OFFICE of EDUCATION INNOVATION

Application Handbook

For Mayor-Sponsored Charter Schools
Spring 2016

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
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January 2016

Dear Charter School Applicant:

Thank you for your interest in creating a charter school 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.

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 authorize 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 authorizers 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. My team works in collaboration with the Indianapolis Charter School Board to issue charters to the most promising applicants.

We hope this year to receive applications from outstanding 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, Kristin Hines, at Kristin.hines@indy.gov or 317.327.3111. We look forward to working with all members of our community to provide high-quality schools for students in Indianapolis.

Sincerely,

Joseph H. Hogsett

Joseph Hogsett
Mayor
City of Indianapolis

Introduction

Charter schools are secular, tuition-free public schools that are freed from many of the regulations governing traditional schools. In exchange for controlling their own curricula, staffing, organization, and budgets, charter schools must meet the highest performance standards. Indiana's charter schools law presents educators, parents, and others with a tremendous opportunity to design new 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 application process designed by the Mayor's Office is intended to scrutinize proposed charter schools closely. The Mayor's Office will only grant charters to those applicants who seek to establish effective education programs with the highest academic standards and to applicants who demonstrate a commitment to overcome traditional barriers to schools of choice, such as access to transportation and information. Indiana does not have a cap on the number of charter schools that can be approved in any given year.

While academic outcomes are the primary focus for Mayor-sponsored charter schools, the Mayor's Office of Education Innovation (OEI) has placed a priority on schools that provide quality academics in settings, and through designs that are significantly different from others in the city, state, and/or country. Indianapolis should be a city where students from any background, who live in any neighborhood, have access to not only a school with strong academic programming, but one that appeals to the specific needs of each student. Whether this is a school that provides a dual language curriculum, one that specializes in STEM-based fields, or one that promotes philanthropic character development and globally conscious students, it is crucial for students and families to have access to an option that best serves them. OEI will give particular attention to schools that propose innovative models that are designed to best serve the students of their communities.

The Indianapolis Charter School Board has the ultimate decision-making authority when granting charters through the Mayor's Office. The Mayor's Office of Education Innovation 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 final chartering 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 have appointed the Indianapolis Charter School Board, which is comprised of experienced community leaders to review charter applications and make recommendations about approval. Information about the members of the Board can be found on our website.

This packet is designed to help potential applicants navigate the charter school application process. The guidelines and timeline for the completion of all the steps of the application process are detailed. **Applicants that should use this application packet are those who are applying to open a new charter school, a private school applying to convert to a charter, and applicants contracting with management organizations. Current Mayor-sponsored charter schools applying to replicate their school(s) or existing charter schools under other Indiana authorizers may elect to use our replication application.**

Required background check, community partnership, conversion school questionnaire, assurances forms and an Education 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 various application guidelines. Finally, for your reference, internet links to the state charter school statute and other helpful resources are attached. If you need assistance, please contact the Assistant Director for Financial Performance & Strategy, Nadja Michel-Herf at 317.327.3794 or Nadja.michel-herf@indy.gov.

Application: Guidelines and Procedures

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

- To provide mechanisms for meaningful public input
- To provide the Mayor and the Indianapolis Charter School Board with assessments of applications from a broad spectrum of the community
- To provide a final recommendation to approve or deny an application

Applicants seeking a charter from the Mayor of Indianapolis must:

- Submit a Letter of Intent - *Applicants may submit their Letter of Intent at any time prior to the deadline to be considered for the current round*
- Submit a Prospectus
- Participate in an Staff Interview
- Participate in a public Indianapolis Charter School Board meeting
- Receive an invitation to submit a Full Application - *This determination will be based on a detailed review of the proposed school*
- Submit a Full Application
- Participate in a public Indianapolis Charter School Board meeting

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

When submitting a Letter of Intent, the applicant must indicate whether the proposed school is based on a new design or an existing design that is substantially similar to the proposed school. An existing design applicant would be a private school applying to convert to a charter school, or a school applying to contract with and use the academic program of an Educational Service Provider. In the case of an existing design applicant, the Mayor's Office will conduct due diligence on the design'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 or to convert from a private school to a charter school.

All applicants must submit a Prospectus. Further, all applicants must submit a Full Application if invited to do so by the Mayor. The following pages contain detailed instructions for completing the application review process. Applicants will find:

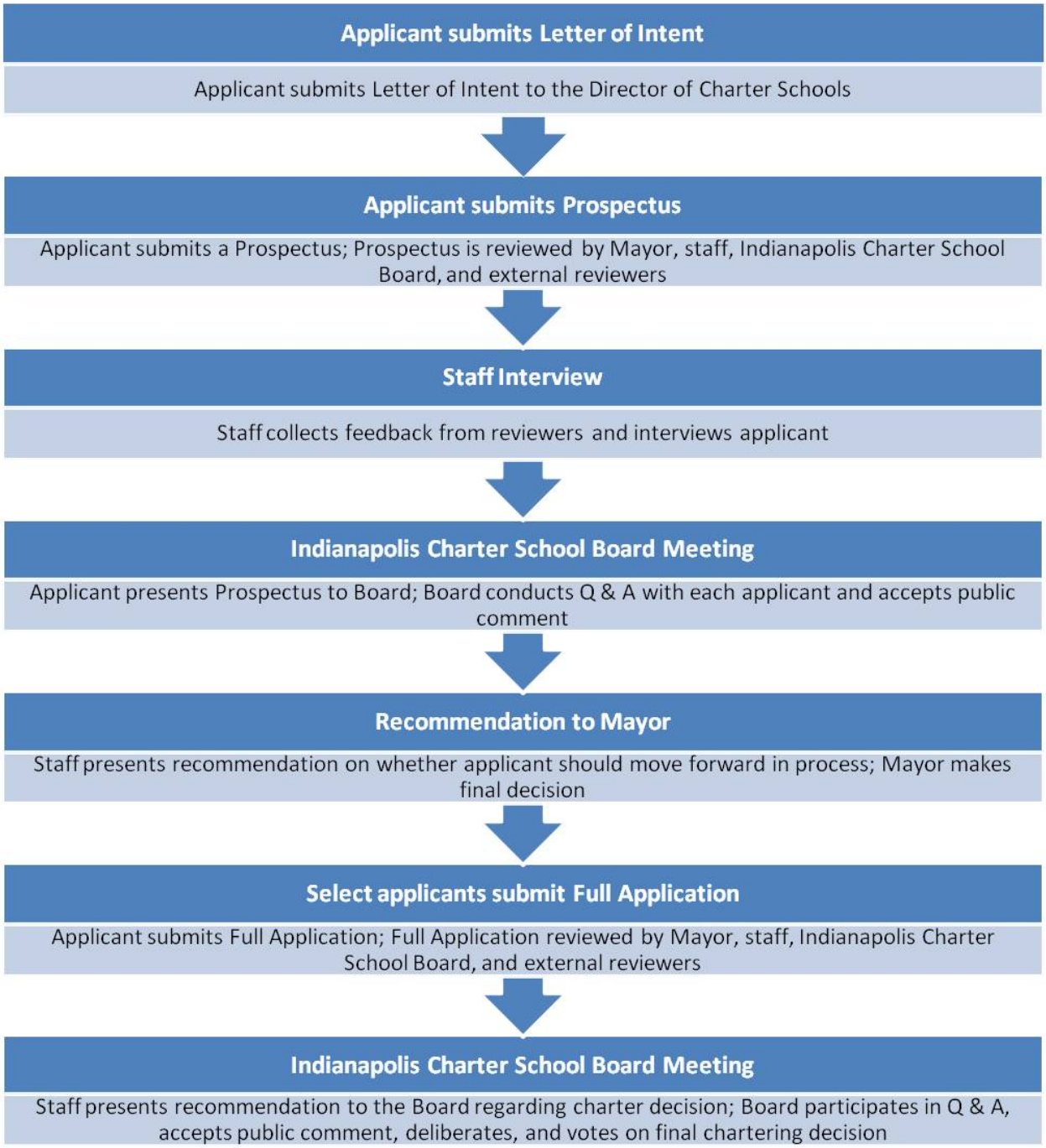
- A step-by-step summary of the application and review process
- Instructions and form for the Letter of Intent (for new design and existing design applicants)
- Instructions for the Prospectus
- Instructions for the Full Application

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 Process Overview



Step 1: Applicant submits Letter of Intent

All applicants are required to complete and send one copy of the Letter of Intent form to by March 4, 2016.

On the Letter of Intent, an applicant must indicate whether it wants to be considered a "new design applicant" or an "existing design applicant." An existing design applicant is one that is proposing to (a) convert a private school to a charter school, or (b) contract with an Educational Service Provider that will provide the academic program. A plan to implement a specific program, such as a widely-used curriculum for a particular subject area, does not categorize an applicant as an existing design applicant. In addition, the applicant must show that individuals or organizations that have operated similar schools will be deeply involved in the creation of the proposed school.

Step 2: Applicant submit a Prospectus

The Prospectus (no longer than 45 pages, excluding attachments) will describe the basic elements of the applicant's plan for establishing a charter school.

The Office of Education Innovation staff will perform a preliminary screening to identify prospectuses that are complete and in compliance with Indiana state law. If a prospectus 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 prospectus. In the case of a rejected prospectus, the Mayor's Office will provide the applicant with a written reason for the rejection.

The Prospectus will be reviewed and evaluated by the Mayor, staff, Indianapolis Charter School Board, and external reviewers.

Step 3: Staff Interviews

Following the review of the prospectus, the Office of Education Innovation 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 4: Indianapolis Charter School Board Meeting

The Indianapolis Charter School Board, consisting of experienced community leaders will hold a public hearing where the applicant presents application to board; board conducts Q & A, and accepts public comment.

Step 5: Recommendation to Mayor

After careful review and feedback from the Indianapolis Charter School Board, the Office of Education Innovation staff will present recommendations to the Mayor regarding the applicants. The Mayor will then make his final decision regarding whether the applicant should be invited to submit a full application.

Step 6: Selected applicants submit a Full Application

The Full Application (no longer than 75 pages, excluding attachments) must be received by the Office of Education Innovation no later than noon on the date established by the Mayor's Office.

Full Applications will be reviewed by the Office of Education Innovation and Indianapolis Charter School Board.

Step 7: Indianapolis Charter School Board Meeting

The Indianapolis Charter School Board will review applications and hold a public hearing to make chartering decisions. During the hearing members of the Office of Education Innovation will present their recommendation and the board will deliberate and make final chartering decisions.

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 wants to be considered a "new design applicant" or an "existing design applicant." An existing design applicant is one that is proposing to (a) convert a private school to a charter school, or (b) contract with an Educational Service Provider that will provide the academic program. A plan to implement a specific program, such as a widely-used curriculum for a particular subject area, does not categorize an applicant as an existing design applicant. In addition, the applicant must show that individuals or organizations that have operated similar schools will be deeply involved in the creation of the proposed school.

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 our website.

The Letter of Intent can be mailed or emailed to:

Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, Indiana 46204
Attention: Kristin Hines, Director of Charter Schools
Tel: 317.327.3111
E-mail: kristin.hines@indy.ogv

Letter of Intent to Apply for a Charter

Dear Mayor Hogsett,

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:

Do you have a new design idea or an existing idea?
Indicate "New design applicant" or "Existing design applicant"

Signature of Applicant's Authorized Representative

_____

Signature Date

Instructions for Prospectus

All applicants are required to send 10 printed copies of the Prospectus and an electronic copy on a flash drive.

The following pages include several guiding questions for the 45-page narrative. Below is a list of the Prospectus contents, as well as directions for meeting the format requirements and deadline.

Contents of the Prospectus

The Prospectus must contain the following items:

- Cover page: name and location of proposed school;
- Information sheet (please see Appendix 2);
- Table of Contents listing page numbers for each section of the narrative and attachments;
- A narrative, not to exceed 45 pages, following the attached Prospectus Narrative Outline;
- Information regarding the applicant's designated representative (as stated in the Letter of Intent), and governance and management team (please see Appendix 1 for an outline of the leadership information guidelines);
- Attachments, not to exceed 60 pages;
- Educational Service Provider questionnaire (if applicable);
- Conversion school questionnaire (if applicable);
- Budget.Template.Spring.2016

A section on innovation is included in each primary item in the prospectus. If it is applicable to the school model, applicants will need to include the following information:

- **An explanation of how the proposed model is fundamentally different from typical and local school models**
- **Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model**
    - **If none is available, provide a clear explanation of how this particular model or method will be implemented, evaluated, and if necessary, revised to serve the best interests of the students**
- **An explanation of how the model will allow and/or accelerate student academic outcomes expected of all Mayor-sponsored charter schools.**

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

Note: Several sections of the Full Application will ask for the same or similar information as the Prospectus. Further expansion of information will be required in the Full Application.

Prospectus Format

The Prospectus should adhere to the following format:

- Prepared on white, 8.5" x 11" page;
- One-inch margins on all sides;
- Double-sided;
- No font smaller than 10-point;
- Paragraph formatting may not be more compact than standard single space; and
- Spiral bound (no binders, paper clips, or folders).

Note that the Information Sheet is provided in Appendix 2 of this application packet. This must be submitted along with the Prospectus.

The narrative of the Prospectus should be limited to the topics included in the *Prospectus Narrative Outline*. Additional information supporting 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 Prospectus, or lend insight into the applicant and its governing board members or management personnel. Examples of attachments in the Prospectus include curriculum samples, academic standards, letters of support, financial statements, etc. All attachments should be numbered and clearly referred to by number in the Prospectus narrative.

The leadership information, IRS 501c3 application, By-Laws, Articles of Incorporation, Educational Service Provider questionnaire, conversion school questionnaire, first-year operational cash flow analysis, and five-year budget do not count toward the 60-page attachment limit.

Prospectus Deadline

The Prospectus must be received by the Mayor's Office no later than close of business on the day of the deadline. Please mail or hand-deliver 10 spiral-bound copies (without background check authorization forms), one clearly marked original copy (with background authorization forms), and the document on a flash drive (prospectus and attachments need to be in one document on the flash drive with no authorization forms) in one packet to:

Office of the Mayor
2501 City-County Building
200 E. Washington Street
Indianapolis, Indiana 46204
Attention: Kristin Hines, Director of Charter Schools
Tel: 317.327.3111

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

Prospectus Narrative Outline

I. Vision

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. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree.

- Some schools also use their mission statement to (briefly) address how they will accomplish these things if methodology is a particularly important part of their vision.

- Your mission statement should be written for a general audience. Avoid jargon and technical terminology—parents and members of the community who wish to know more about the school should be able to read the mission statement and get a clear sense of your school and its vision.

- A mission statement that focuses on core elements and sets priorities will remind readers that you are responsible for following through on a very specific set of promises and that some aspects of school performance are more important than others.

- The prospectus should reference the mission throughout in order to explain how the plans for the school support the mission.

- **[Optional]** Explanation of how this particular school is innovative in its mission and vision. Innovative missions are those not represented in the community/location of your school.

  Example from Hope Academy: "The mission of the Recovery School at Fairbanks is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction who have made a commitment to personal recovery, have a desire to learn, want to attain a high school diploma and are willing to be an active part of a school community of like-minded students and faculty."

B. Need

- Charter schools should provide innovative and autonomous programs that, among other things, serve different learning styles and needs of public school students and offer innovative choices.

- Explain the need for this particular school in the community it will serve and the need with regards to the target student population. Specifically, why is your school model the right fit for this particular neighborhood?

- Include demographic and performance information for the schools that your targeted student population would normally attend.

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

- **[Optional]** Explanation of how this particular school is innovative in serving specific needs of the community. The city of Indianapolis presents needs that are specific to a certain location and population. An innovative charter school can serve as a vehicle to solve specific needs in communities across the city.

  Example from Damar Charter School: "From the sample obtained, the majority of central Indiana adults indicated that they were familiar with a child with special education needs. Of those familiar with a student with special education needs, 79% indicated an opinion that smaller, more specialized public school settings for students with intellectual and behavioral challenges (including autism) were needed. When combined with the prevalence of developmental conditions and the increasing rate of autism, these survey results appear to support the need for the development of Indiana's first public charter school in Indiana to serve special needs students."

  Example from Francis Marion Academy: "The greatest barriers to reentry into school are that (1) juveniles often are released mid-semester when schools are unprepared to accept new students, (2) they are often below grade-level and have earned few HS credits due to poor attendance, performance, and suspensions or expulsions prior to arrest, and (3) they hold disproportionately higher rates of special education status in comparison with the general adolescent population (Roy-Stevens, 2004). Quality education services during the period of incarceration are crucial to successful reentry into a regular educational environment, not only by providing a continuity of service between placements (Leone, Krezmien, Mason, & Meisel, 2005), but also by influencing the likelihood of return to a general education setting upon release through positive, successful school interactions while detained (Bolson, Quinn, & Nelson, 2004)."

C. 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.

- After reviewing the Performance Framework, create four school-specific goals aligned to the school's mission (two academic, and two non-academic). These goals should not duplicate any measures already included in the Performance Framework.

- Using the format described in Appendix 3, summarize two important school-specific goals and associated measures in relation to each of the following two categories:
  - Academic performance; and
  - Organizational/non-academic outcomes.

- Appendix 3 contains the information you will need to complete this section, including a summary sheet for recording your 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. The Performance Framework can be found on our website.

- **[Optional]** Explanation of how this particular school is innovative in developing school-specific goals. While the Office of Education Innovation holds all charter schools accountable to the Performance Framework, schools are required to develop school-specific goals in regards to educational performance

and organizational viability. An innovative school may utilize this requirement as a way to distinguish itself from others in the area.

Example from Avondale Meadows Academy (Academic): AMA students will score at or above grade level on the end of year STEP assessment.

Example from Damar Charter Academy (Non Academic): DCA will recruit and train qualified special education teachers and teaching assistants to support and educate students with special needs effectively as evidenced by professional staff retention

II. Educational Services Provided

Perhaps the most common area for innovation, schools may provide services that are unique in methods, for a location, or for a targeted population/need. This could be in the area of curriculum, instruction, assessment, student work or responsibilities, extra-curricular programs, use of technology, etc. While new strategies can be considered innovative simply due to novelty, it is important to remember that education is high-stakes. If there is research to promote a relatively new model or method, it is essential to provide that research.
The Microsoft Educator Network has provided a framework for thinking about innovation in the school setting. See the website: http://www.pil-network.com/Schools/InnovationFramework for further information and resources.

A. Educational Model

- Describe the educational model of the proposed school. Include in this description a discussion of the instructional methods to be used.
- Explain the research that demonstrates that this approach will work with your anticipated student population.
- Describe the culture that will be developed in the school.
- Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. Please be as specific as possible.
- For illustrative purposes, summarize a day in the life of a typical student at your proposed school.
- Summarize a day in the life of a typical teacher at the proposed school(include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school).
- Include, in an attachment, a detailed school discipline plan. Explain consequences for offenses and how they will be carried out. Please also explain how parents will be notified and kept in communication when disciplinary issues arise.
- **[Optional]** Explanation of how this particular school is innovative in its educational model.

B. 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.

- Do not provide a copy of the Indiana State standards in place of the school's curriculum.
- This section should clearly identify the curriculum that will be used at the school for each grade and subject.
- Provide a detailed timeline for the selection, development and implementation of the curriculum.
- If the curriculum will be developed by the school, please detail who on staff will be responsible for the development, what the development process will be, and where in the process you are currently.
- Identify the specific textbooks, teaching pedagogies, curricular programs and/or sequence that will comprise the schools' curriculum for all subjects and grade levels.
- **[Optional]** Explanation of how this particular school is innovative in its curriculum.

C. 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.
- **[Optional]** Explanation of how this particular school is innovative in its assessment.

D. Special Student Populations

- 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?

- **[Optional]** Explanation of how this particular school is innovative in serving special student populations.

III. Organizational Viability and Effectiveness

A. 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 specific evidence that the demand for your school is sufficient to sustain projected enrollment figures.

- A survey of families living in your proposed neighborhood is strongly encouraged. If a survey is conducted to assess the demand for the school, include copies of surveys, response rates, and outcomes of the surveys.

- 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.

B. Governance and Management

- Describe the organizational structure of the proposed school.

- If the board is contracting with an educational service provider, please include answers to the questions in the Educational Service Provider questionnaire in Appendix 2.

- Include copies of the following organizational documents
    - Organizational chart;
    - 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 said status.

- Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel.
- If the school leader is not yet selected, describe in detail the criteria for the selection of a high-quality leader.
- Describe the process by which the governing board will develop policies and make decisions.
- Briefly detail your development 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 service provider, if applicable. Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. Explain the process for selecting staff.
- Attach leadership information (resumes and memoranda) for members of the Board of Directors. At this point, your Board should be finalized.
- Attach leadership information for your school's leader(s) and any other staff that have been identified; if not yet identified, explain the process that will be used to find a high-quality leader(s) and staff. See Appendix 1 for more information.
- Information on Board members and the school's leadership will not be considered complete unless leadership information (resume, background waiver, and memorandum) as detailed in Appendix 1 is provided. The leadership information attachments will not count toward the 50-page limit for attachments.
- If any other individuals have been integral to the development of the school, clarify their future role with the school.
- Signed background check authorization forms, with social security numbers, must only be included in the unbound original copy of your Prospectus. Do not include background check authorization forms in spiral-bound copies of the Prospectus.
- **[Optional]** Explanation of how this particular school is innovative in its governance and management structures.

C. 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, specifically detailing the nature of the partnerships.
- Describe the steps you have already taken to develop partnerships, including the people and organizations with whom you have already met, and your plans to further develop additional community partnerships.
- See Appendix 2's community partnership chart for an example of how to present this information.
- **[Optional]** The Indianapolis Preschool Program (IPP) seeks to improve early childhood education in Indianapolis by addressing the issues of affordability and accessibility. The IPP provides scholarships for

low-income 3- and 4-year-olds to attend quality preschool. In addition, providers can apply for grants from IPP to improve quality and increase capacity.

Eligible providers include public or charter schools, licensed centers, homes, or registered ministries that are certified Level 3 or 4 on Paths to QUALITY™, or schools accredited by the State Board of Education or a recognized accreditation agency.

Applicants should describe how their school will foster innovative partnerships with existing, eligible providers to create new preschool programs and address needs in their communities. Partnerships allow providers and schools to create efficient, quality preschools by leveraging existing resources and strengths.

To learn about Paths to QUALITY™ or find a list of eligible providers, visit Child Care Indiana for more information.

Four-year-olds from low-income families may also be eligible for scholarships from the State pre-k pilot program, On My Way Pre-k. Eligibility requirements for the State program closely mirror those of the IPP. Visit the FSSA website to learn more about On My Way Pre-k.

- **[Optional]** Explanation of how this particular school is innovative in its utilization of community partnerships. In addition to providing moral and/or financial support, community partnerships can offer innovative methods for providing critical supports to students. These partnerships should go hand in hand with the need of the school's targeted population.

Example from SENSE Charter School: SENSE is the result of a variety of organizations and individuals working together. After passage of Indiana's charter legislation in 2001, the resident-based board of Southeast Neighborhood Development (SEND), the sponsoring organization, unanimously voted to initiate community exploration into the appropriateness and feasibility of creating a neighborhood-based school through the charter process. SEND's President discussed this desire with Annie E. Casey Foundation (AECF) representatives who then agreed to support this organizing effort with a seed grant for community organizing. SEND initiated the following community exploration process to determine the demand and level of desire for a neighborhood-based charter school:

A community organizer was secured to direct the community input process. Neighborhood residents, which included parents, an IPS teacher, and current SEND board members, stepped forward to help lead this effort. This "Neighborhood Steering Committee" gave direction to the organizer and SEND. The group discussed the initial concept with a broad group of contacts such neighborhood associations, residents, local businesses, social service agencies, and faith-based groups. In addition to attending area neighborhood association meetings, SEND hosted a series of four "education roundtables" throughout the neighborhood. Over 125 interested individuals and groups resulted, many of whom have assisted in the development of the new school and remain engaged today. The SENSE effort has been one of the best-attended community initiatives for the neighborhood.

Additionally, SENSE will demonstrate its commitment to the neighborhood and parents by always recruiting their participation and representation on the Board of Directors and school committees (this is codified in the by-laws). Teachers will be required to visit each family at least once to personally connect with them and help to include them in all aspects of the SENSE program. SENSE will also be committed to work force development by not only offering classes for parents and adults in the community, but also through a commitment to employing residents, parents and alumni at SENSE. SENSE is committed to workforce development by not only offering adult classes, but through a commitment to employing residents, parents, and alumni at SENSE. A job progression program is under development that will allow residents to develop their skills as classroom aids,

tutors, office assistants and eventually as instructors. SENSE will work with organizations such as Indy Reads and the Fletcher Place Adult Center for Education (ACE) to implement job training and family literacy programs on site. SEND will provide financial literacy and homeownership training. Other partnerships are forged with Indy Park's after school program, Girls Incorporated and the Lilly Boys & Girls Club. The area program directors from these organizations have been working to create the vision of SENSE since inception. Further collaborations are in discussion with Fountain Square Public Library, the Hispanic Education Center, University of Indianapolis (various departments such as education and community services), St. Francis Hospital and National Institute for Fitness and Sports.

D. Budget and Financial Matters

Due to the limited amount of guaranteed funding for charter schools, it can sometimes be a struggle for schools to allocate money towards programs and materials that directly benefit student outcomes. Through the innovative use of resources, schools may be able to locate efficiencies (through the use of staffing, technology, grants, etc.) that can better support students. In addition, use of recent legislation (PL 1321 and/or PL 1063) can offer partnerships with the school district for facilities, transportation, etc.

- Provide the school's estimated costs and revenues from the school's pre-operational start up phase through the fifth year of operation, including assumptions behind revenue and expenditure projections.

- You must use the excel five-year budget and cash flow analysis template included on our website

- 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, technology, etc. should be explained thoroughly.) Provide assumptions for both revenue and expenditures. Provide detail for each line anticipated expense or revenue, explaining the basis for your assumption.

- Include details regarding your technology budget.

- As per section 3.7 of the Charter School Contract, the budget must show evidence that the Charter School agrees to establish an escrow account of no less than thirty thousand dollars ($30,000) to pay for legal, wind down of operations and audit expenses that would be associated with a dissolution should it occur. The Charter School may provide for the full amount in its first-year budget, or provide for a minimum of ten thousand dollars ($10,000) per year for the first three of its charter term.

Prospectuses submitted without detailed budget assumptions will be rejected.

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

- 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).

- **[Optional]** Explanation of how this particular school is innovative in its budgeting and financial management.

E. 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 building.
- If possible, provide a layout and description of the proposed charter school facility.
- If a facility has not been selected, indicate any existing possibilities and the process that will be used to find a suitable facility.
- **[Optional]** Explanation of how this particular school is innovative in its acquiring of or utilization of a facility.

F. 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 population, please be as specific as possible.
- **[Optional]** Explanation of how this particular school is innovative in its use of transportation.

Instructions for the Full Application

In the pages that follow are several guiding questions for the Full Application narrative. Please follow all directions for the formatting and submission of the Full Application that applied to the Prospectus. The Full Application is not to exceed 75 pages.

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

Full Application Narrative Outline

I. Vision

II. A. Mission

- This section should include all *Mission* information from the Prospectus. If there are any changes, please update them.

B. Need

- This section should include all *Need* information from the Prospectus. Please include any additional information your team has gathered since the submission of the Prospectus.

C. Goals

- This section should include all information from the *Goals* section of the Prospectus. Please include any changes or updates to the goals that your team would like to make.

II. Educational Services Provided

A. Educational Model

- This section should include all information from the *Educational Model* section of the Prospectus. Please include any changes or updates to the educational model that your team would like to make.

B. Academic Standards

- 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 (if applicable) meet or exceed Indiana's standards.

C. Curriculum

- This section should include all information from the *Curriculum* section of the Prospectus. Please include any changes or updates to the curriculum that your team would like to make.

In addition, please provide the following information.

- 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, as well as 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.

D. Assessment

- This section should include all information from the *Assessment* section of the Prospectus. Please include any changes or updates to the assessments that your team would like to make.

In addition, please provide the following information.

- 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.

- Plan for disaggregating achievement data specific to all exceptionality areas and disproportionality.

E. Support for Learning

- 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.

- 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.

F. Special Student Populations

- This section should include all information from the *Special Student Populations* section of the Prospectus. Please include any changes or updates to the section that your team would like to make.

III. Organizational Viability and Effectiveness

A. Enrollment / Demand

- This section should include all information from the *Enrollment/Demand* section of the Prospectus. Please include any changes or updates to the enrollment or demand that your team would like to make.

B. Human Capital

- 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.

- 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 number of teachers and other school staff to be hired.

- If necessary, describe the job position.

- 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.

C. Governance and Management

- This section should include all information from the *Governance and Management* section of the Prospectus. Please include any changes or updates to the section that your team would like to make.

In addition, please provide the following information.

- 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.

- Summarize each person's experience, qualifications, and relevant affiliations, and explain why he or she was chosen to participate in the team.

- Explain what role each individual will play once the school is in operation.

- Describe any plans for further recruitment of school leader(s) and other key personnel.
- Include copies of the organizational documents
- Briefly detail your recruitment, selection, and development plans for board members.

D. Community Partnerships

- This section should include all information from the *Community Partnerships* section of the Prospectus. Please include any changes or updates to the section that your team would like to make.

In addition, please provide the following information.

- Provide concrete examples of how community partners will play an integral part in the life of the school.

E. Financial Management

- Explain how the school's finances will be managed.
- 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.

F. Budget

- This section should include all information from the *Budget* section of the Prospectus. Please include any changes or updates to the section that your team would like to make.
- 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.
- 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.

G. Facility

- This section should include all information from the *Facility* section of the Prospectus. Please include any changes or updates to the section that your team would like to make.

In addition, please provide the following information.

- 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.

H. Transportation

- This section should include all information from the *Transportation* section of the Prospectus. Please include any changes or updates to the section that your team would like to make.

I. 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
      <u>NOTE: SUCH COMPREHENSIVE GENERAL LIABILITY INSURANCE MUST EXPRESSLY COVER CORPORAL PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.</u>
    - 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
      <u>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.</u>
    - Automobile Liability: $1,000,000 combined single limit
    - Umbrella (Excess Liability): $3,000,000 per occurrence; $3,000,000 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 schools that plan to serve large populations of students with exceptional needs, has liability for malpractice and due process been assess and addressed in the budget and risk management plan?

J. 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.

IV. Summary of Strengths

- In no more than 300 words, summarize why you believe this applicant will create an excellent charter school that effectively meets the educational needs of students in the community.

Appendix 1: Instructions for Leadership Information

Applicant's authorized representative (as stated in the Letter of Intent), school administrators, and governing board members 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 leader. Information on governance and management team members will not be considered unless complete leadership information (resume, background waiver, and memorandum) as detailed below is provided. 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 31).

- 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 Prospectus and Full 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 this application to another authorizer before the Mayor’s Office 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 a 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 Indianapolis Charter School 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, Indianapolis Charter School 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 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 20-20-8-3 and relevant sections of IC 20-24

2. 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.

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

4. 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.

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

6. 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.

7. 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 including Indiana Charter Schools Law as described in all relevant sections of IC 20-24

8. Will ensure that a student's records, and, if applicable, a student's 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.

9. Will understand that the Office of Education Innovation (OEI) may revoke the charter if OEI deems that the recipient is not fulfilling the academic, fiscal, and/or governance responsibilities outlined in the charter.

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.

- 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.
- Any additional evidence showing that schools are serving student populations similar to the target population

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 measures and timelines that the school's board will use to hold the ESP accountable;
    - Consequences for not meeting those standards;
    - Terms for contract termination or renewal; 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;

- The investment disclosure

- Compensation structure including fees paid to the ESP by schools, and the services received for that fee; and

- Names of schools with which contracts have been terminated.

Term Sheet:
Provide a terms sheet setting forth the following:

- The proposed duration of the service contract;

- The roles and responsibilities of the organizer, the school staff, and the education service provider;

- The methods of contract oversight and enforcement.

Assurances:
Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies.

- The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arm's length negotiations in which the organizer must be represented by legal counsel; and

- The legal counsel may not also represent the education service provider.

Conversion School Questionnaire

Please note this questionnaire must be filled out if the applicant is a current private school converting to a charter school.

Current School:
Provide the following information for the current private school.

- The number of years the school has been in operation; and
- The number of students served by the school in all of the years of operation.

Academic Performance:
Provide the following academic information for the school (if applicable).

- 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 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 school, 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 school and their length of service.
- Explain any turnover on the board that was not due to term limits.

Finances:
Provide the following financial information for the school.

- The most recent federal tax return;
- The school's annual budget;
- Detailed list of all debts the school holds; and

- The last three years of complete financial audits.

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?

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 goals (two academic, two non-academic). Please remember, school-specific goals should not be duplicative of any measures already evaluated in the Performance Framework (found on our website). This includes state standardized testing and accountability, attendance, enrollment, cash flow, etc.

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. **Goal:** In this space, articulate the school-specific goal in a precise, declarative statement.
3. **Annual Targets:** In this space, complete the chart showing the expected results for each year of the charter term.
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, simply indicate when you plan to gather it.

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)

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

Annual Targets: How will we know that we have achieved this goal?

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.

Goal:					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	20xx-xx				
2					
3					
4					
5					
6					
7					

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?

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.

Annual Targets: How will we know that we have achieved this goal?

Goal: 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 the evaluation tool.)					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2016-17	More than 70% of students in the 8th grade and higher have met the goal.	65% to 70% of students in the 8th grade and higher have met the goal.	50% to 65% of students in the 8th grade and higher have met the goal.	Fewer than 50% of students in the 8th grade and higher met the goal.
2	2017-18	More than 80% of students in the 8th grade and higher have met the goal.	75% to 80% of students in the 8th grade and higher have met the goal.	60% to 75% of students in the 8th grade and higher have met the goal.	Fewer than 60% of students in the 8th grade and higher met the goal.
3	2018-19	More than 90% of students in the 8th grade and higher have met the goal.	85% to 90% of students in the 8th grade and higher have met the goal.	70% to 85% of students in the 8th grade and higher have met the goal.	Fewer than 70% of students in the 8th grade and higher met the goal.
4	2019-20	More than 90% of students in the 8th grade and higher have met the goal.	85% to 90% of students in the 8th grade and higher have met the goal.	70% to 85% of students in the 8th grade and higher have met the goal.	Fewer than 70% of students in the 8th grade and higher met the goal.
5	2020-21	More than 95% of students in the 8th grade and higher met the goal.	90% to 95% of students in the 8th grade and higher met the goal.	80% to 89% of students in the 8th grade and higher met the goal.	Fewer than 80% of students in the 8th grade and higher met the goal.
6	2021-22	More than 95% of students in the 8th grade and higher met the goal.	90% to 95% of students in the 8th grade and higher met the goal.	80% to 89% of students in the 8th grade and higher met the goal.	Fewer than 80% of students in the 8th grade and higher met the goal.
7	2022-23	More than 95% of students in the 8th	90% to 95% of students in the 8th	80% to 89% of students in the 8th	Fewer than 80% of students in the 8th

		grade and higher met the goal.	grade and higher met the goal.	grade and higher met the goal.	grade and higher met the goal.

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 2013-2014, 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 2013-2014 (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 2016-2017 school year, which will be finalized in May 2016.

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 Is Inserted
Identity of Organizer Information Sheet	
School Name Information Sheet	
Age or Grade of Pupils to Be Enrolled Information Sheet	
School Purposes I.A	
School's Educational Mission I.A	
School's Educational and Organizational Goals I.C	
Curriculum and Instructional Methods II.C	
Methods of Pupil Assessment II.D	
School Calendar II.A	
Admission Policy and Criteria, subject to IC § 205.5-5 III.A	
Plan for Compliance with any Applicable Desegregation Order III.A	
Personnel Plan, including methods for selection, retention and compensation of employees III.B	
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits III.B	
Description of Organizer's Organizational Structure III.C	
Description of Organizer's Governance Plan III.C	
School Governance Structure III.C	
School Management Structure III.C	
Description of Staff Responsibilities III.C	
Budget and Financial Plans III.E and III.F	
Description and Address of the Physical Plant III.G	
Transportation Plan III.H	
Date When Charter School Is Expected to Begin	
School Operations III.J	
Date when charter school is expected to have students in attendance III.J	

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 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.

Institute for Quality Education: www.schoolchoiceindiana.com
Locally based non-profit organization focused on improving the quality of education for all Indiana students.

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