insurance
<input checked="" type="checkbox"/>	Employee Theft – Per Loss Coverage	\$500,000
<input type="checkbox"/>	Employee Theft – Per Employee Coverage	
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.		

A. The following is added to the Employee Theft Insuring Agreement designated above:

We will pay for loss or damage to "money", "securities" and "other property" resulting directly from the failure of any "employee" to faithfully perform his or her duties as prescribed by law, when such failure has as its direct and immediate result a loss of your covered property. The most we will pay for loss arising out of any one "occurrence" is the Limit Of Insurance shown in the Schedule. That Limit is part of, not in addition to, the Limit Of Insurance shown in the Declarations.

B. The following exclusions are added to Section **D.2. Exclusions:**

- a.** Loss resulting from the failure of any entity acting as a depository for your property or property for which you are responsible.
- b.** Damages for which you are legally liable as a result of:
 - (1)** The deprivation or violation of the civil rights of any person by an "employee"; or
 - (2)** The tortious conduct of an "employee", except the conversion of property of other parties held by you in any capacity.

C. The **Indemnification** Condition is replaced by the following:

Indemnification

We will indemnify any of your officials who are required by law to give bonds for the faithful performance of their duties against loss through the failure of any "employee" under the supervision of that official to faithfully perform his or her duties as prescribed by law, when such failure has as its direct and immediate result a loss of your covered property.

D. Paragraph **(1)** of the **Termination As To Any Employee** Condition is replaced by the following:

(1) As soon as:

- (a)** You; or
- (b)** Any official or employee authorized to manage, govern or control your "employees" not in collusion with the "employee";

learns of any act committed by the "employee" whether before or after becoming employed by you which would constitute a loss covered under the terms of the Employee Theft Insuring Agreement, as amended by this endorsement; or

- E. The coverage provided by this endorsement does not apply to any employee benefit plan covered under the Employee Theft Insuring Agreement shown in the Schedule.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

FALSE PRETENSES COVERAGE

This endorsement modifies insurance provided under the following:

COMMERCIAL CRIME POLICY (DISCOVERY FORM)
GOVERNMENT CRIME POLICY (DISCOVERY FORM)

SCHEDULE

Limit of Insurance Per Occurrence	Deductible Amount Per Occurrence
\$50,000	\$10,000

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

With regard to this False Pretenses Coverage endorsement, the provisions of the Policy to which this endorsement is attached apply, unless modified by this endorsement.

A. The following Insuring Agreement is added to A. Insuring Agreements:

False Pretenses

We will pay you for direct loss of "money" or "securities" resulting from "false pretenses" directing an "employee" to transfer, pay or deliver "money" or "securities". However, this Insuring Agreement does not apply to any loss of "other property" resulting from "false pretense".

The most we will pay for all loss of "money" or "securities" in any one "occurrence" resulting from "false pretenses" directing an "employee" to transfer, pay or deliver "money" or "securities" is the Limit of Insurance Per Occurrence shown in the **SCHEDULE** subject to the Deductible Amount Per Occurrence shown in the **SCHEDULE**.

B. For the purposes of this endorsement, the following exclusions are added to D. Exclusions, paragraph 1.:

Funds Transfer Fraud

Direct loss of "money" or "securities" resulting from a "fraudulent instruction" directing a financial institution to transfer, pay or deliver "money" or "securities" from your "transfer account".

Computer Fraud

Direct loss sustained by you of "money", "securities" and "other property" resulting directly from an unauthorized transfer of "money", "securities" or "other property" by a natural person, other than an "employee", who has gained unauthorized access to your "computer system".

C. For the purposes of this endorsement, the following definitions are added to F. Definitions:

1. "Client" means a natural person or entity for which you perform services for a fee or under written contract while that contract is in effect.
2. "False Pretenses" means the fraudulent misrepresentation of a material fact, including but not limited to social engineering, pretexting, phishing, spear phishing or any other confidence trick by a person purporting to be an "employee", "vendor" or "client", to an "employee" who is authorized by you to transfer "money" or "securities".
3. "Vendor" means a natural person or entity that has provided goods or services to you pursuant to a written agreement or other arrangement. "Vendor" does not mean a financial institution, bank, credit union, asset manager, broker-dealer, or any other financial institution, an armored motor vehicle company or any similar entity.

ALL OTHER TERMS, CONDITIONS, AND EXCLUSIONS REMAIN UNCHANGED.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**DELETE EXCLUSIONS FOR BONDED EMPLOYEE,
TREASURER AND TAX COLLECTOR**

This endorsement modifies insurance provided under the following:

GOVERNMENT CRIME POLICY (DISCOVERY FORM)

- A.** Section **D. Exclusions**, paragraph 2., **a. Bonded Employees** is deleted.
- B.** Section **D. Exclusions**, paragraph 2., **d. Treasurers Or Tax Collectors** is deleted.

ALL OTHER TERMS, CONDITIONS, AND EXCLUSIONS REMAIN UNCHANGED.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

AMEND COMPUTER AND FUNDS TRANSFER FRAUD INSURING AGREEMENT

This endorsement modifies insurance provided under the following:

COMMERCIAL CRIME POLICY (DISCOVERY FORM)
GOVERNMENT CRIME POLICY (DISCOVERY FORM)

A. With respect to the **COMMERCIAL CRIME POLICY (DISCOVERY FORM), A. Insuring Agreements, 6. Computer and Funds Transfer Fraud**, is replaced by the following:

6. Computer and Funds Transfer Fraud

a. We will pay for:

- (1) Loss of or damage to "money", "securities" or "other Property" resulting directly from an unauthorized transfer of "money", "securities" or "other Property" by a natural person (other than an "employee") who has gained unauthorized access to your "computer system".
- (2) Loss resulting directly from a "fraudulent instruction" directing your "financial institution" to debit your "transfer account" and to transfer, pay or deliver "money" or "securities" from that account.

B. With respect to the **GOVERNMENT CRIME POLICY (DISCOVERY FORM), A. Insuring Agreements, 7. Computer and Funds Transfer Fraud**, is replaced by the following:

7. Computer and Funds Transfer Fraud

a. We will pay for:

- (1) Loss of or damage to "money", "securities" or "other property" resulting directly from an unauthorized transfer of "money", "securities" or "other property" by a natural person (other than an "employee") who has gained unauthorized access to your "computer system".
- (2) Loss resulting directly from a "fraudulent instruction" directing your "financial institution" to debit your "transfer account" and to transfer, pay

or deliver "money" or "securities" from that account.

C. For the purposes of this endorsement, **D. Exclusions, 4.a. Authorized Access**, the last portion of the exclusion is replaced by the following:

any "computer system" owned, leased or operated by you or by a person or organization with authorized access to that "computer system".

D. With respect to the **COMMERCIAL CRIME POLICY (DISCOVERY FORM), D. Exclusions, 4.d. Fraudulent Instructions**, the last portion of the exclusion is replaced by the following:

which instruction proves to be fraudulent, except when covered under Insuring Agreement **A.6.a.(2)**.

E. With respect to the **GOVERNMENT CRIME POLICY (DISCOVERY FORM), D. Exclusions, paragraph 4.d. Fraudulent Instructions**, the last portion of the exclusion is replaced by the following:

Which instruction proves to be fraudulent, except when covered under Insuring Agreement **A.7.a.(2)**.

F. With respect to the **COMMERCIAL CRIME POLICY (DISCOVERY FORM), F. Definitions, 12.** "Fraudulent instruction", paragraph **b.** is deleted.

G. With respect to the **GOVERNMENT CRIME POLICY (DISCOVERY FORM), F. Definitions, 11.** "Fraudulent instruction", paragraph **b.** is deleted.

H. For the purposes of this endorsement, **F. Definitions, 2.** "Computer system" is replaced by the following:

2. "Computer system" means a computer and all input, output, processing, storage and communication facilities and equipment which are connected to such a device and which the operating system or application software used by you are under your direct operational control. Off-line media libraries are deemed to be part of such "computer system".

ALL OTHER TERMS, CONDITIONS, AND EXCLUSIONS REMAIN UNCHANGED.



HAYWOOD AND FLEMING ASSOCIATES
Risk Management ♦ Insurance ♦ Employee Benefits

August 8, 2022

Attorney Michelle Reeves
Drexel Foundation for Educational Excellence, Inc.
973 W. 6th Avenue
Gary, Indiana 46402

Re: Student Athletic Policy Renewal
Effective Date; September 6, 2022 – September 6, 2023

Dear Attorney Reeves (Michelle),

Thank you for continuing to partner with our local firm on the insurance and risk management needs of Drexel Foundation for Educational Excellence, Inc. We are pleased to enclose the renewal for the Student's Athletic policy. The renewal premium is \$29,669.26. Attached you will find the renewal invoice.

Upon review, if you should have any questions or concerns, please do not hesitate to give us a call. As always, we appreciate your business and look forward to being of service to you and the Drexel Foundation for Educational Excellence, Inc.

Cordially,

Leslie Skinner- Leslie
Vice President of Marketing and Operations

www.haywoodandfleming.com

650 South Lake Street ♦ Gary, Indiana 46403 ♦ Tel (219) 938-5025 ♦ Fax (219) 938-0230
111 East Chestnut Street, Suite 56F ♦ Chicago, Illinois 60611 ♦ Tel (312) 794-7309 ♦ Fax (312) 624-7701



**DREXEL FOUNDATION/THEA BOWMAN LEADERSHIP ACADEMY
STUDENT ATHLETIC POLICY
COVERAGE/PREMIUM SUMMARY**

Applicant: Drexel Foundation/Thea Bowman Leadership Academy
973 West 6th Avenue
Gary, IN 46402

Company: Nationwide Life Insurance Policy

Type of Insurance: Sports Accident Policy

Term: September 6, 2022 – September 6, 2023

Coverage:

<u>Benefits and Amounts</u>	
Accidental Death	\$10,000
Specific Loss	\$10,000
Catastrophic Injury Benefit	
Maximum	\$500,000
Principal Sum	\$100,000
Annual Installment	\$40,000
Medical Expense	
Accident	
Deductible	\$25,000
Medical Overall Maximum	
Medical Expense w/o Catastrophic Benefit	\$1,000,000
Medical Expense & Catastrophic Benefit	\$2,000,000

Total Annual Premium: **\$29,669.26**

Invoice

Haywood And Fleming Associates
650 South Lake Street
Gary, IN 46403

(219)938-5025

Drexel Foundation for Educational Excellence, Inc.
Thea Bowman Leadership Academy
3401 W. 5TH AVENUE
Gary, IN 46406

(219)886-3222

Invoice Date: 8/8/2022
Invoice Number: 1790
Policy Number: TBD
Account Number:
Company: Nationwide Life Insurance Company
Rep: Leslie, Leslie

Terms: Annual Effective Date: 9/6/2022 Expiration Date: 9/6/2023

Inv. Date	Qty	Invoice Description	Invoice Amount	Extension
8/8/2022	1	Sports Accident Policy	\$29,669.26	\$29,669.26
			Total Invoice:	\$29,669.26
			Total Payments:	\$0.00
			Balance Due:	\$29,669.26

ATTACHMENT

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Draft 5 Year Forecast - Key Assumptions - Narrative

1	All revenues are based on information available at this point in time and will be revised with changes in State and Federal funding formulas
2	Salaries assume a 3% annual increase
3	Recurring, non-ESSER expenses, without known variables assume an annual increase of 3%
4	The facility after buildout has a projected capacity of 903 scholars, additional capacity will be dependent on a revised space configuration or additional buildouts utilizing the <u>existing fund balance</u>
5	All ESSER funded expenses decrease after FY25 to funds allowed by State & Federal funds
6	Average State and Federal revenues per scholar are detailed on the summary page of the forecast
7	Average Expenses per scholar are detailed on the summary page of the forecast
8	NI is assumed at slightly above B/E for all years to ensure maintenance of the school's cash balance
9	This is a draft intended for internal planning purposes only

TBLA Draft 5 Year Forecast - Key Assumptions (a):	FY23	FY24	FY25	FY26	FY27	FY28	FY29
Enrollment	841	825	903	975	1,004	1,004	1,004
Annual Enrollment Growth			9%	8%	3%	0%	0%
Total Basic Funding	7,023,706	7,031,784	7,696,607	8,561,706	9,083,114	9,355,607	9,636,275
Average Basic State Funding Per Scholar	8,352	8,523	8,523	8,779	9,042	9,314	9,593
Charter School Facility Grant	1,051,250	1,031,250	1,264,200	1,365,336	1,406,296	1,406,296	1,406,296
Charter School Facility Grant Per Scholar	1,250	1,250	1,400	1,400	1,400	1,400	1,400
Other State Funding	106,716	77,905	82,300	87,313	89,932	90,932	91,962
Average Other State Funding Per Scholar	127	94	91	90	90	91	92
ESSER Funding	4,081,222	7,946,938	2,560,981	-	-	-	-
ESSER Funding Per Scholar	4,853	9,633	2,836	-	-	-	-
Nutrition Funding	495,205	519,965	625,655	694,477	687,987	708,627	729,885
Nutrition Funding Per Scholar	589	630	693	712	685	705	727
Other Federal Funding	2,383,784	1,726,671	1,889,920	2,041,114	2,102,347	2,102,347	2,102,347
Other Federal Funding Per Scholar	2,834	2,093	2,093	2,093	2,093	2,093	2,093
Other Funding	197,827	105,506	105,506	105,506	105,506	105,506	105,506
Other Funding Per Scholar	235	128	117	108	105	105	105
Total Funding	15,339,710	18,440,019	14,225,170	12,855,452	13,475,182	13,769,315	14,072,272
Total Funding Per Scholar	18,240	22,352	15,753	13,182	13,415	13,708	14,009
Total Salary Costs	4,373,569	5,658,451	4,980,579	4,499,280	4,699,259	4,840,237	4,985,444
Total ER Taxes & Benefits	1,033,370	1,414,613	1,245,145	1,124,820	1,174,815	1,210,059	1,246,361
Total Other Staff Costs (Bonuses, Stipends & Subs)	252,328	938,631	350,121	170,311	175,420	180,682	186,103
Professional Fees	2,104,577	2,853,520	2,270,221	2,071,251	2,161,477	2,213,107	2,266,285
Classroom Supplies & Materials, Transportation, Nutrition, Technology, Facility & Utilities	889,675	1,695,508	1,248,241	1,091,335	1,153,058	1,189,850	1,227,856
Other Expenses	559,643	612,825	628,651	666,536	694,469	715,303	736,762
Interest Payment	968,531	1,173,531	1,168,281	1,167,575	1,171,300	1,169,256	1,166,700
Depreciation & Amortization	617,070	775,774	879,191	905,567	932,734	960,716	989,537
Total Expenses	12,868,999	17,758,334	14,219,433	12,849,228	13,466,405	13,758,449	14,061,208
Total Expenses per Scholar	15,302	21,525	15,747	13,175	13,406	13,697	13,998
Net Surplus	2,470,711	681,685	5,736	6,224	8,778	10,866	11,064
	-	0	0	(0)	0	0	(0)

(a) Draft - for internal planning only

Thea Bowman Leadership Academy
Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Enrollment	841	825	903	975	1,004	1,004	1,004
% growth			9%	8%	3%	0%	0%
INCOME							
Federal Funding							
Title I	2,034,487	1,356,344	1,484,580	1,603,346	1,651,447	1,651,447	1,651,447
Title II	150,116	86,608	94,796	102,380	105,451	105,451	105,451
Title IV	84,671	116,040	127,011	137,172	141,287	141,287	141,287
SPED	114,510	167,680	183,533	198,216	204,163	204,163	204,163
ESSER II Grant	2,884,910	580,261	-	-	-	-	-
ESSER III Grant	1,196,312	7,366,677	2,560,981	-	-	-	-
Federal Lunch Reimbursement	495,205	519,965	625,655	694,477	687,987	708,627	729,885
Total Federal Funding	6,960,211	10,193,574	5,076,556	2,735,591	2,790,334	2,810,974	2,832,232
	\$ 8,276.11	\$ 12,355.85	\$ 5,621.88	\$ 2,805.04	\$ 2,777.84	\$ 2,798.39	\$ 2,819.55
State Funding							
Basic Support	7,023,706	7,031,784	7,696,607	8,561,706	9,083,114	9,355,607	9,636,275
Charter School Grant	1,051,250	1,031,250	1,264,200	1,365,336	1,406,296	1,406,296	1,406,296
Performance Awards	31,420	31,420	31,420	32,363	33,333	34,333	35,363
Textbook Reimbursement	46,485	46,485	50,880	54,950	56,599	56,599	56,599
Other state grants	24,614	24,614	24,614	24,614	24,614	24,614	24,614
State Lunch Match	4,197	4,197	4,197	4,197	4,197	4,197	4,197
Total State Funding	8,181,672	8,140,939	9,043,107	10,014,355	10,579,342	10,852,836	11,134,534
	8,391	\$ 9,867.80	\$ 10,014.52	\$ 10,268.61	\$ 10,531.98	\$ 10,804.25	\$ 11,084.68
Other Revenue							
Textbook Rental Fees	-	-	-	-	-	-	-
Student Fees	26,264	26,264	26,264	26,264	26,264	26,264	26,264
Athletics	59,267	59,267	59,267	59,267	59,267	59,267	59,267
Other Income	65,352	19,975	19,975	19,975	19,975	19,975	19,975
Interest Income	14,723	-	-	-	-	-	-
Student Fundraising	11,933	-	-	-	-	-	-
Contributions	20,288	-	-	-	-	-	-
Total Other Revenue	197,827	105,506	105,506	105,506	105,506	105,506	105,506
Total Income	15,339,710	18,440,019	14,225,170	12,855,452	13,475,182	13,769,315	14,072,272
	\$ 15,733.04	\$ 22,351.54	\$ 15,753.23	\$ 13,181.83	\$ 13,414.85	\$ 13,707.67	\$ 14,009.27
EXPENSES							
Personnel Costs							
Salary and Wages	4,373,569	5,658,451	4,980,579	4,499,280	4,699,259	4,840,237	4,985,444
Bonuses	107,350	494,135	125,000	31,250	32,188	33,153	34,148
Stipends	152,578	320,996	175,121	87,561	90,187	92,893	95,680
Payroll Taxes	373,816	509,261	448,252	404,935	422,933	435,621	448,690
Health Insurance	489,993	622,430	547,864	494,921	516,918	532,426	548,399
Retirement Expense	169,561	282,923	249,029	224,964	234,963	242,012	249,272
Substitutes	(7,600)	123,500	50,000	51,500	53,045	54,636	56,275
Total Personnel Costs	5,659,267	8,011,695	6,575,844	5,794,411	6,049,493	6,230,978	6,417,908
	5,556,810	\$ 9,711.15	\$ 7,282.22	\$ 5,941.52	\$ 6,022.41	\$ 6,203.08	\$ 6,389.17
Professional Fees							
SPED Services	53,633	155,000	159,650	164,440	169,373	174,454	179,687
Instruction Services	148,595	352,464	266,300	222,789	229,473	236,357	243,448
Staff Training & Recruitment	21,874	22,530	23,206	23,902	24,619	25,358	26,119
Accounting Fees	38,130	42,392	43,664	44,974	46,323	47,713	49,144
Admin Professional Services	1,789,986	2,212,802	1,707,020	1,542,654	1,617,022	1,652,318	1,688,673
Legal Fees	15,594	25,000	25,750	26,523	27,318	28,138	28,982
Marketing	5,434	12,000	12,360	12,731	13,113	13,506	13,911
Honors Diploma	31,331	31,331	32,271	33,239	34,236	35,263	36,321
Total Professional Fees	2,104,577	2,853,520	2,270,221	2,071,251	2,161,477	2,213,107	2,266,285
	2,502	3,459	2,514	2,124	2,152	2,203	2,256

Thea Bowman Leadership Academy
Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Classroom Supplies & Materials							
Classroom Supplies & Materials	183,178	411,300	169,550	151,462	160,549	165,366	170,327
Curricular Materials	47,657	250,421	62,605	50,000	53,000	54,590	56,228
Total Classroom Supplies & Materials	230,835	661,721	232,155	201,462	213,549	219,956	226,554
School Breakfast & Lunch Expense							
School Breakfast & Lunch Expense	329,718	556,363	625,655	694,477	736,146	758,230	780,977
Total Breakfast & Lunch	329,718	556,363	625,655	694,477	736,146	758,230	780,977
Student Transportation Expenses							
Student Transportation Expense	183,054	246,512	209,535	104,768	110,006	115,506	121,282
Total Student Transportation	183,054	246,512	209,535	104,768	110,006	115,506	121,282
Student Uniform Expense							
Student Uniform Expense	259	262	295	328	348	359	369
Total Student Uniform	259	262	295	328	348	359	369
Extra-Curricular Expenses							
Extra-Curricular Expenses	145,809	230,650	180,600	90,300	93,009	95,799	98,673
Total Extra-Curricular	145,809	230,650	180,600	90,300	93,009	95,799	98,673
Technology Expenses							
Technology Expenses	406,849	466,000	377,543	153,448	201,295	207,334	169,048
Total Technology	406,849	466,000	377,543	153,448	201,295	207,334	169,048
Facility and Equipment Expenses			5,736	6,224	8,778	10,866	11,064
Building Rent	594,119	502,546	-	-	-	-	-
Furniture & Equipment	-	375,000	150,000	50,000	125,000	65,000	50,000
Building Maintenance	195,900	293,850	205,695	211,866	218,222	224,768	231,512
Grounds Maintenance	15,365	43,612	33,612	34,620	35,659	36,729	37,831
Janitorial Services & Supplies	67,797	88,136	88,136	90,780	93,504	96,309	99,198
Security Services	481,967	506,065	224,918	231,665	238,615	245,774	253,147
Equipment Rental	70,423	66,015	66,015	67,995	70,035	72,136	74,300
Equipment Exp & Maint	5,649	5,818	5,993	6,173	6,358	6,549	6,745
Trash Removal	49,549	51,035	52,567	54,144	55,768	57,441	59,164
Total Facility and Equipment	1,480,769	1,932,078	826,936	747,244	843,161	804,706	811,897
Utilities							
Utilities	182,618	237,403	244,526	251,861	259,417	267,200	275,216
Total Utilities	182,618	237,403	244,526	251,861	259,417	267,200	275,216
Other Expenses							
Authorizer Fees	200,647	210,954	230,898	256,851	272,493	280,668	289,088
Office Supplies	31,813	34,994	36,044	37,125	38,239	39,386	40,568
Insurance Expense	170,594	204,713	210,854	217,180	223,695	230,406	237,318
Bank Fees	10,134	1,500	1,545	1,591	1,639	1,688	1,739
Admin Travel	7,785	8,019	4,009	4,130	4,253	4,381	4,512
Other Food Purchases	29,942	32,936	33,924	34,942	35,990	37,070	38,182
Interest Expense	968,531	1,173,531	1,168,281	1,167,575	1,171,300	1,169,256	1,166,700
Postage	6,669	6,869	7,075	7,287	7,506	7,731	7,963
Student Fundraising Expenses	2,540						
Membership Dues & Fees	5,675	5,845	6,021	6,201	6,387	6,579	6,776
Field Trips	67,244	77,331	67,725	69,757	71,849	74,005	76,225
Nurse Supplies	2,525	4,386	4,518	4,653	4,793	4,936	5,085
Other Event Expenses	24,075	25,279	26,037	26,818	27,623	28,451	29,305
Total Other Expenses	1,528,174	1,786,356	1,796,932	1,834,111	1,865,769	1,884,559	1,903,462

Thea Bowman Leadership Academy
 Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Depreciation & Amortization							
Depreciation Expense	585,189	742,299	844,712	870,053	896,155	923,040	950,731
Amortization Expense	31,881	33,475	34,479	35,514	36,579	37,676	38,807
Total Depreciation & Amortization	617,070	775,774	879,191	905,567	932,734	960,716	989,537
Total Expenses	12,868,999	17,758,334	14,219,433	12,849,228	13,466,405	13,758,449	14,061,208
	<i>15,302 \$</i>	<i>21,525.25 \$</i>	<i>15,746.88 \$</i>	<i>13,175.45 \$</i>	<i>13,406.11 \$</i>	<i>13,696.85 \$</i>	<i>13,998.26</i>
Net Ordinary Income (Loss)	2,470,711	681,685	5,736	6,224	8,778	10,866	11,064

ATTACHMENT

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Draft 5 Year Forecast - Key Assumptions - Narrative

1	All revenues are based on information available at this point in time and will be revised with changes in State and Federal funding formulas
2	Salaries assume a 3% annual increase
3	Recurring, non-ESSER expenses, without known variables assume an annual increase of 3%
4	The facility after buildout has a projected capacity of 903 scholars, additional capacity will be dependent on a revised space configuration or additional buildouts utilizing the <u>existing fund balance</u>
5	All ESSER funded expenses decrease after FY25 to funds allowed by State & Federal funds
6	Average State and Federal revenues per scholar are detailed on the summary page of the forecast
7	Average Expenses per scholar are detailed on the summary page of the forecast
8	NI is assumed at slightly above B/E for all years to ensure maintenance of the school's cash balance
9	This is a draft intended for internal planning purposes only

TBLA Draft 5 Year Forecast - Key Assumptions (a):	FY23	FY24	FY25	FY26	FY27	FY28	FY29
Enrollment	841	825	903	975	1,004	1,004	1,004
Annual Enrollment Growth			9%	8%	3%	0%	0%
Total Basic Funding	7,023,706	7,031,784	7,696,607	8,561,706	9,083,114	9,355,607	9,636,275
Average Basic State Funding Per Scholar	8,352	8,523	8,523	8,779	9,042	9,314	9,593
Charter School Facility Grant	1,051,250	1,031,250	1,264,200	1,365,336	1,406,296	1,406,296	1,406,296
Charter School Facility Grant Per Scholar	1,250	1,250	1,400	1,400	1,400	1,400	1,400
Other State Funding	106,716	77,905	82,300	87,313	89,932	90,932	91,962
Average Other State Funding Per Scholar	127	94	91	90	90	91	92
ESSER Funding	4,081,222	7,946,938	2,560,981	-	-	-	-
ESSER Funding Per Scholar	4,853	9,633	2,836	-	-	-	-
Nutrition Funding	495,205	519,965	625,655	694,477	687,987	708,627	729,885
Nutrition Funding Per Scholar	589	630	693	712	685	705	727
Other Federal Funding	2,383,784	1,726,671	1,889,920	2,041,114	2,102,347	2,102,347	2,102,347
Other Federal Funding Per Scholar	2,834	2,093	2,093	2,093	2,093	2,093	2,093
Other Funding	197,827	105,506	105,506	105,506	105,506	105,506	105,506
Other Funding Per Scholar	235	128	117	108	105	105	105
Total Funding	15,339,710	18,440,019	14,225,170	12,855,452	13,475,182	13,769,315	14,072,272
Total Funding Per Scholar	18,240	22,352	15,753	13,182	13,415	13,708	14,009
Total Salary Costs	4,373,569	5,658,451	4,980,579	4,499,280	4,699,259	4,840,237	4,985,444
Total ER Taxes & Benefits	1,033,370	1,414,613	1,245,145	1,124,820	1,174,815	1,210,059	1,246,361
Total Other Staff Costs (Bonuses, Stipends & Subs)	252,328	938,631	350,121	170,311	175,420	180,682	186,103
Professional Fees	2,104,577	2,853,520	2,270,221	2,071,251	2,161,477	2,213,107	2,266,285
Classroom Supplies & Materials, Transportation, Nutrition, Technology, Facility & Utilities	889,675	1,695,508	1,248,241	1,091,335	1,153,058	1,189,850	1,227,856
Other Expenses	559,643	612,825	628,651	666,536	694,469	715,303	736,762
Interest Payment	968,531	1,173,531	1,168,281	1,167,575	1,171,300	1,169,256	1,166,700
Depreciation & Amortization	617,070	775,774	879,191	905,567	932,734	960,716	989,537
Total Expenses	12,868,999	17,758,334	14,219,433	12,849,228	13,466,405	13,758,449	14,061,208
Total Expenses per Scholar	15,302	21,525	15,747	13,175	13,406	13,697	13,998
Net Surplus	2,470,711	681,685	5,736	6,224	8,778	10,866	11,064
	-	0	0	(0)	0	0	(0)

(a) Draft - for internal planning only

Thea Bowman Leadership Academy
Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Enrollment	841	825	903	975	1,004	1,004	1,004
% growth			9%	8%	3%	0%	0%
INCOME							
Federal Funding							
Title I	2,034,487	1,356,344	1,484,580	1,603,346	1,651,447	1,651,447	1,651,447
Title II	150,116	86,608	94,796	102,380	105,451	105,451	105,451
Title IV	84,671	116,040	127,011	137,172	141,287	141,287	141,287
SPED	114,510	167,680	183,533	198,216	204,163	204,163	204,163
ESSER II Grant	2,884,910	580,261	-	-	-	-	-
ESSER III Grant	1,196,312	7,366,677	2,560,981	-	-	-	-
Federal Lunch Reimbursement	495,205	519,965	625,655	694,477	687,987	708,627	729,885
Total Federal Funding	6,960,211	10,193,574	5,076,556	2,735,591	2,790,334	2,810,974	2,832,232
	\$ 8,276.11	\$ 12,355.85	\$ 5,621.88	\$ 2,805.04	\$ 2,777.84	\$ 2,798.39	\$ 2,819.55
State Funding							
Basic Support	7,023,706	7,031,784	7,696,607	8,561,706	9,083,114	9,355,607	9,636,275
Charter School Grant	1,051,250	1,031,250	1,264,200	1,365,336	1,406,296	1,406,296	1,406,296
Performance Awards	31,420	31,420	31,420	32,363	33,333	34,333	35,363
Textbook Reimbursement	46,485	46,485	50,880	54,950	56,599	56,599	56,599
Other state grants	24,614	24,614	24,614	24,614	24,614	24,614	24,614
State Lunch Match	4,197	4,197	4,197	4,197	4,197	4,197	4,197
Total State Funding	8,181,672	8,140,939	9,043,107	10,014,355	10,579,342	10,852,836	11,134,534
	8,391	\$ 9,867.80	\$ 10,014.52	\$ 10,268.61	\$ 10,531.98	\$ 10,804.25	\$ 11,084.68
Other Revenue							
Textbook Rental Fees	-	-	-	-	-	-	-
Student Fees	26,264	26,264	26,264	26,264	26,264	26,264	26,264
Athletics	59,267	59,267	59,267	59,267	59,267	59,267	59,267
Other Income	65,352	19,975	19,975	19,975	19,975	19,975	19,975
Interest Income	14,723	-	-	-	-	-	-
Student Fundraising	11,933	-	-	-	-	-	-
Contributions	20,288	-	-	-	-	-	-
Total Other Revenue	197,827	105,506	105,506	105,506	105,506	105,506	105,506
Total Income	15,339,710	18,440,019	14,225,170	12,855,452	13,475,182	13,769,315	14,072,272
	\$ 15,733.04	\$ 22,351.54	\$ 15,753.23	\$ 13,181.83	\$ 13,414.85	\$ 13,707.67	\$ 14,009.27
EXPENSES							
Personnel Costs							
Salary and Wages	4,373,569	5,658,451	4,980,579	4,499,280	4,699,259	4,840,237	4,985,444
Bonuses	107,350	494,135	125,000	31,250	32,188	33,153	34,148
Stipends	152,578	320,996	175,121	87,561	90,187	92,893	95,680
Payroll Taxes	373,816	509,261	448,252	404,935	422,933	435,621	448,690
Health Insurance	489,993	622,430	547,864	494,921	516,918	532,426	548,399
Retirement Expense	169,561	282,923	249,029	224,964	234,963	242,012	249,272
Substitutes	(7,600)	123,500	50,000	51,500	53,045	54,636	56,275
Total Personnel Costs	5,659,267	8,011,695	6,575,844	5,794,411	6,049,493	6,230,978	6,417,908
	5,556,810	\$ 9,711.15	\$ 7,282.22	\$ 5,941.52	\$ 6,022.41	\$ 6,203.08	\$ 6,389.17
Professional Fees							
SPED Services	53,633	155,000	159,650	164,440	169,373	174,454	179,687
Instruction Services	148,595	352,464	266,300	222,789	229,473	236,357	243,448
Staff Training & Recruitment	21,874	22,530	23,206	23,902	24,619	25,358	26,119
Accounting Fees	38,130	42,392	43,664	44,974	46,323	47,713	49,144
Admin Professional Services	1,789,986	2,212,802	1,707,020	1,542,654	1,617,022	1,652,318	1,688,673
Legal Fees	15,594	25,000	25,750	26,523	27,318	28,138	28,982
Marketing	5,434	12,000	12,360	12,731	13,113	13,506	13,911
Honors Diploma	31,331	31,331	32,271	33,239	34,236	35,263	36,321
Total Professional Fees	2,104,577	2,853,520	2,270,221	2,071,251	2,161,477	2,213,107	2,266,285
	2,502	3,459	2,514	2,124	2,152	2,203	2,256

Thea Bowman Leadership Academy
Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Classroom Supplies & Materials							
Classroom Supplies & Materials	183,178	411,300	169,550	151,462	160,549	165,366	170,327
Curricular Materials	47,657	250,421	62,605	50,000	53,000	54,590	56,228
Total Classroom Supplies & Materials	230,835	661,721	232,155	201,462	213,549	219,956	226,554
School Breakfast & Lunch Expense							
School Breakfast & Lunch Expense	329,718	556,363	625,655	694,477	736,146	758,230	780,977
Total Breakfast & Lunch	329,718	556,363	625,655	694,477	736,146	758,230	780,977
Student Transportation Expenses							
Student Transportation Expense	183,054	246,512	209,535	104,768	110,006	115,506	121,282
Total Student Transportation	183,054	246,512	209,535	104,768	110,006	115,506	121,282
Student Uniform Expense							
Student Uniform Expense	259	262	295	328	348	359	369
Total Student Uniform	259	262	295	328	348	359	369
Extra-Curricular Expenses							
Extra-Curricular Expenses	145,809	230,650	180,600	90,300	93,009	95,799	98,673
Total Extra-Curricular	145,809	230,650	180,600	90,300	93,009	95,799	98,673
Technology Expenses							
Technology Expenses	406,849	466,000	377,543	153,448	201,295	207,334	169,048
Total Technology	406,849	466,000	377,543	153,448	201,295	207,334	169,048
Facility and Equipment Expenses			5,736	6,224	8,778	10,866	11,064
Building Rent	594,119	502,546	-	-	-	-	-
Furniture & Equipment	-	375,000	150,000	50,000	125,000	65,000	50,000
Building Maintenance	195,900	293,850	205,695	211,866	218,222	224,768	231,512
Grounds Maintenance	15,365	43,612	33,612	34,620	35,659	36,729	37,831
Janitorial Services & Supplies	67,797	88,136	88,136	90,780	93,504	96,309	99,198
Security Services	481,967	506,065	224,918	231,665	238,615	245,774	253,147
Equipment Rental	70,423	66,015	66,015	67,995	70,035	72,136	74,300
Equipment Exp & Maint	5,649	5,818	5,993	6,173	6,358	6,549	6,745
Trash Removal	49,549	51,035	52,567	54,144	55,768	57,441	59,164
Total Facility and Equipment	1,480,769	1,932,078	826,936	747,244	843,161	804,706	811,897
Utilities							
Utilities	182,618	237,403	244,526	251,861	259,417	267,200	275,216
Total Utilities	182,618	237,403	244,526	251,861	259,417	267,200	275,216
Other Expenses							
Authorizer Fees	200,647	210,954	230,898	256,851	272,493	280,668	289,088
Office Supplies	31,813	34,994	36,044	37,125	38,239	39,386	40,568
Insurance Expense	170,594	204,713	210,854	217,180	223,695	230,406	237,318
Bank Fees	10,134	1,500	1,545	1,591	1,639	1,688	1,739
Admin Travel	7,785	8,019	4,009	4,130	4,253	4,381	4,512
Other Food Purchases	29,942	32,936	33,924	34,942	35,990	37,070	38,182
Interest Expense	968,531	1,173,531	1,168,281	1,167,575	1,171,300	1,169,256	1,166,700
Postage	6,669	6,869	7,075	7,287	7,506	7,731	7,963
Student Fundraising Expenses	2,540						
Membership Dues & Fees	5,675	5,845	6,021	6,201	6,387	6,579	6,776
Field Trips	67,244	77,331	67,725	69,757	71,849	74,005	76,225
Nurse Supplies	2,525	4,386	4,518	4,653	4,793	4,936	5,085
Other Event Expenses	24,075	25,279	26,037	26,818	27,623	28,451	29,305
Total Other Expenses	1,528,174	1,786,356	1,796,932	1,834,111	1,865,769	1,884,559	1,903,462

Thea Bowman Leadership Academy
 Draft Forecast - For Internal Use only

	FY23 Actual	FY24 Budget	FY25 Proj	FY26 Proj	FY27 Proj	FY28 Proj	FY29 Proj
Depreciation & Amortization							
Depreciation Expense	585,189	742,299	844,712	870,053	896,155	923,040	950,731
Amortization Expense	31,881	33,475	34,479	35,514	36,579	37,676	38,807
Total Depreciation & Amortization	617,070	775,774	879,191	905,567	932,734	960,716	989,537
Total Expenses	12,868,999	17,758,334	14,219,433	12,849,228	13,466,405	13,758,449	14,061,208
	<i>15,302 \$</i>	<i>21,525.25 \$</i>	<i>15,746.88 \$</i>	<i>13,175.45 \$</i>	<i>13,406.11 \$</i>	<i>13,696.85 \$</i>	<i>13,998.26</i>
Net Ordinary Income (Loss)	2,470,711	681,685	5,736	6,224	8,778	10,866	11,064

ATTACHMENT

21

NOT APPLICABLE

ATTACHMENT

22

FORM 9 FINANCIAL REPORT
Summary of Receipts and Expenditures

Fund	Beginning Cash Balance 7/1/2022 - 12/31/2022	Receipts 7/1/2022 - 12/31/2022	Receipt Exceptions And Adjustments 7/1/2022 - 12/31/2022	Expenditures 7/1/2022 - 12/31/2022	Expenditures Exceptions Minus Adjustments 7/1/2022 - 12/31/2022	Ending Cash Balance 7/1/2022 - 12/31/2022
101	\$ 8,559,632.44	\$ 3,671,087.00	\$ 165,159.57	\$ 2,876,647.43	\$ 5,181,864.61	\$ 4,337,366.97
200	(\$ 2,333,792.05)	\$ 37.27	\$ 4,165,193.37	\$ 484,265.63	\$ 0.00	\$ 1,347,172.96
300	\$ 99,236.48	\$ 63,461.54	\$ 1,007,704.08	\$ 778,033.63	\$ 0.00	\$ 392,368.47
800	\$ 345,215.83	\$ 77,837.82	\$ 0.00	\$ 154,191.58	\$ 0.00	\$ 268,862.07
900	\$ 0.00	\$ 0.00	\$ 52,799.40	\$ 51,122.14	\$ 0.00	\$ 1,677.26
2000	\$ 3,927.72	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 3,927.72
3028	\$ 0.00	\$ 9,510.00	\$ 0.00	\$ 9,510.00	\$ 0.00	\$ 0.00
3400	\$ 0.00	\$ 1,889.36	\$ 0.00	\$ 1,889.36	\$ 0.00	\$ 0.00
3749	\$ 0.00	\$ 935.09	\$ 0.00	\$ 935.09	\$ 0.00	\$ 0.00
3750	\$ 0.00	\$ 31,419.53	\$ 0.00	\$ 31,419.53	\$ 0.00	\$ 0.00
3951	\$ 0.00	\$ 531,250.00	\$ 0.00	\$ 531,250.00	\$ 0.00	\$ 0.00
4100	(\$ 239,640.57)	\$ 1,229,100.08	\$ 9,288.92	\$ 1,059,222.86	\$ 51,299.41	(\$ 111,773.84)
5200	(\$ 30,487.02)	\$ 83,815.06	\$ 0.00	\$ 59,844.80	\$ 0.00	(\$ 6,516.76)
5800	(\$ 3,739.42)	\$ 11,351.61	\$ 0.00	\$ 37,879.37	\$ 12,259.34	(\$ 42,526.52)
6840	(\$ 25,035.51)	\$ 127,258.76	\$ 0.00	\$ 141,117.50	\$ 0.00	(\$ 38,894.25)
7923	(\$ 1,173.66)	\$ 52,198.86	\$ 0.00	\$ 94,119.38	\$ 10,592.34	(\$ 53,686.52)
7931	(\$ 73,203.23)	\$ 691,453.25	\$ 0.00	\$ 784,054.31	\$ 144,129.64	(\$ 309,933.93)
7941	(\$ 1,527.20)	\$ 1,527.20	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Total	\$6,299,413.81	\$6,584,132.43	\$5,400,145.34	\$7,095,502.61	\$5,400,145.34	\$5,788,043.63

Annual Financial Report



Indiana State Board of Accounts

2021-2022

THEA BOWMAN LEADERSHIP ACADEMY
Lake County

Submitted on 8/29/2022 12:22:00 PM

Per [IC 5-11-1-4](#) every municipality and local government is required to provide electronically and in a manner prescribed by the state examiner, financial reports for the fiscal year not later than sixty days after the close of the fiscal year.

Completion and submission of the Gateway Annual Financial Report (AFR) will fulfill this requirement. This document comprises all of the report outputs generated by Gateway, based on the information entered by the government unit and submitted by the government official as stipulated in state law.

Thea Bowman Leadership Academy, Lake County, Indiana
Grants - 2021-2022

Local Project Name/Description	Federal Program Title/Project Name	Federal Agency	Pass Through Agency	Assistance Listing	Award Name	Award Number	Grant Type	Local Fund	Receipts	Disbursements	Amount of Federal Awards Provided to Subrecipients During the Year	Amount of Loans Outstanding at Year End	Amount of Federal Noncash Assistance for the Year	Amount of Insurance in Effect During the Year
National School Lunch Program	National School Lunch Program	US Department of Agriculture	Indiana Department of Education	10.555	NSLP	N/A	Reimbursement Grant	0800	\$563,161.52	\$364,582.20	\$0.00	\$0.00	\$0.00	\$0.00
FY2019 Title II	Improving Teacher Quality State Grants	US Department of Education	Indiana Department of Education	84.367	FFY2016 Title II, Part A: Improving Teacher Quality and Effectiveness	S367A190013	Reimbursement Grant	6840	\$36,000.00	\$36,000.00	\$0.00	\$0.00	\$0.00	\$0.00
CSP Quality Counts	CSP Quality Counts	US Department of Education	Indiana Department of Education	84.282	CSP Quality Counts	U282A200017	Reimbursement Grant	6890	\$30,552.37	\$30,552.37	\$0.00	\$0.00	\$0.00	\$0.00
FFY2020 Title II	Improving Teacher Quality State Grants	US Department of Education	Indiana Department of Education	84.367	Title II	S367A200013	Reimbursement Grant	6840	\$10,035.51	\$10,035.51	\$0.00	\$0.00	\$0.00	\$0.00
Title I FY2021	Improving Basic Programs Operated by Local Education Agencies (Title I, Part A)	US Department of Education	Indiana Department of Education	84.010	Title I Grants to LEAs	S010A200014	Reimbursement Grant	4100	\$553,275.93	\$553,275.93	\$0.00	\$0.00	\$0.00	\$0.00
FY19 Title IV	Title IV	US Department of Education	Indiana Department of Education	84.424	Title IV	S424A190015	Reimbursement Grant	5800	\$39,649.25	\$39,649.25	\$0.00	\$0.00	\$0.00	\$0.00
FY2022 Title I	Title I	US Department of Education	Indiana Department of Education	84.010	Title I	S010A210014	Reimbursement Grant	4100	\$997,193.88	\$997,193.88	\$0.00	\$0.00	\$0.00	\$0.00
FY2021 SPED	Special Education Grants to States	US Department of Education	Indiana Department of Education	84.027	Section 611 for Special Education	21611-505-PN01	Reimbursement Grant	5200	\$42,458.62	\$42,458.62	\$0.00	\$0.00	\$0.00	\$0.00
FY2020 Title IV	Title IV	US Department of Education	Indiana Department of Education	84.424	Title IV	S424A200015	Reimbursement Grant	5800	\$42,276.38	\$42,276.38	\$0.00	\$0.00	\$0.00	\$0.00
Title I Cares Act	CARES Act	US Department of Education	Indiana Department of Education	84.425	CARES Act	S425D200013	Reimbursement Grant	7941	\$277,414.69	\$277,414.69	\$0.00	\$0.00	\$0.00	\$0.00
FFY2021 Title II	Title II	US Department of Education	Indiana Department of Education	84.367	Title II	S367A210013	Reimbursement Grant	6840	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00
FY2021 Title IV	Title IV	US Department of Education	Indiana Department of Education	84.424	Title IV	S424A210015	Reimbursement Grant	5800	\$1,578.96	\$1,578.96	\$0.00	\$0.00	\$0.00	\$0.00
ESSER II	Education Stabilization Fund	US Department of Education	Indiana Department of Education	84.425	ESSER II	S425D210013	Reimbursement Grant	7931	\$1,279,492.80	\$1,279,492.80	\$0.00	\$0.00	\$0.00	\$0.00
ESSER III	Educational Stabilization Fund	US Department of Education	Indiana Department of Education	84.425	ESSER III	S425U200013	Reimbursement Grant	7923	\$474,534.39	\$474,534.39	\$0.00	\$0.00	\$0.00	\$0.00

Thea Bowman Leadership Academy, Lake County, Indiana
Pension - 2021-2022

1. Please indicate if your unit offers any of these pension plans to your Employees. Check all that apply.	YES	NO
Public Employees Retirement Fund	X	
Teachers Retirement Fund	X	
1925 Police Pension Fund		X
1937 Firefighter's Pension Fund		X
1977 Police and Firefighter's Pension Fund		X
2. Does your unit have any other pension plans where the employer makes contributions to the plan or funds any part of the benefits?		X

**Thea Bowman Leadership Academy, Lake County, Indiana
Answers to Unit Questions 2022**

Please answer all of these questions - they help determine what is required for your unit to complete the 100R submission via Gateway.		
1. Please enter the number of employees (full and part time) that you paid compensation to anytime during the past year . Use IRS guidelines to determine employment status and compensation. If you did not have any paid employees, enter 0.	113	
2. Will you enter the data manually or upload a file?	Upload	
	Full-Time	Part-Time
3. Are health benefits provided to employees?	Yes	No
4. Are pension/retirement benefits provided to employees?	Yes	No
5. Are any other benefits provided to employees?	No	No

**Thea Bowman Leadership Academy, Lake County, Indiana
Total Compensation 2022**

Name	Job Title	Department	Business Address	Amount
ACEVEDO, KAITLYN S	aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$26,500.68
ACEVEDO, MANUELA	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$11,352.54
AHERN, TAMMY L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$61,383.04
ALLISON, ROBERT B	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$15,847.50
AMODEI, NICOLE	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$26,840.96
ANDERSON, CLAUDIUS C	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$59,754.76
BAKER, MARCUS C	High School Assistant Principal	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$85,979.74
BATISTE-WADDELL, TIANA L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$21,042.14
BEDENFIELD-HERRON, LORI A	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$52,854.79
BOWE, TYNESIA J	Dean	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$53,341.46
BRADBERRY, SHARON D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$9,103.37
BRADFORD, KEITH M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$11,656.25
BULLOCK, JUSTIN X	In-School Suspension Coor	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$36,143.67
BURNETT, CLARA S	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$34,743.98
CALDWELL, SELWYN L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$2,447.42
CAMARA, FATIME	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$3,685.83
CARPENTER, THADDEUS W	aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$40,332.95
CARTER, DAVID I	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$1,773.50
CHERRY, ASHLEY B	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$46,967.46
COLLINS, ALLYSON J	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,700.04
COLLINS, CAMILLE R	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$25,644.13
CONEY, DONITA L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$42,621.98
CONOVER, SUZANNE R	Substitute Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$61,817.78
COOPER, CURTIS J	Sub Custodian	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$22,512.38
CRIST, JOAN F	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$19,294.99
CULVER, JR I	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$5,948.96
DAVIDSON, LATOYA T	aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$30,094.07
DOUGLAS, TOURE	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$55,031.41
DOWNER, DENEVA D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$4,950.00
DRUMMOND, DAVINA D	Counselor	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$40,463.28

**Thea Bowman Leadership Academy, Lake County, Indiana
Total Compensation 2022**

Name	Job Title	Department	Business Address	Amount
DUKES, LAMYIA T	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$50,959.85
EASTLAND, TARYN A	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$52,382.41
ELLIS, TANYA M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$48,717.81
ENOCH, LATISHA M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$3,250.00
ESPINO, SYLVIA L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$46,724.33
EVANS, JASMINE N	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$14,419.69
EXFORD, LESLIE L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$55,461.87
FARMER, JILL R	Reading Advantage Interventionalist	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$53,034.13
FENTON, ASIANNA C	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$22,314.27
FITZGERALD-TILLMAN, KAREN D	Middle School Counselor	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$50,350.00
FORD, MARCUS T	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$4,365.59
FULLER, TASHA M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$44,847.70
GILL-KNOX, TREACIE M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$47,152.01
GLENN, JESSICA R	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$27,613.08
GLENN, PAMELA	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$60,633.54
GLOVER, MARY L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$55,797.71
GRAHAM, JEANNETTE	Instructional Asst	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$47,314.21
HAGGARD, ARTHUR L	Dean/ Athletic Director	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$70,542.37
HARMON, BRITTANY	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$46,601.12
HARRIS, JEANETTE	Nurse	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$57,082.01
HAWKINS, KENDRA R	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$49,346.08
HAY, MELREO L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,250.05
HICKS, REGINALD	Custodian	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$39,021.04
HINES, ANTHONY	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$46,980.13
HOLLIDAY, ALFONSO D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$9,897.41
HOLLIDAY, TONI	Reading Advantage Interventionalist	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$32,656.22
HOYLES, TRACEY H	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$38,641.81
HUNTER, SHAWNTEE L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$42,666.12
IVY, ELLA M	Custodian	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$35,523.21
JACKSON, MARIAN E	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$31,141.91

**Thea Bowman Leadership Academy, Lake County, Indiana
Total Compensation 2022**

Name	Job Title	Department	Business Address	Amount
JANUSAITIS, JENNIFER L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$6,694.91
JARAMILLO, GRISEL	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$18,900.04
JEWELL, KIMBERLEE N	Operations Manager	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$48,433.26
JOANES, BERNIQUE N	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$28,745.03
JOHNSON, SHANTEAH E	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,250.05
JONES, ROCHELLE Y	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$38,694.46
JORDAN, MARIAH L	Instructional Asst	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,435.71
JOSEPH, LAKESHA D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$50,798.28
JOSLEYN, JASMINE R	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,400.05
KING, RAYMOND R	Custodian	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$28,626.87
KING, SEAN D	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$33,363.01
LEE, DARIS L	Custodian	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$3,698.44
MANLEY, CAYLA R	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$51,195.50
MARSHALL, SELENA Y	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$83,578.75
MAYO, JEFFREY	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$30,614.90
MCCLOUD, GOLEAN	Title I Admin	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$52,874.17
MEAD, JERMAINE A	Dean	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$77,786.72
MILLER-CASSELL, ANGELIA	Summer Advantage Instructor	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$42,593.14
MOJICA, ALVAREZ A	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,413.01
MOJICA, HERNANDEZ J	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$17,128.92
MONJES, AMOR-CIELO G	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$37,476.80
MOORE, JAN	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$29,661.25
NOBLE, MAXINE E	SPED Dept- Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$59,203.16
PATZELT, JUDITH M	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$20,296.80
PERA, HENRY	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$75,908.33
PETTIGREW-SPROUSE, ANDRIA M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$26,910.06
REED, LORIANN	Data Aide/ Registrar	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$31,374.97
ROBINSON, TYRONE L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$47,045.95
ROMAN, EVELYN	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$35,521.61
SCHAFFNER, RACHEL A	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$45,444.99

**Thea Bowman Leadership Academy, Lake County, Indiana
Total Compensation 2022**

Name	Job Title	Department	Business Address	Amount
SCOTT, JACQUELYN R	social Worker	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$54,846.22
SHANNON, MORGAN J	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$26,454.14
SIMMONS, MARISA Y	Principal	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$146,259.29
SMITH, DWAYNE W	Custodian	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$36,310.57
SMITH-JOSEPH, PAMELA A	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$33,330.91
SPARROW, PAULETTA D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$1,592.94
SPROUSE, DANIEL D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$62,900.24
STEELE, BRIANNA C	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$59,165.07
STEWART, MORGAN L	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$10,487.06
SUMMERS, JUANITA D	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$11,250.00
SUMMERS, YVONNE O	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$49,835.50
TAYLOR, ALEYA M	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$52,854.15
THOMAS, DEVAN C	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$53,868.16
THOMAS, LATOYA M	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$3,014.15
THOMAS, WILLIAM B	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$47,619.56
THORPE, ARTAVIA A	Office Manager	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$33,519.14
TONNEY, FENECIA A	Elementary Assistant Principal	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$87,381.33
TROUPE, ANTOINETTE	In-School Suspension Coor	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$43,415.00
TUBBS, LATONYA	Teacher	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$12,875.00
UPSHAW, TABATHA L	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$38,990.02
WILLIAMS, TERRY	Master Scheduler	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$53,690.85
ZELLERS, ASHIYA N	Aide - Instructional	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$32,102.63
ZELLERS, LEKEISHA N	Data Aide/ Registrar	TBLA CAMPUS	3401 West 5th Avenue, Gary, IN 46406	\$30,372.47

Notes about the return

2021

Name(s) as shown on return

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

Tax ID Number

35-2125768

207 RETURN SIGNER INFORMATION: The IRS recommends that the Social Security Number of the return signer be included as part of the e-file information provided. Not including this information could delay processing of the tax return. It also alerts the IRS that the return is not providing information that could cause a return reject in future years.

Consider entering the SSN of the return signer on the PIN screen.

The return signer's SSN will be included only in the e-file record of the return.

245 ELECTRONIC FILING MANDATE: The Taxpayer First Act requires tax-exempt organizations to electronically file all information returns in the 990 series for tax years beginning after July 1, 2019. Paper-filing these returns is no longer allowed. See Drake Software Knowledge Base article 16383 for additional information.

990EF

EF Transmission Status

2021

(Keep for your records)

Name(s) as shown on return

EIN number

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

35-2125768

The following will be transmitted to the IRS.

990

990-T

Amended 990

Amended 990-T

8868

4720

FinCEN 114

The following state returns will be transmitted:

_____	_____	_____	_____	_____	_____	_____
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The following returns have been suppressed or are not eligible and will NOT be transmitted.

_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____

EF Notes

Return of Organization Exempt From Income Tax

2021

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2021 calendar year, or tax year beginning 07-01, 2021, and ending 06-30, 2022

B Check if applicable:
 Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C Name of organization DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE
 Doing business as THEA BOWMAN LEADERSHIP ACADEMY
 Number and street (or P.O. box if mail is not delivered to street address) Room/suite
3401 W 5TH AVENUE
 City or town, state or province, country, and ZIP or foreign postal code
GARY, IN 46404

D Employer identification number
35-2125768

E Telephone number
(410) 598-3087

G Gross receipts
\$ 12,462,506

H(a) Is this a group return for subordinates? Yes No
H(b) Are all subordinates included? Yes No
 If "No," attach a list. See instructions
H(c) Group exemption number ▶

I Tax-exempt status: 501(c)(3) 501(c) () ◀ (insert no.) 4947(a)(1) or 527

J Website: ▶ N/A

K Form of organization: Corporation Trust Association Other ▶

L Year of formation: 2003 **M** State of legal domicile: IN

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities:	<u>CHARTER SCHOOL FOR THE PROMOTION OF ACADEMIC EXCELLENCE</u>	
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	7
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	7
	5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	107
	6	Total number of volunteers (estimate if necessary)	6	
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
	7b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0
Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year 10,260,155	Current Year 12,322,367
	9	Program service revenue (Part VIII, line 2g)	37,268	85,116
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	793	444
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	28,636	54,579
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	10,326,852	12,462,506
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		0
	14	Benefits paid to or for members (Part IX, column (A), line 4)		0
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	4,083,072	4,678,356
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		0
	b	Total fundraising expenses (Part IX, column (D), line 25)	0	
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	4,584,703	6,189,182
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	8,667,775	10,867,538	
19	Revenue less expenses. Subtract line 18 from line 12	1,659,077	1,594,968	
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year 17,476,051	End of Year 18,665,189
	21	Total liabilities (Part X, line 26)	16,629,774	16,223,944
	22	Net assets or fund balances. Subtract line 21 from line 20	846,277	2,441,245

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: EVE GOMEZ Date: _____

Type or print name and title: EVE GOMEZ, PRESIDENT

Paid Preparer Use Only

Print/Type preparer's name: CURTIS A. WHITTAKER, CPA Preparer's signature: _____ Date: 03-29-2023

Check if self-employed PTIN: P00629216

Firm's name: C.A. WHITTAKER AND ASSOCIATES Firm's EIN: _____

Firm's address: 201 E 5th AVENUE SUITE A GARY IN 46402 Phone no.: 219-880-0850

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III []

1 Briefly describe the organization's mission:
CHARTER SCHOOL FOR THE PROMOTION OF ACADEMIC EXCELLENCE

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 8,085,577 including grants of \$) (Revenue \$ 12,462,506)
PROVIDED INSTRUCTION AND COUNSELING IN ACADEMIC AND PHYSICAL EDUCATION CURRICULUMS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 8,085,577

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors? See instructions		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? If "Yes," complete Schedule C, Part III		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? If "Yes," complete Schedule D, Part V		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI and XII	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If "Yes," complete Schedule F, Parts I and IV		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If "Yes," complete Schedule F, Parts II and IV		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If "Yes," complete Schedule F, Parts III and IV		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I See instructions		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III		X
20a	Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X

Part IV Checklist of Required Schedules *(continued)*

		Yes	No
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		X
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		X
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		X
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member or any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		X
b	A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34	Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b	Enter the number of Form W-2G included in line 1a. Enter -0- if not applicable		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)		Yes	No		
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	107		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. See instructions.	2b		X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a			X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a			X
b	If "Yes," enter the name of the foreign country ▶ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a			X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b			X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c			
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a			X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b			
7	Organizations that may receive deductible contributions under section 170(c).				
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a			X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c			X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e			X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f			X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g			
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h			
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8			
9	Sponsoring organizations maintaining donor advised funds.				
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a			
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b			
10	Section 501(c)(7) organizations. Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	Section 501(c)(12) organizations. Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	Section 501(c)(29) qualified nonprofit health insurance issuers.				
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.	13a			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a			X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b			
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15			X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16			X
17	Section 501(c)(21) organizations. Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17			

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No"

response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 5 columns: Question, 1a, 1b, Yes, No. Rows include questions about voting members, family relationships, and governance decisions.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 5 columns: Question, 10a, 10b, 11a, 11b, 12a, 12b, 12c, 13, 14, 15a, 15b, 16a, 16b, Yes, No. Rows include questions about local chapters, policies, and compensation.

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed
18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection.
19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records

THE PHALEN LEADERSHIP ACADEMY (410)598-3087, 2323 ILLINOIS ST, INDIANAPOLIS, IN 46208

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations W-2/1099-MISC/1099-NEC	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MARI SA SIMMONS P R I N C I P A L					X		142,584	0	9,302	
(2) MICHELLE DICKERSON T R E A S U R E R				X			0	0	0	
(3) EVE GOMEZ P R E S I D E N T				X			0	0	0	
(4) JASON BERES V I C E P R E S I D E N T				X			0	0	0	
(5) EVA SPILKER T R E A S U R E R					X		0	0	0	
(6) CEDRIC STEELE M E M B E R					X		0	0	0	
(7) RICHARD GLASS P R I N C I P A L					X		0	0	0	
(8) CLIFFORD GOODEN M E M B E R					X		0	0	0	
(9) HELEN HILL M E M B E R					X		0	0	0	
(10) MICHAEL SUGGS M E M B E R					X		0	0	0	
(11) _____										
(12) _____										
(13) _____										
(14) _____										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/ 1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/ 1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) -----										
(16) -----										
(17) -----										
(18) -----										
(19) -----										
(20) -----										
(21) -----										
(22) -----										
(23) -----										
(24) -----										
(25) -----										
1b Subtotal										
c Total from continuation sheets to Part VII, Section A										
d Total (add lines 1b and 1c)							142,584	0	9,302	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **1**

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
AKA Comp Solutions, 5875 N Lincoln Ave Ste 132 Chicago IL 60659	Services	216,335
DDS Security, LLC, P.O. Box 4179 Gary IN 46406	Security Services	155,719

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **2**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns					
	1b Membership dues					
	1c Fundraising events					
	1d Related organizations					
	1e Government grants (contributions)	12,322,367				
	1f All other contributions, gifts, grants, and similar amounts not included above					
	1g Noncash contributions included in lines 1a-1f	\$				
	h Total. Add lines 1a-1f	12,322,367				
Program Service Revenue	2a STUDENT FEES	611600	85,116	85,116		
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f	85,116				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)	444	444			
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6a Gross rents	(i) Real				
		(ii) Personal				
		6b Less: rental expenses				
	6c Rental income or (loss)					
	d Net rental income or (loss)					
	7a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		7b Less: cost or other basis and sales expenses				
	7c Gain or (loss)					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18					
		8b Less: direct expenses				
c Net income or (loss) from fundraising events						
9a Gross income from gaming activities. See Part IV, line 19						
	9b Less: direct expenses					
	c Net income or (loss) from gaming activities					
10a Gross sales of inventory, less returns and allowances						
	10b Less: cost of goods sold					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue	11a MISCELLANEOUS	611600	54,579	54,579		
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d	54,579				
12 Total revenue. See instructions	12,462,506	140,139	0	0		

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

<i>Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.</i>	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	151,886	142,584	9,302	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	4,526,470	3,670,262	856,208	
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions) . .				
9 Other employee benefits				
10 Payroll taxes				
11 Fees for services (nonemployees):				
a Management	1,068,249	666,808	401,441	
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17 .				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) . .	243,284	222,357	20,927	
12 Advertising and promotion	8,470		8,470	
13 Office expenses	1,044,849	1,044,849		
14 Information technology				
15 Royalties				
16 Occupancy	377,264	377,264		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	53,097	17,347	35,750	
20 Interest	919,701	919,701		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	604,094	604,094		
23 Insurance	156,485		156,485	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a OVERSIGHT FEES	188,608		188,608	
b FOOD SERVICE EXPENSE	351,556	351,556		
c TRANSPORTATION	74,149	68,755	5,394	
d ACADEMIC AND MANAGEMENT SVCS	1,099,376		1,099,376	
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e . .	10,867,538	8,085,577	2,781,961	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)	
		Beginning of year		End of year	
Assets	1	Cash - non-interest-bearing	3,374,350	1	5,125,876
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	692,247	3	806,347
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	236,082	9	108,354
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 22,955,163		
	b	Less: accumulated depreciation	10b 11,504,087	11,999,841	10c 11,451,076
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	1,173,531	15	1,173,536
16	Total assets. Add lines 1 through 15 (must equal line 33)	17,476,051	16	18,665,189	
Liabilities	17	Accounts payable and accrued expenses	327,867	17	511,630
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities	15,680,433	20	15,712,314
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	621,474	25	
	26	Total liabilities. Add lines 17 through 25	16,629,774	26	16,223,944
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.				
	27	Net assets without donor restrictions	846,277	27	2,441,245
	28	Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	846,277	32	2,441,245
33	Total liabilities and net assets/fund balances	17,476,051	33	18,665,189	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	12,462,506
2	Total expenses (must equal Part IX, column (A), line 25)	2	10,867,538
3	Revenue less expenses. Subtract line 2 from line 1	3	1,594,968
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	846,277
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,441,245

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	X	

**SCHEDULE A
(Form 990)**

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

**Open to Public
Inspection**

Name of the organization

Employer identification number

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

35-2125768

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
 (Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2020 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2021. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here . The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 33 1/3% support test - 2020. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here . The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here . Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here . Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2021 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2020 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2021. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization▶

b 33 1/3% support tests - 2020. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization▶

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions. . .▶

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b	Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b	Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations *(continued)*

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?	11a	
b A family member of a person described in line 11a above?	11b	
c A 35% controlled entity of a person described in 11a or 11b above? <i>If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.</i>	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	2	
3 By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 <i>Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).</i>			
a <input type="checkbox"/> The organization satisfied the Activities Test. <i>Complete line 2 below.</i>			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. <i>Complete line 3 below.</i>			
c <input type="checkbox"/> The organization supported a governmental entity. <i>Describe in Part VI how you supported a government entity (see instructions).</i>			
2 Activities Test. Answer lines 2a and 2b below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>	2b		
3 Parent of Supported Organizations. Answer lines 3a and 3b below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>If "Yes" or "No," provide details in Part VI.</i>	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	
Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required) - <i>provide details in Part VI</i>	5
6	Other distributions (<i>describe in Part VI</i>). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8
9	Distributable amount for 2021 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1	Distributable amount for 2021 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required - <i>explain in Part VI</i>). See instructions.		
3	Excess distributions carryover, if any, to 2021		
a	From 2016		
b	From 2017		
c	From 2018		
d	From 2019		
e	From 2020		
f	Total of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2021 distributable amount		
i	Carryover from 2016 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2021 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2021 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.		
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.		
7	Excess distributions carryover to 2022. Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2017		
b	Excess from 2018		
c	Excess from 2019		
d	Excess from 2020		
e	Excess from 2021		

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2021

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

Name of the organization

Employer identification number

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

35-2125768

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, and questions about donor advisement.

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include purpose of conservation easements, number of easements, and monitoring details.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include questions about reporting art and historical treasures.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds.

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment ▶ _____ %
- b Permanent endowment ▶ _____ %
- c Term endowment ▶ _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land	859,886			859,886
b Buildings	17,025,112			17,025,112
c Leasehold improvements				
d Equipment	5,070,165			5,070,165
e Other			11,504,087	(11,504,087)

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) ▶ **11,451,076**

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other _____		
(A) _____		
(B) _____		
(C) _____		
(D) _____		
(E) _____		
(F) _____		
(G) _____		
(H) _____		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) _____		
(2) _____		
(3) _____		
(4) _____		
(5) _____		
(6) _____		
(7) _____		
(8) _____		
(9) _____		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) CASH-RESTRICTED FOR DEBT SERVICE	1,173,536
(2) _____	
(3) _____	
(4) _____	
(5) _____	
(6) _____	
(7) _____	
(8) _____	
(9) _____	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	1,173,536

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2) _____		
(3) _____		
(4) _____		
(5) _____		
(6) _____		
(7) _____		
(8) _____		
(9) _____		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶		

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII

**SCHEDULE E
(Form 990)**

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

Employer identification number

35-2125768

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1 X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2 X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II <u>The organization has publicized its racially nondiscriminatory policy through newspaper and broadcast media during the period of solicitation for students and during the registration period.</u>	3 X	
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c X	
d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.	4d X	
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?	5a	X
b Admissions policies?	5b	X
c Employment of faculty or administrative staff?	5c	X
d Scholarships or other financial assistance?	5d	X
e Educational policies?	5e	X
f Use of facilities?	5f	X
g Athletic programs?	5g	X
h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.	5h	X
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a X	
b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" on either line 6a or line 6b, explain on Part II.	6b	X
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7 X	

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2021

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23. Attach to Form 990.
- ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

Employer identification number

DREXEL FOUNDATION FOR EDUCATIONAL EXCELL

35-2125768

Part I Questions Regarding Compensation

	Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
<input type="checkbox"/> First-class or charter travel		
<input type="checkbox"/> Travel for companions		
<input type="checkbox"/> Tax indemnification and gross-up payments		
<input type="checkbox"/> Discretionary spending account		
<input type="checkbox"/> Housing allowance or residence for personal use		
<input type="checkbox"/> Payments for business use of personal residence		
<input type="checkbox"/> Health or social club dues or initiation fees		
<input type="checkbox"/> Personal services (such as maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b	
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
<input type="checkbox"/> Compensation committee		
<input type="checkbox"/> Independent compensation consultant		
<input type="checkbox"/> Form 990 of other organizations		
<input type="checkbox"/> Written employment contract		
<input type="checkbox"/> Compensation survey or study		
<input type="checkbox"/> Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a Receive a severance payment or change-of-control payment?	4a	
b Participate in or receive payment from a supplemental nonqualified retirement plan?	4b	
c Participate in or receive payment from an equity-based compensation arrangement?	4c	
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a The organization?	5a	x
b Any related organization?	5b	x
If "Yes" on line 5a or 5b, describe in Part III.		
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a The organization?	6a	x
b Any related organization?	6b	x
If "Yes" on line 6a or 6b, describe in Part III.		
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7	x
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8	
		x
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
	(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
1 MARI SA SIMMONS PRINCIPAL	(i)	136,519	4,153	1,912	0	151,886	0
	(ii)	0	0	0	0	0	0
2	(i)						
	(ii)						
3	(i)						
	(ii)						
4	(i)						
	(ii)						
5	(i)						
	(ii)						
6	(i)						
	(ii)						
7	(i)						
	(ii)						
8	(i)						
	(ii)						
9	(i)						
	(ii)						
10	(i)						
	(ii)						
11	(i)						
	(ii)						
12	(i)						
	(ii)						
13	(i)						
	(ii)						
14	(i)						
	(ii)						
15	(i)						
	(ii)						
16	(i)						
	(ii)						

**SCHEDULE K
(Form 990)**

Supplemental Information on Tax-Exempt Bonds

OMB No. 1545-0047

2021

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Employer identification number
35-2125768

Name of the organization
DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

Part I Bond Issues

(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
INDIANA FINANCE AUTHORITY	36-3656836	455057WR606-30-2010	19,355,000			X				X	X
B											
C											
D											

Part II Proceeds

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Amount of bonds retired								
2 Amount of bonds legally defeased								
3 Total proceeds of issue								
4 Gross proceeds in reserve funds								
5 Capitalized interest from proceeds								
6 Proceeds in refunding escrows								
7 Issuance costs from proceeds								
8 Credit enhancement from proceeds								
9 Working capital expenditures from proceeds								
10 Capital expenditures from proceeds								
11 Other spent proceeds								
12 Other unspent proceeds								
13 Year of substantial completion								
14 Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?								
15 Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?								
16 Has the final allocation of proceeds been made?								
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?								

For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule K (Form 990) 2021

Part III Private Business Use

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?								
2 Are there any lease arrangements that may result in private business use of bond-financed property?								
3a Are there any management or service contracts that may result in private business use of bond-financed property?								
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?								
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government ▶		%		%		%		%
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government ▶		%		%		%		%
6 Total of lines 4 and 5		%		%		%		%
7 Does the bond issue meet the private security or payment test?								
8a Has there been a sale or disposition of any of the bond-financed property to a nongovernmental person other than a 501(c)(3) organization since the bonds were issued?								
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of		%		%		%		%
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?								

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?								
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?								
b Exception to rebate?								
c No rebate due?								
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?								

**SCHEDULE O
(Form 990)**

Supplemental Information to Form 990 or 990-EZ

OMB No. 1545-0047

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

2021

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

**Open to Public
Inspection**

Name of the organization

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

Employer identification number

35-2125768

01. Form 990 governing body review (Part VI, line 11)

Board members were provided with a copy of the Form 990 at the board meeting. The form is reviewed, discussed, and approved upon.

02. Governing documents, etc, available to public (Part VI, line 19)

No documents available to the public.

**IRS e-file Signature Authorization
for a Tax Exempt Entity**

For calendar year 2021, or fiscal year beginning 07-01, 2021, and ending 06-30, 2022

2021

Department of the Treasury
Internal Revenue Service

▶ Do not send to the IRS. Keep for your records.
▶ Go to www.irs.gov/Form8879TE for the latest information.

Name of filer **DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE** EIN or SSN **35-2125768**

Name and title of officer or person subject to tax

EVE GOMEZ, PRESIDENT

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

<input checked="" type="checkbox"/> 1a Form 990 check here . . . ▶	<input type="checkbox"/> b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	12,462,506
<input type="checkbox"/> 2a Form 990-EZ check here . . ▶	<input type="checkbox"/> b Total revenue, if any (Form 990-EZ, line 9)	2b	
<input type="checkbox"/> 3a Form 1120-POL check here . ▶	<input type="checkbox"/> b Total tax (Form 1120-POL, line 22)	3b	
<input type="checkbox"/> 4a Form 990-PF check here . . ▶	<input type="checkbox"/> b Tax based on investment income (Form 990-PF, Part V, line 5)	4b	
<input type="checkbox"/> 5a Form 8868 check here . . . ▶	<input type="checkbox"/> b Balance due (Form 8868, line 3c)	5b	
<input type="checkbox"/> 6a Form 990-T check here . . . ▶	<input type="checkbox"/> b Total tax (Form 990-T, Part III, line 4)	6b	
<input type="checkbox"/> 7a Form 4720 check here . . . ▶	<input type="checkbox"/> b Total tax (Form 4720, Part III, line 1)	7b	
<input type="checkbox"/> 8a Form 5227 check here . . . ▶	<input type="checkbox"/> b FMV of assets at end of tax year (Form 5227, Item D)	8b	
<input type="checkbox"/> 9a Form 5330 check here . . . ▶	<input type="checkbox"/> b Tax due (Form 5330, Part II, line 19)	9b	
<input type="checkbox"/> 10a Form 8038-CP check here . ▶	<input type="checkbox"/> b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above entity or I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the

2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize C A Whittaker & Associates to enter my PIN 12345 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ▶

Date ▶ **03-26-2023**

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

349687 12345
Don't enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶

Date ▶ **03-29-2023**

**ERO Must Retain This Form - See Instructions
Don't Submit This Form to the IRS Unless Requested To Do So**

FOR TAX YEAR 2021

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE

C. A. WHITTAKER AND ASSOCIATES

201 E 5th AVENUE SUITE A

GARY, IN 46402

(219) 880-0850

2021 Filing Instructions
DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE
Tax year ending 06-30-2022

Form filed:

Form 990 and supplemental forms and schedules

Filing method:

The return will be e-filed once the signed and dated Form 8879-TE has been received by this office. Do not mail the return to the IRS.

Due date:

11-15-2022

The return reflects neither a refund nor a balance due.

Please note:

The Taxpayer First Act requires tax-exempt organizations to electronically file all information returns in the 990 series and related forms for tax years beginning after July 1, 2019. Mailing these returns is no longer allowed.

C.A. WHITTAKER AND ASSOCIATES

201 E 5th AVENUE SUITE A
GARY, IN 46402

Phone: (219)880-0850 | Fax:

March 29, 2023

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE
3401 W 5TH AVENUE
GARY, IN 46404

Subject: Preparation of 2021 Tax Returns

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE:

Thank you for choosing C.A. WHITTAKER AND ASSOCIATES to assist with the 2021 taxes for DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE. This letter confirms the terms of the engagement and outlines the nature and extent of the services we will provide.

We will prepare the 2021 federal and state income tax returns for DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE. We will depend on management to provide the information we need to prepare complete and accurate returns. We may ask management to clarify some items but will not audit or otherwise verify the data submitted.

We will perform accounting services only as needed to prepare the tax returns. Our work will not include procedures to find defalcations or other irregularities. Accordingly, our engagement should not be relied upon to disclose errors, fraud, or other illegal acts, though it may be necessary for management to clarify some of the information submitted. We will inform management of any material errors, fraud, or other illegal acts we discover.

The law imposes penalties when taxpayers underestimate their tax liability. Call us if there are any concerns about such penalties.

Should we encounter instances of unclear tax law, or of potential conflicts in the interpretation of the law, we will outline the reasonable courses of action and the risks and consequences of each. We will ultimately adopt, on the behalf of DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE, the alternative selected by management.

Our fee is based on the time required at standard billing rates plus out-of-pocket expenses. Invoices are due and payable upon presentation. All accounts not paid within thirty (30) days are subject to interest charges to the extent permitted by state law.

We will return the original records to management at the end of this engagement. Store these records, along with all supporting documents, in a secure location. We retain copies of your records and our work papers from your engagement for up to seven years, after which these documents will be destroyed.

If management has not selected to e-file the returns with our office, management will be solely responsible to file the returns with the appropriate taxing authorities. The tax matters representative should review all tax-return documents carefully before signing them. Our engagement to prepare the 2021 tax returns will conclude with the delivery of the completed returns to management, or with e-filed returns, with the tax matters representative's signature and our subsequent submittal of the tax return.

To affirm that this letter correctly summarizes the arrangements for this work, sign the enclosed copy of this letter in the space indicated and return it to us in the envelope provided.

Thank you for the opportunity to be of service. For further assistance with your tax return needs, contact our office at (219)880-0850.

Sincerely,

CURTIS A. WHITTAKER, CPA
C.A. WHITTAKER AND ASSOCIATES

Accepted By:

Officer

Date

C.A. WHITTAKER AND ASSOCIATES

201 E 5th AVENUE SUITE A
GARY, IN 46402

Phone: (219)880-0850 | Fax:

March 29, 2023

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE
THEA BOWMAN LEADERSHIP ACADEMY
3401 W 5TH AVENUE
GARY, IN 46404

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE:

Enclosed is the 2021 federal return for a tax-exempt organization, prepared for DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE from the information provided. The return will be e-filed with the IRS once we receive a signed Form 8879-TE, IRS e-file Signature Authorization for an Exempt Organization.

The federal return reflects neither a refund nor a balance due.

Thank you for the opportunity to be of service. For further assistance with the organization's tax return needs, contact our office at (219)880-0850.

Sincerely,

CURTIS A. WHITTAKER, CPA
C.A. WHITTAKER AND ASSOCIATES

C.A. WHITTAKER AND ASSOCIATES

201 E 5th AVENUE SUITE A
GARY, IN 46402

Phone: (219)880-0850 | Fax:

March 29, 2023

DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE
3401 W 5TH AVENUE
GARY, IN 46404

Your privacy is important to us. Read the following privacy policy.

We collect nonpublic personal information about you from various sources, including:

- * Interviews regarding your tax situation
- * Applications, organizers, or other documents that supply such information as your name, address, telephone number, Social Security Number, number of dependents, income, and other tax-related data
- * Tax-related documents you provide that are required for processing tax returns, such as Forms W-2, 1099R, 1099-INT and 1099-DIV, and stock transactions

We do not disclose any nonpublic personal information about our clients or former clients to anyone, except as requested by our clients or as required by law.

We restrict access to personal information concerning you, except to our employees who need such information in order to provide products or services to you. We maintain physical, electronic, and procedural safeguards that comply with federal regulations to guard your personal information.

If you have any questions about our privacy policy, contact our office at (219)880-0850.

Sincerely,

CURTIS A. WHITTAKER, CPA
C.A. WHITTAKER AND ASSOCIATES

C.A. WHITTAKER AND ASSOCIATES

201 E 5th AVENUE SUITE A
GARY, IN 46402

Phone: (219)880-0850 | Fax:

Customer Name	Customer Information	
DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE THEA BOWMAN LEADERSHIP ACADEMY 3401 W 5TH AVENUE GARY, IN 46404	Invoice #:	
	Date:	March 29, 2023
	Phone:	(410)598-3087
	E-mail:	

Your 2021 tax return was prepared by CURTIS A. WHITTAKER, CPA.

Description	Fee
Federal And Supplemental Forms	
Form 990	Return of Org Exempt from Income Tax, page 1
Form 990 pg 2	Return of Org Exempt from Income Tax, page 2
Form 990 pg 3	Return of Org Exempt from Income Tax, page 3
Form 990 pg 4	Return of Org Exempt from Income Tax, page 4
Form 990 pg 5	Return of Org Exempt from Income Tax, page 5
Form 990 pg 6	Return of Org Exempt from Income Tax, page 6
Form 990 pg 7	Return of Org Exempt from Income Tax, page 7
Form 990 pg 8	Return of Org Exempt from Income Tax, page 8
Form 990 pg 9	Return of Org Exempt from Income Tax, page 9
Form 990 pg 10	Return of Org Exempt from Income Tax, page 10
Form 990 pg 11	Return of Org Exempt from Income Tax, page 11
Form 990 pg 12	Return of Org Exempt from Income Tax, page 12
Schedule A	Organization Exempt Under Sec 501(c)(3), page 1
Schedule A pg 2	Organization Exempt Under Sec 501(c)(3), page 2
Schedule A pg 3	Organization Exempt Under Sec 501(c)(3), page 3
Schedule A pg 4	Organization Exempt Under Sec 501(c)(3), page 4
Schedule A pg 5	Organization Exempt Under Sec 501(c)(3), page 5
Schedule A pg 6	Organization Exempt Under Sec 501(c)(3), page 6
Schedule A pg 7	Organization Exempt Under Sec 501(c)(3), page 7
Schedule A pg 8	Organization Exempt Under Sec 501(c)(3), page 8
Schedule D	Supplemental Financial Statement, page 1
Schedule D pg 2	Supplemental Financial Statement, page 2
Schedule D pg 3	Supplemental Financial Statement, page 3
Schedule D pg 4	Supplemental Financial Statement, page 4
Schedule E	Schools, page 1
Schedule J	Compensation Information, page 1
Schedule J pg 2	Compensation Information, page 2
Schedule K	Tax Exempt Bond Information, page 1
Schedule K pg 2	Tax Exempt Bond Information, page 2
Schedule K pg 3	Tax Exempt Bond Information, page 3
Schedule O	Supplemental Information, page 1
Form 8879-TE	E-file Signature Authorization for Tax Exempt

Total Forms	32	Forms Subtotal	0.00
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		Total Balance Due	0.00
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Payment due upon receipt. Thank you for your business!

990

**Tax Exempt
Diagnostic Summary**

2021

Name DREXEL FOUNDATION FOR EDUCATIONAL EXCELLENCE	Employer Identification # 35-2125768
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Demographics

Mailing Address:

Phone: (410) 598-3087

3401 W 5TH AVENUE
GARY, IN 46404

Resident State: IN

Diagnostics

Preparer: CURTIS A. WHITTAK

Invoice:

Date: 03-29-2023

Return Information

Item on Return	2021 Federal	2020 Federal (If available)
Total Revenue	12,462,506	10,326,852
Total Expenses	10,867,538	8,667,775
Net Excess (Deficit)	1,594,968	1,659,077
Net Assets or Fund Balances	2,441,245	846,277

State/City Information

<u>State/City</u>	<u>Taxable Revenue</u>	<u>Total Expenses</u>	<u>Change Fund Balance</u>	<u>UBIT</u>	<u>Total Tax</u>	<u>Refund/ (Balance Due)</u>
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ATTACHMENT

23

Phalen Leadership Academy - Indiana
Thea Bowman Leadership Academy
Balance Sheet

	Actual 4/30/2023	Actual 6/30/2022
ASSETS		
CURRENT ASSETS		
Cash	4,556,736.22	4,952,278.13
Restricted Cash Bond	496,490.07	173,599.44
Accounts Receivable	251,427.19	60,075.82
Grants Receivable	1,969,452.17	746,270.12
Prepays	132,498.27	80,691.69
Deposits	24,612.60	24,612.60
Total	7,431,216.52	6,037,527.80
PROPERTY AND EQUIPMENT		
Land	859,885.95	859,885.95
Building Improvements	17,255,276.82	17,025,110.94
Textbooks	494,080.35	311,354.38
Equipment	1,583,667.35	1,512,815.90
Computers	2,364,251.91	2,260,525.72
Software	145,547.58	145,547.58
Furniture	840,499.77	834,756.93
Accumulated Depreciation	(11,989,913.37)	(11,504,089.26)
Total	11,553,296.36	11,445,908.14
OTHER ASSETS		
Bond Debt Reserve Fund	1,173,550.65	1,173,536.24
Bond Discount	253,493.43	259,993.26
Bond Issuance Costs	782,626.01	802,693.34
Deferred Expense	2,950.00	3,050.00
Total	2,212,620.09	2,239,272.84
Total Current Assets	21,197,132.97	19,722,708.78
Total Assets	21,197,132.97	19,722,708.78
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	109,773.25	66,310.91
Accrued Expenses	511,562.76	260,067.00
Payroll Liabilities	194,031.24	185,251.47
Unearned Revenue	112,285.62	0.00
Total CURRENT LIABILITIES	927,652.87	511,629.38
LONG TERM LIABILITIES		
Bonds Payable	16,775,000.00	16,775,000.00

Phalen Leadership Academy - Indiana
Thea Bowman Leadership Academy
 Balance Sheet

	Actual 4/30/2023	Actual 6/30/2022
Total	16,775,000.00	16,775,000.00
Total Liabilities	17,702,652.87	17,286,629.38
NET ASSETS		
Unrestricted Net Assets	3,494,480.10	2,432,979.40
Temporarily Restricted Net Assets	0.00	3,100.00
Total	3,494,480.10	2,436,079.40
Total Net Assets	3,494,480.10	2,436,079.40
Total Liabilities and Net Assets	21,197,132.97	19,722,708.78
BEGINNING BALANCE WITH CURRENT YEAR ADJUSTMENTS	2,436,079.40	846,276.92
NET SURPLUS/(DEFICIT)	1,058,400.70	1,589,802.48
ENDING NET ASSETS	3,494,480.10	2,436,079.40

Phalen Leadership Academy - Indiana
Thea Bowman Leadership Academy
Income Statement

	Actual 4/1/2023 - 4/30/2023	Actual 7/1/2022 - 4/30/2023	Budget 7/1/2022 - 4/30/2023	Favorable (Unfavorable)	Annual Budget	Budget Remaining
INCOME						
Federal Funding						
Title I	91,077.11	1,747,358.42	1,736,345.00	11,013.42	2,083,614.00	336,255.58
Title II	0.00	140,155.12	42,777.60	97,377.52	51,333.00	(88,822.12)
Title IV	4,336.64	63,077.31	70,466.60	(7,389.29)	84,560.00	21,482.69
SPED	0.00	88,946.56	58,725.00	30,221.56	70,470.00	(18,476.56)
Federal Lunch Reimbursement	70,677.19	433,605.32	521,700.00	(88,094.68)	626,040.00	192,434.68
ESSER II	381,666.52	1,500,861.99	2,511,702.40	(1,010,840.41)	3,014,043.00	1,513,181.01
ESSER III	(20,532.29)	689,529.12	3,000,000.00	(2,310,470.88)	3,600,000.00	2,910,470.88
Total Federal Funding	527,225.17	4,663,533.84	7,941,716.60	(3,278,182.76)	9,530,060.00	4,866,526.16
State Funding						
Basic Support	420,209.77	5,843,100.66	5,611,776.60	231,324.06	6,734,132.00	891,031.34
Charter School Grant	0.00	1,051,250.00	1,031,250.00	20,000.00	1,031,250.00	(20,000.00)
Remediation Grant	0.00	9,510.00	0.00	9,510.00	0.00	(9,510.00)
Performance Awards	0.00	31,419.53	0.00	31,419.53	0.00	(31,419.53)
Textbook Reimbursement	0.00	0.00	52,986.00	(52,986.00)	52,986.00	52,986.00
Gifted and Talented	0.00	10,610.89	0.00	10,610.89	0.00	(10,610.89)
Career and Technical Education	0.00	935.09	0.00	935.09	0.00	(935.09)
State Lunch Match	0.00	4,197.28	0.00	4,197.28	0.00	(4,197.28)
Early Intervention	0.00	1,889.36	0.00	1,889.36	0.00	(1,889.36)
Total State Funding	420,209.77	6,952,912.81	6,696,012.60	256,900.21	7,818,368.00	865,455.19
Other Revenue						
Student Fees	6,660.00	29,339.25	28,176.60	1,162.65	33,812.00	4,472.75
Athletics	1,737.00	58,425.14	49,337.10	9,088.04	54,819.00	(3,606.14)
Other Income	0.00	63,032.72	2,752.20	60,280.52	3,058.00	(59,974.72)
Interest Income	45.94	479.77	0.00	479.77	0.00	(479.77)
Contributions	0.00	20,288.25	0.00	20,288.25	0.00	(20,288.25)
Student Fundraising Income	0.00	1,753.00	0.00	1,753.00	0.00	(1,753.00)
Insurance Reimbursements	0.00	185.94	0.00	185.94	0.00	(185.94)
Total Other Revenue	8,442.94	173,504.07	80,265.90	93,238.17	91,689.00	(81,815.07)
Total Income	955,877.88	11,789,950.72	14,717,995.10	(2,928,044.38)	17,440,117.00	5,650,166.28
EXPENSES						
Personnel Costs						
Salary and Wages	351,180.27	3,616,609.36	3,768,341.60	151,732.24	4,522,010.00	905,400.64
Bonuses	0.00	104,600.00	20,000.00	(84,600.00)	40,000.00	(64,600.00)
Stipends	7,989.56	134,450.96	180,000.00	45,549.04	200,000.00	65,549.04
Payroll Taxes	27,356.93	317,304.56	339,150.80	21,846.24	406,981.00	89,676.44
Health Insurance	21,946.65	386,264.34	414,517.40	28,253.06	497,421.00	111,156.66
Retirement Expense	7,265.03	124,170.64	188,417.40	64,246.76	226,101.00	101,930.36

Phalen Leadership Academy - Indiana
Thea Bowman Leadership Academy
Income Statement

	Actual 4/1/2023 - 4/30/2023	Actual 7/1/2022 - 4/30/2023	Budget 7/1/2022 - 4/30/2023	Favorable (Unfavorable)	Annual Budget	Budget Remaining
Substitutes	0.00	(7,600.00)	48,204.00	55,804.00	53,560.00	61,160.00
Total Personnel Costs	<u>415,738.44</u>	<u>4,675,799.86</u>	<u>4,958,631.20</u>	<u>282,831.34</u>	<u>5,946,073.00</u>	<u>1,270,273.14</u>
Professional Fees						
SPED Services	0.00	40,798.76	141,941.70	101,142.94	157,713.00	116,914.24
Instruction Services	23,613.00	138,359.00	136,232.00	(2,127.00)	152,464.00	14,105.00
Staff Training & Recruitment	0.00	16,759.97	16,266.00	(493.97)	16,266.00	(493.97)
Accounting Fees	2,880.00	38,130.00	33,645.00	(4,485.00)	40,374.00	2,244.00
Admin Professional Services	163,882.97	1,575,463.72	1,496,943.20	(78,520.52)	1,796,332.00	220,868.28
Legal Fees	2,000.00	9,593.75	12,043.20	2,449.45	14,452.00	4,858.25
Marketing	0.00	259.20	1,477.00	1,217.80	2,954.00	2,694.80
Honors Diploma	0.00	29,551.89	7,044.10	(22,507.79)	8,453.00	(21,098.89)
Total Professional Fees	<u>192,375.97</u>	<u>1,848,916.29</u>	<u>1,845,592.20</u>	<u>(3,324.09)</u>	<u>2,189,008.00</u>	<u>340,091.71</u>
Classroom Supplies & Materials						
Classroom Supplies & Materials	1,352.84	172,646.73	464,923.20	292,276.47	557,908.00	385,261.27
Curricular Materials	0.00	47,657.45	187,500.00	139,842.55	225,000.00	177,342.55
Total Classroom Supplies & Materials	<u>1,352.84</u>	<u>220,304.18</u>	<u>652,423.20</u>	<u>432,119.02</u>	<u>782,908.00</u>	<u>562,603.82</u>
School Breakfast & Lunch Expense						
School Breakfast & Lunch Expense	34,392.11	284,573.21	460,992.96	176,419.75	563,436.00	278,862.79
Total Breakfast & Lunch	<u>34,392.11</u>	<u>284,573.21</u>	<u>460,992.96</u>	<u>176,419.75</u>	<u>563,436.00</u>	<u>278,862.79</u>
Student Transportation Expenses						
Student Transportation Expense	17,255.00	146,368.82	35,772.48	(110,596.34)	43,722.00	(102,646.82)
Total Student Transportation	<u>17,255.00</u>	<u>146,368.82</u>	<u>35,772.48</u>	<u>(110,596.34)</u>	<u>43,722.00</u>	<u>(102,646.82)</u>
Student Uniform Expense						
Student Uniform Expense	0.00	259.32	172.00	(87.32)	172.00	(87.32)
Total Student Uniform	<u>0.00</u>	<u>259.32</u>	<u>172.00</u>	<u>(87.32)</u>	<u>172.00</u>	<u>(87.32)</u>
Extra-Curricular Expenses						
Extra-Curricular Expenses	2,827.52	136,774.87	203,180.00	66,405.13	243,816.00	107,041.13
Total Extra-Curricular	<u>2,827.52</u>	<u>136,774.87</u>	<u>203,180.00</u>	<u>66,405.13</u>	<u>243,816.00</u>	<u>107,041.13</u>
Technology Expenses						
Technology Expenses	26,542.76	344,137.46	361,125.00	16,987.54	433,350.00	89,212.54
Total Technology	<u>26,542.76</u>	<u>344,137.46</u>	<u>361,125.00</u>	<u>16,987.54</u>	<u>433,350.00</u>	<u>89,212.54</u>
Facility and Equipment Expenses						
Building Rent	30,542.85	377,861.76	543,583.20	165,721.44	652,300.00	274,438.24
Building Maintenance	513.64	156,516.78	2,673,336.60	2,516,819.82	3,208,004.00	3,051,487.22
Grounds Maintenance	0.00	10,865.00	28,010.00	17,145.00	33,612.00	22,747.00
Janitorial Services & Supplies	6,370.40	54,221.78	73,679.00	19,457.22	88,415.00	34,193.22

Phalen Leadership Academy - Indiana
Thea Bowman Leadership Academy
Income Statement

	Actual 4/1/2023 - 4/30/2023	Actual 7/1/2022 - 4/30/2023	Budget 7/1/2022 - 4/30/2023	Favorable (Unfavorable)	Annual Budget	Budget Remaining
Security Services	47,050.20	440,857.26	209,948.20	(230,909.06)	251,938.00	(188,919.26)
Equipment Rental	5,573.79	53,427.92	55,012.40	1,584.48	66,015.00	12,587.08
Equipment Expense and Maintenance	0.00	1,800.82	44,176.60	42,375.78	53,012.00	51,211.18
Trash Removal	4,598.41	40,414.61	21,696.60	(18,718.01)	26,036.00	(14,378.61)
Total Facility and Equipment	94,649.29	1,135,965.93	3,649,442.60	2,513,476.67	4,379,332.00	3,243,366.07
Utilities						
Utilities	22,182.72	145,701.39	163,120.00	17,418.61	195,744.00	50,042.61
Total Utilities	22,182.72	145,701.39	163,120.00	17,418.61	195,744.00	50,042.61
Other Expenses						
Authorizer Fees	15,006.91	170,633.50	168,353.20	(2,280.30)	202,024.00	31,390.50
Office Supplies	3,696.04	29,815.81	18,304.00	(11,511.81)	21,965.00	(7,850.81)
Insurance Expense	13,303.67	140,601.66	133,290.00	(7,311.66)	159,948.00	19,346.34
Bank Fees	198.22	9,409.61	8,712.40	(697.21)	10,455.00	1,045.39
Admin Travel	185.36	6,484.82	3,067.40	(3,417.42)	3,681.00	(2,803.82)
Other Food Purchases	10,829.75	24,845.00	11,145.00	(13,700.00)	13,374.00	(11,471.00)
Interest Expense	80,710.94	807,109.39	1,008,886.60	201,777.21	1,210,664.00	403,554.61
Postage	531.69	5,281.09	5,229.00	(52.09)	6,275.00	993.91
Student Fundraising Expenses	0.00	2,540.00	0.00	(2,540.00)	0.00	(2,540.00)
Membership Dues & Fees	236.09	5,699.69	2,332.00	(3,367.69)	2,332.00	(3,367.69)
Field Trips	26,765.50	64,128.26	13,014.90	(51,113.36)	14,461.00	(49,667.26)
Nurse Supplies	2,295.83	2,295.83	3,655.00	1,359.17	4,386.00	2,090.17
Other Event Expenses	8,356.19	11,512.76	5,482.80	(6,029.96)	6,092.00	(5,420.76)
COVID-19 Operation Related Expenses	0.00	0.00	33,333.20	33,333.20	40,000.00	40,000.00
Total Other Expenses	162,116.19	1,280,357.42	1,414,805.50	134,448.08	1,695,657.00	415,299.58
Depreciation & Amortization						
Depreciation Expense	47,921.55	485,824.11	582,000.00	96,175.89	698,400.00	212,575.89
Amortization Expense	2,656.71	26,567.16	214,863.30	188,296.14	257,836.00	231,268.84
Total Depreciation & Amortization	50,578.26	512,391.27	796,863.30	284,472.03	956,236.00	443,844.73
Total Expenses	1,020,011.10	10,731,550.02	14,542,120.44	3,810,570.42	17,429,454.00	6,697,903.98
Net Income (Loss)	(64,133.22)	1,058,400.70	175,874.66	882,526.04	10,663.00	(1,047,737.70)

ATTACHMENT

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NOT APPLICABLE

ATTACHMENT

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THEA BOWMAN LEADERSHIP ACADEMY

PROVIDING AN OUTSTANDING EDUCATIONAL EXPERIENCE IN
THE ARTS, HUMANITIES, AND SCIENCES

ENROLLMENT & MARKETING STRATEGY



PREPARED FOR
Thea Bowman Leadership
Academy Board of Directors

PREPARED BY

Ashley N. Minter

PLA National Director of Marketing & Communications

Tiffany M. Walter

Director of Scholar Enrollment

INTRODUCTION



Thea Bowman Leadership Academy is a tuition-free public charter school that focuses on providing an outstanding educational experience for grades K-12 on a beautiful campus. Thea Bowman was established by the Drexel Foundation for Educational Excellence in 2003, serving grades K-6. Each year, the next grade level was added until it reached the 12th grade. In 2007, the middle and high school campus was built. In 2020, it integrated the elementary campus into the middle/ high school campus and converted to a K-12 model.

SWOT

Strengths

- has branding which includes colors, logos, slogan, etc. that are synonymous with the brand
- consistently maintains a scholar wait list
- strong leadership and communication with parents and families

Weaknesses

- limited space

Opportunities

- increased marketing will help re-introduce TBLA to the community

Threats

- lack of transportation deters potential scholars and families

Thea Bowman prides itself on engaging scholars in rigorous & robust curriculum and instruction, affording students a college prep curriculum, a high-quality STEM program and a plethora of dual credit course offerings.



ENROLLMENT STRATEGY



Enrollment Playbook

- The enrollment playbook is a tool that provides support to SECs:
 - Helps SECs understand their role and responsibilities
 - Provides templates and examples to support recruitment goals

Coaching & Support

- Weekly SEC calls that provide coaching
- Accountability calls centered around data
- In the field coaching
- Calendar lookahead that enables SEC's to proactively manage recruitment and enrollment

23-24 Enrollment Projections

	22-23 Actual	22-23 Re-enroll	22-23 New	23-24 Target
K	51	0	66	66
1	57	46	20	66
2	65	52	14	66
3	49	60	6	66
4	52	45	21	66
5	61	47	19	66
6	81	55	11	66
7	73	73	3	76
8	71	64	10	74
9	73	65	9	74
10	73	66	2	68
11	66	68	0	68
12	64	62	0	62
TBLA	836	703	181	884
Re-Enroll %			Growth	5.4%

MARKETING STRATEGIES



- Social Media Ads
- Organic Social Posts
- Google Ads
- Testimonials Page
- Billboards
- Mobile Geofencing
- Radio Ads
- Postcard Mailing
- Parent Ambassador Program













ENROLLMENT & MARKETING STRATEGY TIMELINE



Enrollment and Marketing will work collaboratively to retain current scholars, attract new scholars and share TBLA's narrative with community partners, parents and families.

ACTIVITY

DATE(S)

	Recruitment Kick off	October (Complete)
	Intent to Return	Dec. 1st 2022 - March 31st 2023
	Open Enrollment Season (after March 31st scholars placement will be on a first come, first served basis)	December 1, 2022 - March 31, 2023
	Re-enrollment opens	1/30/2023
	TBLA must have conducted 4 recruitment events	12/16/22
	Social Media Ads	1/1/22 - 4/31/23
	Google Ads	1/1/22 - 4/31/23
	On Campus & Community-Based Strategies	Ongoing
	Website Updates	Ongoing
	Parent Ambassador & Referral Program	Ongoing
	Press Release to Targeted Media	2/2023
	Postcard Mailing	2/2023
	End of January - TBLA must be at 50% of PTG - End of Feb 70% of PTG	1/31/23 & 2/28/23
	Intent to Re-enroll complete	3/30/23
	TBLA must be at 100% of PTG	6/30/23



THANK YOU



ATTACHMENT

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ATTACHMENT

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THEA BOWMAN LEADERSHIP ACADEMY

STRATEGIC PLAN



2023/2024

PREPARED BY:
BLUE ONYX
CONSULTING, LLC

Thea Bowman K-12
3401 W 5th Avenue
Gary, IN 46402



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About our school/Mission

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What is in our strategic plan?

03-09

Goals, Objectives and Performance
Indicators



About Our School

Thea Bowman Leadership Academy (TBLA) is a tuition-free public charter school located in Gary, Indiana. Our academies focus on providing an outstanding educational experience for grades K-12 on one beautiful campus. Thea Bowman was established by the Drexel Foundation for Educational Excellence in 2003, serving grades K-6. Each year, the next grade level was added until we reached the 12th grade. In 2007, the middle and high school campus was built. In 2020, we integrated the elementary campus into the middle/ high school campus and converted to a K-12 model.

Our Mission

Thea Bowman Leadership Academy shall become a world class model for high performance urban schools preparing all students for academic success and leadership roles in a global society.

What is in our strategic plan?



Strategic Goals

Tangible and descriptive statements that describe the results we want for our students, staff, families, community and district. Each year, we take specific actions to help achieve our strategic goals.



Annual Objectives

Specific actions we are taking to reach our strategic goals.



Measures

Data we collect and analyze to gauge our progress. We look at multiple measures, gathering both qualitative and quantitative data through surveys, reports and assessments.



Performance Indicators and Targets

Standards we set to help us determine our progress toward meeting our goals.

Students



GOAL: All students are safe, known and valued:

- **Physically, social-emotionally and intellectually safe.**
- **Known well by their teachers, staff and each other.**
- **Valued for their diverse strengths and backgrounds.**

2023-24 Annual Objectives

Student Safety & Security

- Our district safety team will meet regularly to assess facility safety and ensure implementation of safety protocols at all schools.
- Schools will perform nine safety drills throughout the year.
- We will continue to partner with Gary Police Department to provide school resource officers and emergency drills training for students and staff.
- Schools will continue to implement Positive Behavioral Interventions and Supports (PBIS) to promote positive student behavior.

Student Social-Emotional Well-Being

- Schools will use the results of their annual student survey to assess student needs and set school goals.
- We will continue to partner with community partners to provide mental health counselors for our middle and high schools.

Student Attendance

- We will expand our districtwide attendance awareness campaign to promote regular school attendance throughout the year.
- Our staff will meet with identified students and families to help determine root causes of student absences and provide resources and interventions to help re-engage students in school.

Performance Indicators and Targets

- $\geq 90\%$ of students report they feel safe, included and welcomed at school.
- $\geq 90\%$ of students regularly attend school (<2 absences per month).
- The districtwide discipline rate will be $\leq 4\%$.
- Student survey data and school goals focused on students being "Safe, Known and Valued" are presented to the board in October each year.

Students

GOAL: All students are engaged learners.

- Provided relevant, rigorous and engaging instruction.
- Receiving individualized, equitable and inclusive supports.
- Accessing diverse course offerings, activities and athletics.
- Making progress, annual growth, and meeting grade level standards.



2023-24 Annual Objectives

Support for Student Learning

- Identify students who are struggling academically and provide them with personalized support and interventions, such as tutoring, mentoring, and additional resources, to help them improve their academic performance.
- We will convene the Regional I-Team to review resource room responsibilities, scheduling, and implications of inclusionary practices for students receiving special education services.
- We will continue to provide support for schools in developing multi-tiered systems of support (MTSS) to meet the learning needs of all students.
- Create a safe, supportive, and inclusive learning environment that values diversity, promotes student engagement, and encourages collaboration among students, teachers, and staff.

Curriculum and Instruction

- Develop and implement a curriculum that is aligned with stated and national standards, ensuring that it challenges students and promotes critical thinking, problem-solving, and creativity.
- Provide differentiated professional development opportunities for teachers to enhance their instructional practices, pedagogical skills, and content knowledge, enabling them to deliver high-quality instruction that meets the diverse needs of students.
- We will establish a Curriculum Review Committee to review new learning materials and determine if materials should be recommended for board approval.

Student Academic Progress and Growth

- Create a school-wide culture that promotes high expectations for all students, encouraging them to set ambitious goals and strive for excellence in their academic endeavors.
- Regularly collect and analyze student data to identify areas of improvement, track progress, and make informed decisions regarding instructional strategies, curriculum modifications, and resource allocation.
- Regularly assess and evaluate the effectiveness of the strategies implemented to enhance high academic achievement, making necessary adjustments and improvements based on the findings.
- Acknowledge and celebrate students' academic achievements through awards, recognition ceremonies, and other forms of positive reinforcement, fostering a culture of pride and motivation for continued success.

Performance Indicators and Targets

- School Improvement Plans, identifying strategies to improve student learning and close achievement and opportunity gaps, are presented for board approval in October.
- $\geq 90\%$ of middle and high school students report having access to diverse course offerings, activities and athletics.
- $\geq 60\%$ of students are meeting district student growth and proficiency targets.

Students

GOAL: All students are ready for their future.

- Learning digital citizenship, social, life and employment skills
- Graduating with a personalized plan for their post-secondary pathway

2023-24 Annual Objectives

Digital Citizenship, Social, Life and Employment Skills

- We will create a portrait of a graduate profile, which identifies the digital citizenship, social, employment and life skills that we want our students to learn, to assess and ensure students are learning these skills in our schools.
- We will continue to implement our 1:1 computer program and provide training for our district's learning management systems, Google Classroom and Zoom for grades K -12.

Graduation and Post-Secondary Pathways

- We will implement Indiana Career Explorer (ICE) to support students' annual review and development of their High School and Beyond Plan.
- We will expand career counseling and development for students through the beginning implementation of a Comprehensive School Counseling Plan.
- Outreach specialists with post-secondary institutions will regularly be on-site at our high schools to help students complete financial aid applications for post-secondary education.
- We will study and expand workplace learning opportunities and pre-apprenticeship programs for high school students, and we will prepare to implement the system to award high school elective credit for paid work experience.

Performance Indicators and Targets

- $\geq 85\%$ of families report students having opportunities to learn the digital citizenship, social, life and employment skills within the portrait of a graduate profile.
- $\geq 50\%$ of high school students complete at least one dual credit, college-level course.
- 100% of Thea Bowman Leadership students will graduate in five years.



Families

GOAL: All families are key partners.

- Respected and appreciated for their diverse strengths and backgrounds.
- Welcomed and invited to provide ideas, input and feedback.
- Engaged in helping their students be successful.

2023-24 Annual Objectives

Family Input and Feedback

- We will continue to conduct an annual family survey in multiple languages to seek input from families and identify areas of strength and needed improvement.
- We will expand opportunities for families to participate in instructional materials review processes through the new Curriculum Review Committee and related processes.

Family Engagement and Communication

- We will continue to provide district and school communications in our families' home languages.
- Schools will create opportunities to partner with families to develop plans for school, family and community partnerships.
- Schools will continue to host annual open houses and annual parent-teacher conferences.
- Schools will continue to provide opportunities for parents to volunteer in the school/classrooms and host a variety of annual family and student events.
- We will implement a new system, ParentSquare, to unify school-home communications, streamline volunteering and simplify forms and messaging.
- We will continue to organize and refine our district and school websites to provide the most up-to-date information for families and community.

Performance Indicators and Targets

- $\geq 80\%$ of parents report feeling respected and welcomed in their children's schools.
- $\geq 80\%$ of parents report having opportunities to engage with schools to help their children succeed.
- $\geq 80\%$ of parents report having opportunities to learn about and provide input on district and school programs.

Staff

GOAL: All staff members are safe, respected and valued professionals.

- Working in safe and positive environments.
- Valued for their diversity and recognized for their unique contributions as educators, support staff and administrators.
- Members of high-functioning, collaborative teams who use data to plan, improve and innovate.
- Provided opportunities to learn and grow and held to high standards for professionalism and performance.

2023-24 Annual Objectives

Staff Recruitment, Hiring, and Retention

- We will continue to attend and host annual recruiting fairs for both certificated and classified staff, highlighting the opportunities and benefits of working for Thea Bowman Leadership Academy.
- We will create a district Staff Wellness Committee w to develop wellness activities for staff and communicate health and wellness supports and benefits available to staff.

Staff Value, Voice, and Recognition

- We will continue to conduct an annual all-staff survey to seek input from staff and identify areas of strength and needed improvement.
- We will continue to foster respectful and collaborative relationships with our staff.
- We will continue to recognize staff for excellence and celebrate years of service in the district by establishing a staff award programs and encourage collegial appreciation through regular communication.
- We will strive to intentionally infuse positivity into the workplace.

Staff Training, Professional Growth, and Performance

- New teachers will continue to receive support from a consulting peer educator through our TBLA teacher mentor program.
- We will expand new staff orientation and onboarding efforts to ensure staff are well-prepared and supported in their roles.
- All staff will continue to complete mandatory training focused on workplace safety, anti-discrimination and harassment, student safety, staff conduct expectations and professionalism.
- We will continue to implement the state PLA Coaching Cycle_focused on high quality teaching, high-quality leadership and student learning and growth.
- We will implement a new professional growth and evaluation system for central office leaders, focused on high-quality leadership, support for schools and improved student learning.

Performance Indicators and Targets

- $\geq 95\%$ of staff complete safety training by October 1.
- The "time loss" L&I claims are $\leq 10\%$.
- Two flu clinics are held by Dec 31.
- $\geq 85\%$ of staff indicate they work in safe and positive environments, collaborate with colleagues and feel valued on the annual all staff survey.
- The overall district staff retention rate is $\geq 90\%$ over a three-year average.

Community

GOAL: Community members are safe, respected and valued professionals.

- Supportive in their partnership to help students be successful.
- Engaged as key stakeholders.
- Valued for their support in providing needed resources for student learning, technology and school facilities.

2023-24 Annual Objectives

Community Partnerships

- We will continue to strengthen our partnerships with agencies, organizations, churches and individuals in the community to provide programs, supports and services for families and students. Our agency/ organization partners include:

Community Engagement and Communications

- We will continue to expand and enhance community communications and ensure community members are well-informed about our district and our schools.
- We will continue to provide opportunities for community members to participate in district and school committees and volunteer in our schools.

Community Value and Appreciation

- Community groups, businesses and non-profit organizations will continue to have access to rent district facilities.
- We will continue to express appreciation and gratitude for community support of our schools.

Performance Indicators and Targets

- The district's community partners will increase by $\geq 10\%$ per year.

District

GOAL: Thea Bowman Leadership Academy will be innovative, proactive and accountable.

- Innovative in our strategic future planning and engaged in continuous improvement.
- Regular, timely and transparent with our communications.
- Effective and efficient in our operations.
- Responsible stewards of public resources.

2023-24 Annual Objectives

Future Facilities Planning

- We will ensure construction projects are completed on time and on budget.
- We will continue to assess enrollment and capacity needs, updating our 10-Year Capital Facilities Plan to ensure we have property and school facilities to serve students and families now and in the future.
- We work with our Long-Term Facility Planning Committee and Executive Committee to plan for future bond measures to replace aging facilities and build new schools as needed for enrollment.
- We will determine a path forward for our Educational Programs & Operations Levy.
- We will use federal Elementary and Secondary School Emergency Relief (ESSER) funding and existing fund balance to continue to fund important programs and staff for the 2023-24 school year.
- We will continue to maintain a long-term budget strategy to align revenue and expenditures and ensure good stewardship of public funds.

Continuous Improvement, Transparency, and Strategic Planning

- We will place board policies and procedures on a regular review cycle, ensuring that policies remain up-to-date and consistent with practice and law.
- We will place district programs on a regular review cycle to assess effectiveness, efficiency and fiscal accountability and determine areas for improvement.
- We will continue to update our Strategic Plan each fall. The Strategic Plan and our District Performance Indicators and Targets – Annual Report, will continue to be posted on our district website.
- We will publish an Annual Community Report in the summer before school starts.

Performance Indicators and Targets

- The Annual Community Report is published every summer before schools begins, providing the community with key information on student performance, district programs, capital projects and resource use.
- The unassigned, minimum fund balance is 3-5% of the total district budget.



ATTACHMENT

28

October 30, 2023

Lindsay Omlor
Executive Director of Charter Schools
Education One, LLC
Trine University
One University Avenue
Angola, IN 46703

Re: *Thea Bowman Leadership Academy*
NOTICE OF INTENT TO FILE AN APPLICATION TO
CHANGE AUTHORIZERS

Dear Ms. Omlor:

This correspondence is sent in accordance with I.C. §20-24-3-4(e) and is intended as compliance with the requirement for notification to Education One, LLC that the Thea Bowman Leadership Academy will be submitting an application to Calumet College of St. Joseph for a change of Authorizer. As is required by said statute, we request you please acknowledge this notification by affixing your signature at the bottom of this letter and return it to me within 24 hours. Please note that your signature is merely an acknowledgement of receipt of this Notice and is not a representation that you agree with the decision that has been made by the Board.

If you have any questions regarding this matter, please feel free to call me. Thank you for your time and attention to this matter.

Very truly yours,

HARRIS LAW FIRM, P.C.



Jewell Harris, Jr.

JH/jml

Receipt Acknowledged
this ____ day of October, 2023.

Lindsay Omlor

Jewell Harris Jr.
Nicholas A. Snow
Tramel R. Roggs**
Hunter N. Balczó

**All Replies to Lake County Office*
***Licensed in Indiana & Illinois*

Penny Bizoukas
Paralegal

From: [Jewell Harris, Jr](#)
To: [Omlor, Lindsay](#)
Cc: [Joni Lipsky](#)
Subject: Notice of Intent to Change Authorizers
Date: Monday, October 30, 2023 9:39:04 AM
Attachments: [image2023-10-30-092255.pdf](#)
Importance: High

Lindsay:

Per our discussion this morning, please acknowledge the attached Notice by signing it and emailing it back to my attention at your earliest convenience.

Thank you,

Jewell Harris, Jr.

Attorney at Law

HARRIS LAW FIRM, P.C.

Lake County Office:

11410 Broadway

Crown Point, Indiana 46307

LaPorte County Office:

One Cadence Park Plaza

Michigan City, Indiana 46360

P: (219) 661-1110

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This link will redirect you to the Zoom recording of the conversation referenced above.

<https://us02web.zoom.us/rec/share/>

EX_GAbJt0l2TzXWRXAvSS41NYXobwqZ4chA_79c5HbIGYiGjSD1t1te_pFIP05.c5ifvNCwURrvVXly

Passcode: cmE\$pdG3

Jewell Harris, Jr

From: Jewell Harris, Jr
Sent: Tuesday, October 31, 2023 3:20 PM
To: Omlor, Lindsay
Cc: Joni Lipsky; hicksc@trine.edu
Subject: RE: Notice of Intent to Change Authorizers

Importance: High

Tracking:	Recipient	Read
	Omlor, Lindsay	
	Joni Lipsky	Read: 10/31/2023 3:30 PM
	hicksc@trine.edu	

Lindsay:

I have a deadline of 4:00p.m. CST to receive your written acknowledgement of the Notice sent to you yesterday. Can you, or possibly Caitlyn, sign the acknowledgment and send it back now so that we can proceed forward? Alternatively, you can simply acknowledge receipt via this email with permission to affix your e-signature.

Thank you,

Jewell Harris, Jr.
Attorney at Law
HARRIS LAW FIRM, P.C.
Lake County Office:
11410 Broadway
Crown Point, Indiana 46307
LaPorte County Office:
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From: Jewell Harris, Jr
Sent: Tuesday, October 31, 2023 12:37 PM
To: Omlor, Lindsay <omlorl@trine.edu>
Cc: Joni Lipsky <joni@harrislawfirmnpc.net>
Subject: RE: Notice of Intent to Change Authorizers

Lindsay:

Just checking to see if you can sign and email that acknowledgment back to me today. It is needed to comply with the statutory notice requirements.

Thank you,

Jewell Harris, Jr.
Attorney at Law
HARRIS LAW FIRM, P.C.
Lake County Office:
11410 Broadway
Crown Point, Indiana 46307
LaPorte County Office:
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From: Jewell Harris, Jr
Sent: Monday, October 30, 2023 9:39 AM
To: Omlor, Lindsay <omlor@trine.edu>
Cc: Joni Lipsky <joni@harrislawfirmpc.net>
Subject: Notice of Intent to Change Authorizers
Importance: High

Lindsay:

Per our discussion this morning, please acknowledge the attached Notice by signing it and emailing it back to my attention at your earliest convenience.

Thank you,

Jewell Harris, Jr.
Attorney at Law
HARRIS LAW FIRM, P.C.
Lake County Office:
11410 Broadway
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Jewell Harris, Jr

From: Hicks, Caitlin <hicksc@trine.edu>
Sent: Tuesday, October 31, 2023 3:32 PM
To: Jewell Harris, Jr
Subject: Not read: RE: Notice of Intent to Change Authorizers
Attachments: Not read: RE: Notice of Intent to Change Authorizers

Importance: High

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