OFFICE of EDUCATION INNOVATION

# Replication Handbook

**For Current Mayor-Sponsored Charter Schools**
**Spring 2014**

Office of the Mayor
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Indianapolis, Indiana 46204
Telephone: 317.327.3601

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OEI

January 2013

Dear Charter School Applicant:

Thank you for your interest in replicating successful charter schools in Indianapolis.

The charter school movement began in 1991 with the promise of offering new, high-quality public school options for children and families. The charter school design gives educators more flexibility and freedom from regulation in exchange for a high level of accountability. The sector has grown to almost 6,000 schools in over 40 states, including the District of Columbia, serving more than 1.5 million students.

Indiana serves as a key player in the national charter school movement. In May 2001, Governor Frank O'Bannon signed a law that enabled educators, parents and others across Indiana to create charter schools. Indiana's charter school legislation is designed to offer students, families and educators different and innovative choices in public education to reach and serve diverse populations of students. Public school reform advocates have heralded our charter legislation as a strong law that provides opportunities for real innovation and student achievement in our public school classrooms.

One of the unique advantages of Indiana's legislation is that the Mayor of Indianapolis is allowed to sponsor charter schools in Marion County. In response, my office has designed a comprehensive application review and monitoring process that holds applicants to high standards. In so doing, we have drawn from the experiences of successful charter school sponsors and the research of experts from across the country. Through this process, we closely scrutinize charter school proposals to ensure well thought-out plans, the highest academic standards, and accessibility to all children in Indiana. The selection criterion also leaves the door open for applicants proposing to try approaches that are new and highly likely to work with their target populations. To manage the selection process of the most qualified applicants, the City-County Council President and I appointed the Indianapolis Charter School Board, which consists of experienced local educators and community leaders.

We hope this year to receive applications from promising organizers offering compelling visions and thoughtful plans for improving the educational achievement and lives of a broad range of students. If you believe that you have a fully-developed charter school proposal that meets the highest standards of excellence for our children, we look forward to receiving your application. If you have any questions regarding the application process, please contact my Director of Charter Schools, Brandon Brown, at brandon.brown@indy.gov or 317.327.3621. We look forward to working with all members of our community to provide high-quality schools for students in Indianapolis.

Sincerely,

Gregory A. Ballard
Mayor
City of Indianapolis

## Introduction

This packet is designed to help potential applicants navigate the charter school replication application process. The guidelines and timeline for the completion of all the steps of the application process are detailed. Applicants that should use this replication packet are current Mayor-sponsored charter schools replicating their exact model in a different location, and charter schools currently authorized by a different entity applying to change authorizers.

Indiana's charter schools law presents educators, parents and others with a tremendous opportunity to design new, and replicate successful public schools. With this opportunity, however, comes tremendous responsibility. In our efforts to create cutting-edge schools, we must ensure that charter schools welcome and serve all students.

The replication process designed by the Mayor's Office is intended to scrutinize proposed charter schools closely. The Mayor will only grant replication charters to those applicants who have proven their success in academics, operations, and management in a current Indianapolis-based charter school. Indiana does not have a cap on the number of charter schools that can be approved in any given year.

The Mayor's office, in conjunction with the Indianapolis Charter School Board, has gone to great lengths to create an open and transparent application review process based on the explicit criteria set forth in this application packet. However, other factors may also influence the Board's final decisions. These factors may include the composition of the current applicant pool relative to the charters already granted, as well as the diversity of the pool relative to such attributes as school size, geographic location, and educational approach.

The Mayor and City-County Council President have appointed a Board comprised of experienced educators and community leaders to review new and replication applications and make recommendations about approval. Information about the members of this Board can be found on our website at www.indy.gov/OEI.

Required background check (for non-Mayor-sponsored charter schools, or new board members and school leaders), community partnership, assurances forms and an Educational Service Provider Questionnaire, as well as templates for a five-year budget and a first-year cash flow budget can be found immediately after the application guidelines.

If you need assistance, please contact the Office of Education Innovation's Director of Charter Schools, Brandon Brown, at 317.327.3621 or brandon.brown@indy.gov.

**Application: Guidelines and Procedures**

The Mayor's Office has established the replication application process described in this packet for the following purposes:

- To provide mechanisms for meaningful public input;
- To provide the Mayor, his staff, and the Indianapolis Charter School Board with assessments of applications from successful charter schools; and
- To provide a final staff recommendation and Board decision to approve or deny an application.

Applicants seeking a replication charter from the Mayor of Indianapolis must:

- Submit a Letter of Intent.
  *Note: Applicants may submit their letter of intent at any time.*
- Submit a replication application.
- Participate in an Applicant Interview.
- Participate in all required Board meetings.

The Mayor's Office reserves the right to reject applications that do not follow the above procedure.

The Mayor's Office will conduct due diligence on the applicant's existing schools. The Mayor's Office will look for evidence of the existing school's success and the applicant's capacity to replicate the school model.

All applicants must submit a Replication Application. The following pages contain detailed instructions for completing the application review process. Applicants will find:

- A step-by-step summary of the application and review process;
- Instructions and form for the Letter of Intent;
- Instructions for the Replication Application.

The application is formatted based on the Mayor's Performance Framework. The Performance Framework is the accountability tool used by the Mayor's Office to determine the success of Mayor-sponsored charter schools. All current Mayor-sponsored charter schools should be familiar with the framework and gauge their school's success by the framework.

An electronic version of all application guidelines and forms can be downloaded from the following website: www.indy.gov/OEI.

Throughout the application review process, the Mayor's Office will communicate important information to charter school applicants through the Mayor's Office of Education Innovation website, www.indy.gov/OEI. It is the responsibility of the applicant to check this website regularly for updates and information. Please note that the Office of Education Innovation Director of Charter Schools must be notified in writing if the applicant does not have access to the Internet.

**Notice of Disclosure**

All information submitted as part of the application (including background check authorization forms and financial information) shall be subject to the Indiana Access to Public Records Act (IC 5-14-3)(the "Public Records Act") and subject to disclosure to the public there under, including disclosure to the media. In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must, at least five (5) business days prior to submitting any application materials, consult with the City of Indianapolis Public Access Counselor. The City of Indianapolis Public Access Counselor may, if requested by the applicant, issue a written advisory opinion in response to such request. If the City of Indianapolis Public Access Counselor issues an opinion supporting the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the City of Indianapolis Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless the City determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that the Mayor's Office, the Mayor's Charter Schools Advisory Board and any official, agent, employee or representative of the City of Indianapolis shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of actions pursuant to any such disclosure.

**Application and Review Process**

| | |
|---|---|
| **Step One:**<br>**Letter of Intent** | **Letter of Intent must be submitted to the Mayor's Office.**<br><br>More information about the Letter of Intent can be found later in this document. |
| | |
| **Step Two:**<br>**Meet with Mayor's Office (optional)** | **Applicant may request a meeting with the Mayor's Office to discuss the proposed school.**<br><br>Members of the Mayor's staff are available to answer questions and give preliminary feedback to interested applicants. Contact the Office of Education Innovation's Director of Charter Schools at 317.327.3621 or brandon.brown@indy.gov to schedule a meeting. |
| | |
| **Step Three:**<br>**Application submission, preview and review** | **Replication Application must be submitted to the Mayor's Office.**<br><br>The Replication Application (no longer than 75 pages, excluding attachments) will describe the elements of the applicant's plan for replicating a current charter school.<br><br>The Director of Charter Schools and Mayor's Office staff will perform a preliminary screening to identify applications that are complete and in compliance with Indiana state law. If an application is not complete, is not in compliance with Indiana law or the guidelines set forth herein or otherwise determined not to be in the best interest of the City of Indianapolis, the Mayor's Office reserves the right to reject that application. In the case of a rejected application, the Mayor's Office will provide the applicant with a written reason for the rejection.<br><br>The application will be reviewed and evaluated by the Mayor's Office staff against the criteria described in the application packet. The application will also be reviewed by external experts in the areas of education, governance, and finance. |
| | |
| **Step Four:**<br>**Applicant Interview** | **Mayor's Office meets with representatives of the school for an applicant interview.**<br><br>Following the review of the application, the Mayor's Office will conduct an applicant interview, in which we will ask questions of the school's representatives. Board members and identified school leadership should be present for the two-hour applicant interview. |
| | |
| **Step Five:**<br>**Indianapolis Charter School Board Review & Chartering Decision** | **Indianapolis Charter School Board Meetings**<br><br>Meeting #1: The Indianapolis Charter School Board will review applications in a public meeting. Board members will ask questions of representatives from each applicant.<br><br>Meeting #2: The Indianapolis Charter School Board will review applications in a second public meeting. Board members will ask any remaining questions of representatives from each remaining applicant before voting on whether to award a charter. |

**Instructions for the Letter of Intent**

All applicants are required to complete and send one copy of the Letter of Intent form on the following page declaring their intent to apply for a charter.

On the Letter of Intent, an applicant must indicate whether it is applying for a replication of a current Mayor-sponsored charter school, or is a current charter changing authorizers.

**Letter of Intent Format**

All Letter of Intent submissions should be limited to the form on the following page. An electronic version of this form can be downloaded from the following website: www.indy.gov/OEI.

The Letter of Intent can be mailed, faxed, or emailed to:

Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, Indiana 46204
Attention: Brandon Brown, Director of Charter Schools
Tel: 317.327.3621
Fax: 317.327.5271
E-mail: brandon.brown@indy.gov

**Letter of Intent to Apply for a Charter**

Dear Mayor Ballard,

The undersigned individual/organization is considering submitting an application to establish a charter school in Indianapolis. We wish to participate in all forums and receive all information provided to potential applicants by the Mayor's Office.

**Legal name of organization applying for the charter:**

**Name of proposed school:**

**Applicant's authorized representative:**

**Full mailing address (include city, state, zip code):**

**Daytime telephone number:**

**E-mail address:**

**Location of school:**

**School district of location:**

**Anticipated opening date:**

**Proposed Grade Levels & Total Student Enrollment**

| | School Year | Grade Levels | Maximum Student Enrollment |
|---|---|---|---|
| **First Year** | | | |
| **Second Year** | | | |
| **Third Year** | | | |
| **Fourth Year** | | | |
| **Fifth Year** | | | |
| **Sixth Year** | | | |
| **Seventh Year** | | | |
| **Maximum** | | | |

**Is school single-gender or co-educational:**

**If single-gender, please indicate who will be served by school:**
Indicate "Girls" or "Boys"

**Target student population**
For example, at-risk youth.

**Brief description of kind of school to be chartered**:
For example, it may be an Arts, Math, or Science-focused school or use a particular school design.

**Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school.**
(For more information, see "Mission" section of the Full Application Guidelines.)

**Are you planning to work with a management organization?**
Indicate "Yes" or "No"

**If so, please indicate name of management organization:**

**Signature of Applicant's Authorized Representative**

Signature Date

**Instructions for the Replication Application**

All applicants are required to complete and send a Replication Application (20 hard copies and an electronic version on a cd or flash drive) detailing the proposed charter school's educational framework and business plan. In the pages that follow are several guiding questions for the narrative. Below is a brief outline of the Replication Application contents, as well as directions for meeting the format requirements and deadlines.

**Replication Application Contents:**

The Replication Application must contain the following information:

- Cover page: name and location of proposed school;
- Information sheet (see Appendix 2);
- Table of Contents, listing page numbers for each section of the narrative and attachments;
- A narrative, not to exceed 75 pages, following the attached Replication Application Narrative Outline;
- Leadership information for new school leadership;
- Attachments, not to exceed 50 pages;
- Assurances Form (see Appendix 2);
- Educational Service Provider Questionnaire (if applicable);
- Five-Year Budget (see Appendix 2); and
- Cash flow analysis for first fiscal year of operation.

Note: The narrative must follow the *Replication Application Narrative Outline*. Failure to do so may serve as grounds to reject an application.

If the applicant is a current Mayor-sponsored charter school, the Mayor's Office should have record of national criminal background checks having been done for all current board members and school leadership at the existing school. The leadership information requested above is only for new board members and school leaders.

**Replication Application Format**

The Replication Application should adhere to the following format:

- Prepared on white, 8.5" x 11" paper;
- One-inch margins on all sides;
- Double-sided;
- No font smaller than 11-point;
- Paragraph formatting may not be more compact than standard single space; and
- Spiral bound (no binders, paper clips, or folders).

Be aware that the templates for the Information Sheet, Assurances Form, community partnerships, Education Service Provider Questionnaire, and budget are provided in Appendix 2 of this application packet. These must be submitted along with the Application.

The narrative of the Application should be limited to a discussion of the topics included in the *Replication Application Narrative Outline*. Additional information that supports the narrative may be included as attachments. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the application, or lend insight into the applicant and its governing board members or management personnel. Examples of attachments in the Application include curriculum samples, academic standards, letters of support, financial statements, etc. All attachments should be numbered and clearly referred to in the narrative.

The leadership Information, IRS 501c3 application, By-Laws, Articles of Incorporation, Educational Service Provider Questionnaire, first-year operational cash flow analysis, and five-year budget do not count toward the 50-page attachment limit.

**Replication Application Deadline**

The Application must be received by the Office of the Mayor no later than 5:00 p.m. on the date established by the Mayor's Office. Please mail or hand-deliver 10 spiral bound copies (do not include background authorization forms in spiral bound copies. Background forms should only be included in the unbound original), 1 clearly marked unbound original copy (with background authorization forms) and the document on a CD or flash drive (application and attachments need to be in one document on the flash drive or CD) to:

Office of the Mayor
2501 City-County Building
200 E. Washington Street
Indianapolis, Indiana 46204
Attention: Brandon Brown, Director of Charter Schools
Tel: 317.327.3621

It is the applicant's responsibility to ensure all application materials, including the Application, reach the Office of the Mayor by the deadline to be determined. Failure to submit a timely Application may serve as grounds to reject an application.

**Replication Application Narrative Outline**

**Section 1**

**Core Question 1:** ***Is the educational program a success?***

- Provide student achievement results for each school in the network.
- Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state or national standards for most students?
- If applicable, what are each of the schools' graduation rates and post-graduation degree attainment?

**Core Question 2:** ***Is the organization effective and well-run?***

**A. Capacity to Replicate**

- Discuss your group's short- and long-term replication plans for Indianapolis and the state of Indiana.
- What resources does your group have to replicate the school you are currently applying for?
- What resources does your group have, and what resources do you foresee needing in the future, to reach your long-term replication goals?
- Explain, in detail, what makes the current school successful and the processes that have been put in place to recreate the success in replicated schools.
- Have any charters previously been revoked by any other authorizer?
- Have any charters been rejected for renewal?
- Do any of the schools have any issues related to legal compliance?
- Do any of the schools have any issues (legal or otherwise) related to accessibility (e.g., special needs, open enrollment processes)?
- Complete and submit the "Replication Application Chart" located in Appendix 2.
- If applicant is an Indianapolis-operating charter school applicant that proposes to switch authorizers, you should also submit the following:
    - A brief, written statement describing the reasoning behind wanting to change sponsors;
    - All review/prior reports conducted by its current sponsor; and
    - The current charter.

**B. Need**

- What needs have been seen in the current school(s) that you believe warrant the replication of this model?

- Explain the need for this particular school in the community it will serve and the need with regards to the target student population.

- Strong answers to this question should go beyond a simple analysis of school district statistics or a general discussion of school choice.

**C. Governance and Management**

- Explain your collective qualifications for establishing a high quality charter school in Indianapolis and taking stewardship of public funds.

- Include in your description evidence of the Board of Directors and school leadership team's ties to and knowledge of the local community.

- Describe the organizational structure of the proposed school, including an organizational chart.

- Include copies of the following organizational documents
    - Articles of incorporation,

    - By-laws; and

    - Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for such status.

- Describe the roles and responsibilities of the school's leader(s), the Board of Directors, and other key personnel.

- If any other individuals have been integral to the development of the school, clarify their future roles with the school.

- Attach leadership information (resumes and memoranda) for new members of the Board of Directors, the school's leader(s) and identified school staff members (if selected). See Appendix 1 for more information.

- If the school is a current Mayor-sponsored charter school, the Mayor's Office should have all of this information for all school leadership. If the school is bringing on new individuals, those individuals must submit the referenced information.

- Signed background check authorization forms, with social security numbers, must only be included in the unbound original copy of your Application. Do not include background check authorization forms in spiral-bound copies of the Application.

**Questions specific to the Board of Directors**

- Present evidence of the board's competence in their oversight. Provide the length of time each board member has served and turnover unrelated to term limits. If you are not a current Mayor-sponsored charter school, also provide board policies.

- Describe the process by which the Board of Directors will develop policies and make decisions.

- Provide board meeting minutes that indicate the board's interest in pursuing replication.

- Briefly detail your recruitment, selection, development, and succession plans for board members.

- Provide a summary of the roles and responsibilities of the board in relation to the school's leader(s), and educational management organization, if applicable. Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.

**Questions specific to the school leader and personnel**

- Describe any plans for further recruitment of school leader(s) and other key personnel.

- Provide detailed information on which staff or school leaders, if any, will transition into a different position with the addition of a new school. Explain the timeline for that transition and how the network will ensure new staff will be trained and prepared to step into those vacant positions.

- Describe in detail the criteria for the selection of a high-quality leader if the leader has not already been selected.

- Explain criteria the Board of Directors will use to hold the school leader accountable.

- Provide a detailed succession plan for the school leader.

**Questions specific to Educational Service Providers**

- If the board is proposing to contract with an Educational Management Organization (EMO) or Charter Management Organization (CMO), the EMO or CMO must complete the Educational Service Provider Questionnaire located in the appendices. Include the information from the questionnaire as an attachment to the application.

- Provide a detailed description of how the board will hold the EMO/CMO accountable, and what consequences will occur if the EMO/CMO does not meet the standards set forth by the board.

**D. Financial Management**

- Explain how the school's finances will be managed. How will fiscal management occur within the network or among the replicated schools?

- Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations.

- Describe how the school will develop its annual budget.

- Describe any planned fundraising efforts and who will lead these efforts.

- If the school plans to contract with an outside provider, detail who the provider is, and what services will be contracted.

- Provide evidence of the fiscal health of the other schools in the network. Are any of the schools on fiscal probation or in bankruptcy?

**E. Budget**

- Indicate the school's estimated costs and revenues from the school's pre-operational startup phase through its fifth year of operation. In addition, provide a cash flow analysis for the first fiscal year of operation. (Note that all budget analyses should assume a July 1 – June 30 fiscal year.) Sample five-year budget first operational year budget templates are included in this packet in Appendix 2. Please include the budgets as the first two appendices in your replication application.

- Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. In the budget, you should only include those grants or in-kind donations which have already been firmly committed. A letter of commitment from funders must be included in the attachments for any fundraising revenue.

- If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).

- Budget assumptions should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, special education services, technology, etc. should be explained thoroughly.) Provide assumptions for both revenue and expenditures.

- Replication applications submitted without assumptions or with limited detail will be rejected.

- Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties.

- Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible.

- Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per pupil.

**F. Risk Management**

- Provide a description of the risk management philosophy and approach to minimizing liability of the charter school, its governing board members and employees.

- Schools receiving a charter from the Mayor of Indianapolis will be required to indemnify the City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities and their respective officers, employees and agents.

- In addition, charter schools must obtain liability insurance coverage.

- The applicant should provide evidence from an insurer of its ability to obtain liability insurance coverage in the amounts set forth below; however, an applicant may provide a written justification if it is unable to obtain, or believes it unnecessary to obtain, insurance coverage in the following recommended amounts:
    - Commercial General Liability: $1,000,000 per occurrence; $2,000,000 aggregate
      NOTE: SUCH COMPREHENSIVE GENERAL LIABILITY INSURANCE MUST EXPRESSLY COVER CORPORAL PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.

- Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability: $1,000,000 per occurrence; $3,000,000 aggregate
- Sexual Abuse Liability: $1,000,000
  NOTE: SEXUAL ABUSE LIABILITY MUST BE A SEPARATE POLICY OR A SEPARATE COVERAGE PART WITH LIMITS INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.
- Automobile Liability: $1,000,000 combined single limit
- Umbrella (Excess Liability): $5,000,000 per occurrence; $5,000,000 aggregate
  NOTE THAT THE UMBRELLA POLICY MUST INCLUDE: COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.
- Workers Compensation Liability: As required by Indiana law

- Provide an estimate from an insurance agent/broker for the insurance coverage (with a minimum A-BEST rating) identified above (or such other coverage amounts as the charter school would be able to obtain).

- For school's that plan to serve large populations of students with exceptional needs, has liability for malpractice and due process been assessed and addressed in the budget and risk management plan?

**Core Question 3:** ***Is the school meeting its operations and access obligations?***

**A. Support for Learning**

If support for learning will differ from the current Mayor-sponsored charter school, or you are not a current MSCS, please provide the following:

- Describe the type of school culture the school aims to develop. Explain the strategies the school will employ to develop a positive culture that is supportive of students, faculty and families.

- Describe the school's philosophy regarding student behavior and discipline for the general student population and special needs students. Summarize the school's discipline policy or code of conduct (the full policy, if developed, can be included as an attachment).

- Detail how the school plans to build and maintain family-school partnerships that focus on strengthening support for student learning, improving communication, and encouraging parental involvement in school operations.

- Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.

- Provide parent satisfaction for all current schools, both current and historical data.

**B. Special Student Populations**

If processes for special student populations will differ from the current Mayor-sponsored charter school, or you are not a current MSCS, please provide the following:

- Describe the school's approach to educating children with limited English proficiency, children with special needs, students who enter below grade level and students who are academically advanced.

- Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress.

- Explain why you have selected your procedures, the expectations of staff and families, as well as your methods of providing follow up and feedback data to all necessary stakeholders.

- Explain who will carry out these responsibilities— the school's staff or outside providers.

- If the school anticipates joining an existing cooperative (or partnering with some other entity) to provide special education services, describe what action, if any, you have taken toward that end.

- If outside vendors will be used, outline expectations and evaluation procedures for these vendors. Pursuant to federal (34 CFR Part 300) and state (511 IAC Article 7) special education regulations, describe the continuum of special education services (including related services) the school will make available to eligible students.

- Describe how topics related to exceptional learning needs will be embedded in professional development plans for all staff. Be sure to include staff structures, student to teacher ratios, and procedures for general and special education staff collaboration, roles, and responsibilities.

- Describe how the school's educational program will serve students with limited English proficiency. Include staffing and how the curriculum will be modified for English language learners.

- Describe how the school's educational program will serve students that enter the school below grade level. What specific supports will be available for these students?

- Describe how the school's educational program will serve students that are academically advanced. How will the school continue to grow advanced students, while at the same time working with students that are below grade level?

**C. Enrollment / Demand**

- Indicate the number of students that will be enrolled each year in each grade level.

- Explain in detail your rationale for selecting this particular school size, and provide evidence that the demand for your school is sufficient to sustain projected enrollment figures. Include copies of surveys and outcomes of the surveys.

- Provide the student enrollment (target vs. actual), attendance, and retention rates for each current school in the network.

- Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community as you seek to attract students to your school.

- Explain exactly what the school's enrollment process will be, including how the school will allocate seats if demand exceeds capacity.

**D. Facility**

- If you have already identified a charter school facility, indicate the location (including street address and school district). Describe the facility, including whether it is new construction or part of an existing public or private school building.

- Provide a detailed breakdown of any anticipated construction or renovation costs (these should be discussed in the text and reflected in your budget).

- If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided. Include name of bank or lender, rate, term, and status (loan approved, in negotiations, assumed).

- If possible, provide a layout and description of the proposed charter school facility. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities.

- Explain how the facility will meet the needs of students who are physically challenged.

- If a facility has not been selected, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.

**Core Question 4:** ***Is the school providing the appropriate conditions for success?***

**A. Mission**

- Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school.

**B. Educational Model**

- Describe the success of the current educational model.

- Discuss how that model will work with the student population you wish to serve with the replicated school.

If the educational model will differ from the current Mayor-sponsored charter school, or you are not a current MSCS, then provide the following information for the proposed school:

- Describe the school calendar (including the number of days the school will be in session)

- Describe the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any.

- Summarize a day in the life of a student at the proposed school.

- Summarize a day in the life of a teacher at the proposed school (include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school).

**C. Academic Standards**

If the academic standards will differ from the current Mayor-sponsored charter school, or you are not a current MSCS, please provide the following:

- Applicants must build their curriculum on the Indiana standards and may adopt additional standards that meet or exceed the Indiana standards. Provide examples of “exit standards” for three areas: mathematics, English language arts and one other subject area of your choice.

- Exit standards should give reviewers a clear sense of what students in the last grade you anticipate serving will know and be able to do in order to successfully complete your program.

- Describe the school's policies and standards for promoting students to the next grade, or grouping level.

- Also, choose a grade and subject area to demonstrate how any additional standards meet or exceed Indiana's standards.

**D. Curriculum**

- Provide a description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level (or performance level, grade level, etc.) in your school.

- Explain how the curriculum is aligned with Indiana state standards.

- Provide two sample lessons (from two different grade levels) that demonstrate how the school's educational model and mission play out in the classroom. In your sample lessons, indicate how the curriculum is aligned with Indiana standards and the school's additional standards.

- Explain how limited English proficient learners, students with special needs, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

- Identify the specific textbooks, teaching pedagogies, curricular programs and/or sequence that will comprise the schools' curriculum for all subjects and grade levels.

**E. Assessment**

- Describe how student progress will be determined, measured and reported. As a starting point, charter schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools. Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress.

- Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used.

- The outline of the assessment approach should detail reporting mechanisms for assessment information and indicate which audiences will receive this information, as well as the frequency of reporting.

- The outline of the assessment approach should also describe how assessment information will be used to continuously improve instruction, student learning and individual development and how the school will engage students who are working at levels that are either (a) above or (b) below the school's performance standard.

- Provide the plan for disaggregating achievement data specific to all exceptionality areas and disproportionality.

**F. Human Resources**

- Indicate the number of teachers and other school staff to be hired. If necessary, describe the job position.

- Describe the qualifications and attributes of an ideal teacher for the proposed school and how these qualifications will support the mission and promote effective student learning.

- Provide a plan for ensuring that recruitment and selection procedures will reinforce these desired qualities in the school's faculty.

- Describe the school's process for attracting and retaining great human capital.

- Also describe plans for developing and implementing an effective professional development program.

- Detail how the staff evaluation system will support the school's mission and educational model.

- Indicate the compensation structure for teachers and staff and list the benefits that will be provided to them (including health insurance, retirement benefits, and liability insurance). Please be as specific as possible.

- Describe the school's plan for staffing special education, including the necessary qualifications of special education staff.

**Section 2**

**A. Goals**

- Central to the accountability system is the *Performance Framework*, which defines the core areas for which schools are accountable. This framework will measure school performance by indicators common for all schools chartered by the Mayor's Office. In addition, the *Performance Framework* leaves a placeholder for measuring the attainment of educational and organizational goals unique to each school.

- The Mayor's Office expects charter schools to have a detailed understanding of the Performance Framework, hold themselves accountable to the framework, and be able to objectively reflect on their performance.

- Using the Performance Framework, create goals that show how the school will be performing based on the framework in their fourth year (the high-stakes mid-charter review), and sixth year (in preparation for renewal in the seventh year).

- Using the format described in Appendix 4, summarize at least two important school-specific goals and associated measures in relation to each of the following two categories:

    - Educational performance; and
    - Organizational viability.

- Appendix 3 contains the information you will need to complete this section, including the Performance Framework, a summary sheet for recording all school-specific goals and assessments, instructions for completing the template for each goal, a copy of the template itself, and an example of a completed template for a single performance indicator.

**B. Community Partnerships**

- Provide a list of organizations that will partner with your school and the nature of those partnerships.

- Attachments should include letters of support from partner organizations, detailing the specific services of the partnership.

- Describe the steps you have already taken to develop partnerships and your plans to further develop additional community partnerships.

- If any of the organizations partner with the current school, please provide concrete examples of how that partnership benefits the school community.

- Appendix 2 includes a template for listing community partnerships.

**C. Transportation**

- The intent of the Mayor's office is that schools receiving charters from the Mayor must be open and accessible to all students. Given that intention, provide a detailed description of the transportation arrangements made for charter school students, including arrangements made for students who would not have their own means of transportation.

- While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student enrollment, please be as specific as possible.

**D. Timeline**

- Provide a clear and detailed timeline for getting the school into operation, from receipt of the charter to the opening of the school.

- In addition to the timeline, provide a detailed startup plan that includes staffing as well as the resources you will use to support the startup activities.

**Appendix 1: Instructions for Leadership Information**

If the Mayor's Office does not currently have the following information for school administrators and governing board members, then those individuals are required to complete the background check authorization form, provide a current resume detailing their qualifications and experiences, and submit a memorandum indicating any conflicts of interest. Submit all three items for each new leader. Information on governance and management team members will not be considered unless the Mayor's Office has complete leadership information (resume, background waiver, and memorandum) for every board member and school leader as detailed below. Below is a brief outline of the leadership information contents, as well as directions for meeting the format requirements.

**Leadership Information Contents**

The leadership information should contain the following:

- Resumes should include, at a minimum, education, employment and professional and community activities. Resumes do not need to include personal address or contact information.

- Signed background check authorizations only in unbound copy. Background check forms are not included in the bound copies. Background check authorization form is available in Appendix 2 (page 40).

- A memorandum of no more than one page from each participating governing board member that:

- Highlights the knowledge and experience that he or she would bring to the board (e.g., previously served on a board of a school district, an independent school, or a non-profit corporation); and
- Indicates any potential conflicts of interest he or she might have. A potential conflict consists of engaging in a business relationship with a company or employee that would provide direct or indirect financial or other benefits to the board member or family members. Please describe the individuals involved and the nature of any such relationship.

To the extent permitted by law, information obtained through background checks and other personal information will remain confidential. If the leadership of the proposed charter school changes, it is the responsibility of the organizer to submit updated leadership information (resume, background check authorization and memorandum) to the Mayor's Office.

**Appendix 2: Application Forms and Templates**

**Charter Applicant Information Sheet**

*This sheet must be attached to the Replication Application, and follow the cover page. Please type the information requested.*

**Name of Proposed Charter School:**

**Proposed School Address (if known):**

**School District in which Proposed School would be located:**

**Legal Name of Group Applying for the Charter:**

**Applicant's Designated Representative:**
**Address:**
**City:**
**State:**
**Zip Code:**
**Daytime Telephone:**
**E-mail address:**

**The proposed school will open in the fall of school year:**

**Proposed Grade Levels & Total Student Enrollment**

| | School Year | Grade Levels | Maximum Student Enrollment |
|---|---|---|---|
| First Year | | | |
| Second Year | | | |
| Third Year | | | |
| Fourth Year | | | |
| Fifth Year | | | |
| Sixth Year | | | |
| Seventh Year | | | |
| Maximum | | | |

**Is this a single-gender or co-educational school?**

**If single-gender, please indicate who will be served by school:**
Indicate "Girls" or "Boys"

**Are you planning to work with a management organization?**
Indicate "Yes" or "No"

**If so, please indicate the name of management organization:**

**Have you submitted this application to other authorizer(s)?**
Indicate "Yes" or "No"

**If so, please list the authorizer(s) and the date(s) of submission:**

**Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application?**
Indicate "Yes" or "No"

**If so, please indicate the name of the authorizer:**

**Have you submitted any other applications to an authorizer in the previous five (5) years?**
Indicate "Yes" or "No"

If **so, please indicate the name of *the authorizer, the date and the name of the school* on the application.**

**Background Check Authorization Form**

I, [**insert name**], submit this background check authorization as part of the proposal from, [**insert name of school**], for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: [**insert maiden name if other known names**]
Have you ever been convicted of a criminal offense? [**Indicate "Yes" or "No"]**
If yes, please indicate date, charge and city where convicted:
Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Mayor's Charter Schools Advisory Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by [**insert name of school**]. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Mayor's Charter Schools Advisory Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

_____
Signature

_____
Social Security Number

_____
Date of Birth

_____
Date

_____
Position with Proposed School (e.g., school leader, business manager, Board of Directors member)

**Assurances Form**

*This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.*

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for [**insert name of school**] to be located at [**insert location**] is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2

2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4

3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3

4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1

5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5

6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.

7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1

8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5

9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3

10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.

11. Will at all times maintain all necessary and appropriate insurance coverage.

12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, 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.

13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion & ancestry. IC 20-5.5-2-2

14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

_____

Authorized Representative's Signature

_____

Date

**Educational Service Provider (ESP) Questionnaire**

*Please note this questionnaire is to be filled out by any applicant contracting with an Educational Management Organization (EMO), Charter Management Organization (CMO), or any other educational service provider.*

**Portfolio:**

- List all of the schools in the network, the number of years they have been in operation, and the number of students served by those schools.
- Provide names and contact information for all other authorizers that oversee schools within the network.
- Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth.

**Academic Performance:**

Provide the following academic information for each school managed by the organization.

- Adequate Yearly Progress determinations (including subgroup determinations);
- Pass rates or equivalent for the state's mandated assessments in English Language Arts and mathematics;
- Performance of students on statewide assessments compared to students in nearby traditional public schools;
- Graduation rates for every year the school has had graduates;
- Post-graduation degree attainment, if available.

**Leadership:**

- Please explain the leadership structure of the organization, and include an organizational chart.
- Has there been any turnover in leadership within the organization?
- Provide a list of the board of directors of the ESP and their length of service.
- Explain any turnover on the board that was not due to term limits.
- How often does the ESP assess itself and gauge the satisfaction of its clients?

**Services:**

- What services does the ESP provide?
- Include as an attachment a copy of the proposed management agreement. The agreement should include, but not be limited to:
    - Specific standards the school's board will use to hold the ESP accountable;
    - Consequences for not meeting those standards;

- Terms for contract termination; and
- Differentiation of what is owned by the school and what is owned by the management organization.

**Finances:**

Provide the following financial information for the management organization.

- The most recent federal tax return;
- The ESP's annual budget;
- Projected five-year budget;
- Detailed list of all debts the ESP has;
- The last three years of complete financial audits;
- Fees paid to the ESP by schools, and the services received for that fee; and
- Names of schools with which contracts have been terminated.

**Community Partnerships Template**

| Name of Organization | Representative from Organization | Address, phone number and email address | Nature of the partnership with the school | Is a letter of support included in the application? |
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| First Fiscal Year Cash Flow Analysis Template | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |
| [Name of School] | **Fiscal Year ____** | **July** ____ | **Aug** ____ | **Sep** ____ | **Oct** ____ | **Nov** ____ | **Dec** ____ | **Jan** ____ | **Feb** ____ | **Mar** ____ | **Apr** ____ | **May** ____ | **Jun** ____ | **Assumptions** |
| | Projected Enrollment | | | | | | | | | | | | | |
| | Per Pupil Payment | | | | | | | | | | | | | |
| **I. Income** | | | | | | | | | | | | | | |
| Basic Grant | | | | | | | | | | | | | | |
| **State Basic Support** | | | | | | | | | | | | | | |
| Common School Loan | | | | | | | | | | | | | | |
| **Common School Loan** | | | | | | | | | | | | | | |
| Student Lunch | | | | | | | | | | | | | | |
| Student Breakfast | | | | | | | | | | | | | | |
| State Matching Funds | | | | | | | | | | | | | | |
| Federal Lunch Program | | | | | | | | | | | | | | |
| Federal Breakfast Reimbursement | | | | | | | | | | | | | | |
| **Student Lunch Revenue** | | | | | | | | | | | | | | |
| Committed Donations | | | | | | | | | | | | | | |
| **Contribution Income** | | | | | | | | | | | | | | |
| Professional Development | | | | | | | | | | | | | | |
| State Remediation Program | | | | | | | | | | | | | | |
| Title I | | | | | | | | | | | | | | |
| Full Day Kindergarten | | | | | | | | | | | | | | |
| Other Federal Grants | | | | | | | | | | | | | | |
| **Prof Dev / Federal Grants** | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | | |
| **Interest Income** | | | | | | | | | | | | | | |
| Textbook Fees | | | | | | | | | | | | | | |
| Textbook Reimbursement | | | | | | | | | | | | | | |
| Before and after care | | | | | | | | | | | | | | |
| Other income | | | | | | | | | | | | | | |
| Other local income | | | | | | | | | | | | | | |
| Overpayments / Refunds | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Other Income** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Total Income** | | | | | | | | | | | | | |
| **II. Expenses** | | | | | | | | | | | | | | |
| **Instructional Expenses** | | | | | | | | | | | | | | |
| Teacher Salaries | | | | | | | | | | | | | | |
| Special Ed Salaries | | | | | | | | | | | | | | |
| Instructional Assistant Salaries | | | | | | | | | | | | | | |
| Teacher Bonuses | | | | | | | | | | | | | | |
| **Salaries & Wages** | | | | | | | | | | | | | | |
| PERF Expense | | | | | | | | | | | | | | |
| Payroll Taxes | | | | | | | | | | | | | | |
| Workman's Comp | | | | | | | | | | | | | | |
| Employee Ins | | | | | | | | | | | | | | |
| Unemployment Tax | | | | | | | | | | | | | | |
| TRF Expense | | | | | | | | | | | | | | |
| Other Benefits | | | | | | | | | | | | | | |
| **Payroll Taxes & Benefits** | | | | | | | | | | | | | | |
| Classroom Supplies | | | | | | | | | | | | | | |
| Textbooks | | | | | | | | | | | | | | |
| Library | | | | | | | | | | | | | | |
| **Supplies/Materials/Equipment** | | | | | | | | | | | | | | |
| Substitute Teachers | | | | | | | | | | | | | | |
| Professional Services | | | | | | | | | | | | | | |
| Special Education Services and Resources | | | | | | | | | | | | | | |
| **Professional Services** | | | | | | | | | | | | | | |
| Program Improvement | | | | | | | | | | | | | | |
| Supplies | | | | | | | | | | | | | | |
| Travel | | | | | | | | | | | | | | |
| Training Supplies | | | | | | | | | | | | | | |
| **Training Expenses** | | | | | | | | | | | | | | |
| Class Trips | | | | | | | | | | | | | | |
| Transportation | | | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Other Expenses** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Total Instructional Expense** | | | | | | | | | | | | | |
| **General & Administrative Expenses** | | | | | | | | | | | | | | |
| Executive Director Salary | | | | | | | | | | | | | | |
| Principal Salary | | | | | | | | | | | | | | |
| Other Administrator(s) Salary *[list individually, adding new lines for each]* | | | | | | | | | | | | | | |
| **Salaries & Wages** | | | | | | | | | | | | | | |
| PERF Expense | | | | | | | | | | | | | | |
| Payroll Taxes | | | | | | | | | | | | | | |
| Workman's Comp | | | | | | | | | | | | | | |
| Employee Insurance | | | | | | | | | | | | | | |
| Unemployment Tax | | | | | | | | | | | | | | |
| TRF Expense | | | | | | | | | | | | | | |
| Other Benefits | | | | | | | | | | | | | | |
| **Payroll Taxes & Benefits** | | | | | | | | | | | | | | |
| Postage | | | | | | | | | | | | | | |
| Printing | | | | | | | | | | | | | | |
| Supplies | | | | | | | | | | | | | | |
| Equipment Rental | | | | | | | | | | | | | | |
| **Supplies/Materials/Equip** | | | | | | | | | | | | | | |
| Legal Fees | | | | | | | | | | | | | | |
| Prof Services | | | | | | | | | | | | | | |
| Business Services | | | | | | | | | | | | | | |
| Payroll Services | | | | | | | | | | | | | | |
| Accounting Fees | | | | | | | | | | | | | | |
| Bank Fees | | | | | | | | | | | | | | |
| Equip Mtnc/Repair | | | | | | | | | | | | | | |
| **Professional Services** | | | | | | | | | | | | | | |
| Advertising | | | | | | | | | | | | | | |
| Marketing Supplies | | | | | | | | | | | | | | |
| **Community Relations** | | | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Travel | | | | | | | | | | | | | | |
| Dues | | | | | | | | | | | | | | |
| Refund | | | | | | | | | | | | | | |
| **Other Expenses** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Total General/Admin Expenses** | | | | | | | | | | | | | |
| **Facilities Expenses** | | | | | | | | | | | | | | |
| Equipment Rental | | | | | | | | | | | | | | |
| Equipment | | | | | | | | | | | | | | |
| Building Supplies | | | | | | | | | | | | | | |
| Janitorial Supplies | | | | | | | | | | | | | | |
| **Supplies/Materials/Equip** | | | | | | | | | | | | | | |
| Rent or Mortgage | | | | | | | | | | | | | | |
| Leasehold Improvements | | | | | | | | | | | | | | |
| **Rent/Leasehold Improvements** | | | | | | | | | | | | | | |
| Cleaning Services | | | | | | | | | | | | | | |
| Bldg Mtnc/Repairs | | | | | | | | | | | | | | |
| Trash Removal | | | | | | | | | | | | | | |
| Grounds Mtnc | | | | | | | | | | | | | | |
| Security | | | | | | | | | | | | | | |
| **Professional Services** | | | | | | | | | | | | | | |
| Telephone | | | | | | | | | | | | | | |
| Electricity | | | | | | | | | | | | | | |
| Gas | | | | | | | | | | | | | | |
| Water/Sewer | | | | | | | | | | | | | | |
| **Utilities** | | | | | | | | | | | | | | |
| Insurance | | | | | | | | | | | | | | |
| Treas Bond | | | | | | | | | | | | | | |
| **Insurance Expense** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Total Facilities Expenses** | | | | | | | | | | | | | |
| **Technology Expenses** | | | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Software | | | | | | | | | | | | | | |
| Computers | | | | | | | | | | | | | | |
| **Supplies/Materials/Equip** | | | | | | | | | | | | | | |
| Tech Mtnc/Repair | | | | | | | | | | | | | | |
| Internet | | | | | | | | | | | | | | |
| **Professional Services** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Total Technology Expenses** | | | | | | | | | | | | | |
| **Debt Retirement** | | | | | | | | | | | | | | |
| Common School Loan | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| **Other Expenses** | | | | | | | | | | | | | | |
| Food Purchases | | | | | | | | | | | | | | |
| Kitchen Supplies | | | | | | | | | | | | | | |
| Kitchen Equipment | | | | | | | | | | | | | | |
| **School Lunch** | | | | | | | | | | | | | | |
| Athletic Supplies | | | | | | | | | | | | | | |
| Bus Storage | | | | | | | | | | | | | | |
| Supplies/Parent Workshops | | | | | | | | | | | | | | |
| **Other Expenses** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Total Other Expenses** | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| **Total Expense** | | | | | | | | | | | | | | |
| **Net Income** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| **Beginning Cash Balance** | | | | | | | | | | | | | | |
| **Net Income** | | | | | | | | | | | | | | |

**Five-Year Budget Template**

**Proposed Charter School:**_____

| | **Pre-Opening** *From approval to opening* | **Fiscal Year** _____ | **Fiscal Year** _____ | **Fiscal Year** _____ | **Fiscal Year** _____ | **Fiscal Year** _____ |
|---|---|---|---|---|---|---|
| **Projected Enrollment** | | _____ | _____ | _____ | _____ | _____ |
| **I. Revenues** | | | | | | |
| Carry-over from previous period | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| Per Pupil Payments | | | | | | |
| State Grants *[list individually]* | | | | | | |
| Federal Grants *[list individually]* | | | | | | |
| Private Funds *[list individually]* | | | | | | |
| Other *[list individually]* | | | | | | |
| **Total Revenues** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **II. Expenditures** | | | | | | |
| **Human Resources** | | | | | | |
| Director/Principal Salary *[list individually]* | | | | | | |
| Administrators Salaries *[list individually]* | | | | | | |
| Teachers (FT) Salaries *[list # of positions included in total]* | | | | | | |
| Teachers (PT) Salaries *[list # of positions included in total]* | | | | | | |
| Special Education Staff | | | | | | |
| Special Education Service Vendors | | | | | | |
| Clerical Salaries | | | | | | |
| Custodial Salaries | | | | | | |
| Consultants Salaries/Contracts *[list individually]* | | | | | | |
| Other Salaries *[list individually]* | | | | | | |
| Payroll Taxes | | | | | | |
| Benefits | | | | | | |
| Professional Development | | | | | | |
| Substitute Teachers | | | | | | |
| Board Recruitment | | | | | | |
| Board Development | | | | | | |
| Other Human Resources Expenses | | | | | | |
| **Total Human Resources** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Facility** | | | | | | |
| Rent | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Maintenance | | | | | | |
| Mortgage | | | | | | |
| Renovation/Construction | | | | | | |
| Utilities | | | | | | |
| Debt Service | | | | | | |

**Appendix 3: Instructions for Development of School-Specific Goals**

This appendix provides a summary cover sheet and a general template that each applicant must use to submit its school-specific goals to the Mayor's Office. Schools should use the template to explain each of their school-specific educational and organizational goals, with the exception of goals relating to student enrollment, attendance and retention.

This appendix contains, in the following order:

1. The summary cover sheet, which schools should use to summarize their school-specific goals and assessments and submit as a cover page for the more detailed goals information submitted on the template;

2. Instructions for completing the general template for school-specific goals;

3. The general template; and

4. A sample submission from a hypothetical charter school showing how the general template might be completed for one goal.

For more information and assistance developing these goals, see the Performance Framework available at our website.

**SUMMARY SHEET: School-Specific Goals and Assessments**

On this sheet, summarize the performance goals and assessments that are detailed on the templates.

School Name: _____

**Performance Goals Methods of Assessment**

**General Template for School-Specific Goals**

- Submit each goal – and the requested information pertaining to that goal – on a separate template page (or pages). Reproduce the template page as needed for the number of goals that you wish to submit.
- Indicate the name of your school at the top of each page.
- Indicate your school's mission statement in the designated space.
- Indicate the required information in the designated spaces in the template. You may expand the template to additional pages if needed to accommodate information pertaining to a particular goal.

Below are specific instructions for each designated space in the template:

1. **Mission Statement:** In this space, provide a brief (1-2 sentences), jargon-free statement of the school's purpose and broad aims. This statement should be measurable, memorable, and meaningful.
2. **Performance Goal:** In this space, articulate the school-specific goal in a precise, declarative statement.
3. **Performance Indicators:** In this space, concisely explain how you will know when the goal has been achieved.
4. **Assessment Tools & Measures**: In this space, state the tool(s) you will use to evaluate achievement of, or progress toward, that goal (e.g., a school-selected assessment, a parent survey, etc.).
5. **Attachments (if applicable):** In this space, note any attachments that you have included to illustrate the performance goal and assessments. In the case of school-developed assessments, attachments might include an actual test that your school has developed for a particular purpose, and/or a scoring tool and instructions for evaluators. Provide the attachment(s) immediately following the completed template page(s) for that performance goal. If you are still developing a particular assessment or evaluation tool, note this along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.
6. **Rationale for Goal and Measures:** In this space, briefly explain (in about 2-3 sentences) why you have chosen to include that particular goal and its accompanying measures in your accountability plan. The rationale should articulate (a) why the goal is important to your school mission, and (b) why the assessments you have chosen are appropriate, useful tools for measuring performance toward that goal.
7. **Assessment Reliability and Scoring Consistency:** In this space, explain how you will demonstrate both the reliability and scoring consistency of any non-standardized assessment developed or administered by your school, if applicable. (For suggestions and guidance in establishing reliability and scoring consistency for school-developed measures, see the "Six Step Framework for Creating Unique Learning Measures" and

"Examples of Measures Created through This Framework" in the Accountability Handbook, available at www.indy.gov. If you will not need to establish reliability and scoring consistency because you have chosen a standardized assessment, simply note "N/A" in this space.

8. **Baseline Data:** In this space, state your school's baseline student achievement levels (such as incoming student test scores) pertaining to the particular goal, if known. If you have not yet gathered the needed data, explain when you will have the data and how you plan to collect it.

9. **3rd- and 6th-Year Targets:** In these spaces, describe your performance targets for the stated goal for the third and sixth years of your charter. Specify the levels of performance that you will deem to have earned each rating, as set forth in the scale below. The performance level you set for "Meets standard" should establish your performance target for your third and sixth years. The levels of performance you establish for this scale will be the ones that the Mayor's Office will apply in evaluating school progress on these goals in the 3rd and 6th year of the school's charter. *Does not meet standard* - School has clearly not met its school-specific goal. *Approaching standard* - School is making good progress toward meeting its school-specific goal. Meets standard School has clearly met its school-specific goal. *Exceeds standard* - School has clearly exceeded its school-specific goal.

**General Template for School-Specific Goals**

**School-Specific Goal for**: [**insert school name**]

**Mission Statement:** The mission of our charter school is to… (Brief, jargon-free statement of the school's purpose and broad aims)

**Performance Goal:** What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)

**Performance Indicators:** How will we know that we have achieved this goal?

**Assessment Tools and Measures:** How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?

**Attachments:** Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)

**Rationale for Goal and Measures:** Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)

**Assessment Reliability and Scoring Consistency:** How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**

**Baseline Data:** What is our beginning data point?

**3rd-Year Target:** What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

- *Does not meet standard:*
- *Approaching standard:*
- *Meets standard:*
- *Exceeds standard:*

**6th-Year Target:** What do we expect to achieve by the end of our sixth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

- *Does not meet standard:*
- *Approaching standard:*
- *Meets standard:*
- *Exceeds standard:*

* Below is the scale that the Mayor's Office will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.

- *Does not meet standard*: School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.
- *Exceeds standard:* School has clearly exceeded its school-specific goal.

**SAMPLE SCHOOL–SPECIFIC GOAL SUBMISSION**

School-Specific Goal for the New Academy Charter School

**Mission:** The mission of our charter school is to cultivate in youth of the Riverside and Statement Brickyards neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.

**Performance:** What will our school accomplish? (Precise, declarative statement tied to a Goal-specified timeframe or length of attendance.) Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.

**Performance Indicators:** How will we know that we have achieved this goal?

- Students will demonstrate that they have thought about their interests and aptitudes, have researched necessary steps to achieve their goals, and have outlined a realistic path for taking those steps.

**Assessment Tools**: How will we measure achievement of this goal, using mandated assessments and Measures and/or school-specific assessments (such as portfolios, juried performances)?

- Beginning in the 8th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student's teacher-advisor, using a tool that we have developed for this purpose.

**Attachments:** Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)

Our school-developed tool for evaluating student career plans is attached.
[Example response only – no tool is attached to this sample.]

Rationale for "Why is this goal important to our mission, and why is our chosen method of Goal and assessment appropriate and useful for measuring performance toward this goal?" (2-3 sentences)

Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals.

**Assessment:** How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?

**Scoring Consistency:** The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2004-2005, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2004-2005 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool as needed to eliminate significant discrepancies. We will repeat these "practice evaluations" as needed until we are confident in the reliability and consistent usage of the evaluation tool.

**Baseline Data:** What is our beginning data point? Career plans from the 2004-2005 school year, which will be finalized in May 2005.

**3rd-Year Target**: What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

- *Does not meet standard:* Fewer than 70% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

- *Approaching standard:* 70% to 84% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

- *Meets standard:* 85% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

- *Exceeds standard:* 86% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

**6th-Year Target:** What do we expect to achieve by the end of our sixth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your sixth year.)

- *Does not meet standard:* Fewer than 80% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

- *Approaching standard:* 80% to 94% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

- *Meets standard*: 95% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

- *Exceeds standard:* 96% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).

**Appendix 4: Technical Requirements Checklist**

The following lists information required to be included in a charter school proposal pursuant to Indiana Code 20-5.5-3-3.

| Information Required by Indiana Law | Section of Full Application Where Information Should be Inserted |
|---|---|
| Identity of Organizer Information Sheet | |
| School Name Information Sheet | |
| Age or Grade of Pupils to Be Enrolled Information Sheet | |
| School Purposes 1.4.A | |
| School's Educational Mission 1.4.A | |
| School's Educational and Organizational Goals 2.A | |
| Curriculum and Instructional Methods 1.4.D | |
| Methods of Pupil Assessment 1.4.E | |
| School Calendar 1.4.B | |
| Admission Policy and Criteria, subject to IC § 205.5-5 1.3.C | |
| Plan for Compliance with any Applicable Desegregation Order 1.3.C | |
| Personnel Plan, including methods for selection, retention and compensation of employees 1.4.F | |
| Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits 1.4.F | |
| Description of Organizer's Organizational Structure 1.2.C | |
| Description of Organizer's Governance Plan 1.2.C | |
| School Governance Structure 1.2.C | |
| School Management Structure 1.2.C | |
| Description of Staff Responsibilities 1.4.F | |
| Budget and Financial Plans 1.2.E | |
| Description and Address of the Physical Plant 1.3.D | |
| Transportation Plan 2.C | |
| Date When Charter School Is Expected to Begin | |
| School Operations 2.D | |
| Date When Charter School Is Expected to Have | |
| Students in Attendance 2.D | |

**Appendix 5: Resources**

The websites below offer only a primer in the numerous charter school technical resources available. This list is in no way exhaustive.

**Mayor's Charter School Website:** www.indy.gov/OEI
Provides answers to frequently asked questions about charters in Indianapolis and offers general information for applicants and the general public.

**Indiana Public Charter Schools Association:** www.indianacharters.org
Serves as a resource center for Indiana's charter schools.

**Indiana Department of Education:** www.doe.in.gov/
Provides extensive information on Indiana's public K-12 schools.

**U.S. Department of Education's Charter Schools Site:** www.charterschoolcenter.org/
Serves as an overall information clearinghouse about charter schools, including federal efforts to support charter schools

**National Alliance of Public Charter Schools:** www.publiccharters.org
A national organization committed to advancing the charter school movement that provides assistance to state charter school associations and resource center and, develops and advocates for improved public policies.

**Center for Education Reform:** www.edreform.com
Provides information about status of charter schools in each state and charter legislation and charter news from around the country.

**Charter Friends National Network:** www.publiccharters.org/
A network of state charter school support organizations, CFNN provides resources on facilities financing, accountability, and special education, working with management companies and school designs, and other issues.

**Charter School Development Center:** www.cacharterschools.org
Offers downloadable sample documents, policy papers, and planning tools for charter school leaders.

**A copy of the Indiana Charter School Statute, which is a part of Senate Enrolled Act 165, can be found at** www.ai.org/legislative/ic/code/title20/ar5.5/index.html