

Civic Collegiate Public Charter School Charter Application



A proposed 6-12 charter school for the students of Indianapolis

Respectfully submitted to the Indiana Charter School Board on
March 15, 2016 by the Civic Collegiate Founding Board

Luke Lennon, Lead Founder, Proposed Head of School

Fellow, Building Excellent Schools

Brian Anderson, Founding Board Member

Owner, Brian D. Anderson Consulting

Kathryn Hunger Elliot, Founding Board Member

Implementation Consultant, Precision Dialogue Marketing

David Humes, Founding Board Member

Financial Advisor, Waddell & Reed

Alison Kothe, Founding Board Member

Major Gifts Officer, Christian Theological Seminary

Michelle Mitchell, Founding Board Member

Community Outreach and Education Manager, St. Vincent Health

Dannielle Patterson, Founding Board Member

Brand Strategy and Operations, Eli Lilly

Todd Ponder, Founding Board Member

Partner, Ice Miller LLP

Jill Hauser Robisch, Founding Board Member

Vice President, Nonprofit Banking, The National Bank of Indianapolis

Civic Collegiate Contact Information
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PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

Civic Collegiate Public Charter School ("Civic Collegiate")

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

5326 Hillside Avenue, Indianapolis, 46220

School district(s) of proposed location:

Indianapolis Public Schools

Legal name of group applying for charter:

Civic Collegiate, Inc.

Names, roles, and current employment for all persons on applicant team, including each board member:

Luke Lennon, Lead Founder, Proposed Head of School
Building Excellent Schools

Brian D. Anderson, Founding Board Member
Brian D. Anderson Consulting

Kathryn Hunger Elliot, Founding Board Member
Precision Dialogue Marketing

David Humes, Founding Board Member
Waddell & Reed

Alison Kothe, Founding Board Member
Christian Theological Seminary

Michelle Mitchell, Founding Board Member
St. Vincent Health

Dannielle Patterson, Founding Board Member
Eli Lilly

Todd Ponder, Founding Board Member
Ice Miller

Jill Hauser Robisch, Founding Board Member
The National Bank of Indianapolis

Designated applicant representative:

Luke Lennon, Lead Founder

Address:

1229 East Market Street

Indianapolis, IN 46202

Office and cell phone numbers:

317.525.5255

Email address:

llennon@buildingexcellentschools.org

Planned opening year for the school:
(Fall 2016 or later)

Fall, 2017

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.)

College prep

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	6	112
Year 2	6-7	212
Year 3	6-8	312
Year 4	6-9	412
Year 5	6-10	512
At Capacity	6-12	712

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

NA

Planned submission date(s):

NA

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

NA

Submission date(s):

NA

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Charter Attachments

#	ATTACHMENT NAME
1	Founding Group Resumes
2	Head of School/Principal Candidate Resume
3	School Administrators' Resumes
4	Governance Documents—501(c)(3) Letter of Determination, Articles of Incorporation, and Bylaws
5	Statement of Assurances
6	Board Member Information
7	Code of Ethics and Conflict of Interests Policies
8	Course Scope and Sequence
9	Academic and Exit Standards
10	School Calendar and Schedule
11	Enrollment Polity
12	Student Discipline Policy
13	Evidence of Support from Community Partners
14	Organizational Charts
15	Start-Up Plan
16	Insurance Coverage
17	Budget and Staffing Workbook
18	Budget Narrative
19	Existing Non-Profit Entity Financials (Not Applicable)
20	Entire Application



EXECUTIVE SUMMARY

MISSION AND VISION

Ensuring high levels of achievement and building habits of excellence, Civic Collegiate Public Charter School educates all students in grades six through twelve for success within the college of their choice and a life of active citizenship.

Civic Collegiate Public Charter School (“Civic Collegiate”) is a proposed sixth through twelfth grade charter school, proposed to serve students residing within the 46220 Indianapolis zip code. Starting with 112 sixth grade students (four classes of 28 students each)¹, Civic Collegiate will add one grade per year, until the school reaches full capacity of 712 students (300 in the middle school and 412 in the high school) educated within a full and seamless 6-12 school in 2023.

Aligned to ambitious national and state goals, and in response to local community need, Civic Collegiate is designed towards three imperatives: (1) college, (2) character, and (3) citizenship.

COLLEGE. Drawing on models of successful schools across the country serving similar demographic need and with similarly ambitious mission, and putting into place the most effective methods to serve the needs and aspirations of our community, Civic Collegiate is designed to put all students on the path to college starting in middle school. By teaching students to deeply engage in fiction and non-fiction texts, and by building students’ foundational knowledge across multiple disciplines, all students will acquire an informed, insightful, and articulate voice so that they can meaningfully participate in the public conversations that propel our growth as a city, state, and nation. By developing a deep, conceptual understanding of math and science, all students will be prepared to pursue their interests into and beyond high school, and to share their thinking when solving complex, real-world problems.

CHARACTER. Every student develops the excellent habits and personal character that underpin a life of purpose and discipline; every student builds the capacity and drive to succeed within higher education and access professional opportunities. We believe that our habits reflect our character. We believe habits can be taught, and that schools have an obligation to give students an opportunity to practice good habits every day and to celebrate those values through school rituals and routines. We orient students to what good habits look like by explicitly teaching our five **RIGHT** values: **Respect, Integrity, Generosity, Hard Work, and Team.** Students’ actions are repeatedly connected to these values, reinforcing the strong classroom and character habits students need to be successful in college, their career, and as a member of democratic society.

CITIZENSHIP. By uniquely teaching sequentially designed civics lessons throughout middle and high school, students learn to use their voice and capacity to drive for positive change within their own lives, and to embody the fullest and truest role of citizenship within our democracy, as well as within their communities, our state, and our nation. By creating a community of scholarship, respect, intellectual curiosity, and academic rigor, students will develop the academics, character, and traits to effectively navigate and participate within our economy and our republic.

Comprehensively, our extended day and year, Common Core- and Indiana State Standards-aligned curriculum, high quality, mission-driven teachers, comprehensive professional development, and data-driven decision-making combine to put all students on the path to **college**. Our implementation of routines and rituals, consistent expectations in every classroom, emphasis on growth mindset, and commitment to our **RIGHT** values inculcates students to habits of success and develops their personal **character** that will see them to and through college. Our belief that schools have an obligation to provide (1) knowledge of civics through the general curriculum, (2) an arena where

¹ We will enroll four classes of 25 students into grade six in Y2 and all subsequent years, for a class size of 25. We enroll 112 students into grade six only in Y1 to ensure fiscal health during the start-up period within our slow growth model.



students create their own civic dispositions, and (3) opportunities for civic action will ensure that our college-bound graduates are prepared to be highly engaged in democratic **citizenship**, able to use their education to improve their own lives, that of our communities, and that of our nation.

EDUCATION NEED AND TARGET POPULATION

Civic Collegiate will serve students within the Indianapolis Public Schools boundaries, specifically those within the 46220 zip code. The largest local middle school, Broad Ripple, has earned a failing grade in each of the last three years, with 12.7% of students passing Math and ELA on ISTEP+². This year, the IPS School Board voted to drop the middle grades from its arts magnet program.³

Across the state, schools have seen test scores plummet as Indiana has moved to more rigorous state standards. Statewide, 93% of public schools taking the test in the last two years saw passing rates drop by at least ten percentage points. Half saw a drop of 20 percentage points or more.⁴ Almost half of students failed math, English, or both. Before these drops, however, students in Center Township had already been struggling. In 2014, IPS had five schools ranking among the 25 lowest performing schools in Indiana, with 48 of 58 schools ranking in the bottom quartile.⁵

Middle school scores have been the most intractable. Four of the five schools scoring among the lowest performing 25 schools in the state are middle schools. Low achievement data has caused IPS Superintendent Ferebee to question how we support and transition students in these grades: “There are not clear pipelines for students to matriculate from elementary school to secondary...it’s very convoluted for families.”⁶

Middle school is a pivotal time for students. Researcher Robert Balfanz supports this view, particularly for high needs communities: “In high-poverty neighborhoods...our research and school improvement work indicate that students’ middle grade experiences have tremendous impact on the extent to which they will close achievement gaps, graduate from high school, and be prepared for college. Consequently, there is a need to re-conceptualize the role middle grades play in the public education system. The middle grades, broadly defined as fifth through eighth grades, need to be seen as the launching pad for a secondary and post-secondary education that enables all students to... fully experience the opportunities of 21st century America.”⁷

There is also an educational need beyond middle school. Based on data from the 2014-2015 school year, the last for which data is available, Indianapolis Public Schools ranked in the bottom ten of all schools statewide for graduation rates, with 66.5% of students successfully passing the College and Career Readiness Assessment and graduated⁸, indicating that a full third of students are unsuccessful in high school. In addition to low graduation percentage, “[j]ust 9% of IPS high school students took an AP course.”⁹ Because we know the rigors of a high school’s academic program are predictive of college success, we have aligned our high school curriculum to the nation’s highest standards and we have established a middle school that lays the foundation needed to get there.

High school curriculum is aligned to meet entrance requirements of selective four-year colleges and universities. We require four years of English, math, science, social studies, and a foreign language. Studies show that the rigor of a student’s high school curriculum is the single best predictor of success in college. *The Tool Box Revisited: Paths to Degree Completion from High School Through College* demonstrates that the intensity of high school curriculum is essential to

² Retrieved from <http://compass.doe.in.gov/dashboard/istep.aspx?type=school&id=5509>.

³ Retrieved from <http://www.indystar.com/story/news/education/2015/10/30/ips-board-votes-close-key-school-approve-school>.

⁴ Retrieved from http://in.chalkbeat.org/2016/01/06/nearly-all-indiana-schools-see-istep-scores-plunge/#.Vrk_6jYrLEY.

⁵ Retrieved from http://in.chalkbeat.org/2014/08/04/middle-schools-at-center-of-ips-testing-woes/#.Vrk_ezYrLEa.

⁶ Retrieved from <http://in.chalkbeat.org/2014/04/23/ferebee-asks-where-do-middle-school-kids-belong/#.VrISIDYrLaY>.

⁷ Balfanz, Robert. *Putting Middle Grades Students on the Graduation Path*. Assen. for Middle Level Education. June 2009. 3. Web.

⁸ Retrieved from <http://www.indystar.com/story/news/education/2015/08/14/best-worst-graduation-rates-indiana/31708089/>.

⁹ Retrieved from <http://in.chalkbeat.org/2015/08/19/would-fewer-ips-high-schools-lead-to-more-advanced-courses/#.VsZKD5MrLwc>.

college success.¹⁰ The National Association for College Admission Counseling’s annual State of College Survey consistently finds student performance in college preparatory classes is the most important factor in admissions decision. Former Assistant Provost for Enrollment at the University of Notre Dame puts it plainly: “Nothing is more important than the quality of the case load.”¹¹

Currently, many students in our city and our zip code are not exposed to, prepared for, or take rigorous high school classes. Currently, the majority of high school students in IPS attend a “D” or “F” school. IPS high school options offered to families are detailed below in **Figure ES.1**.

Figure ES.1: IPS High School Options

School	2013-2014 Grade	2014-2015 Grade	School Designation
Arlington Community	F	F	Traditional
George Washington Community	D	D	Traditional
John Marshall Community	D	D	Traditional
Northwest Community	D	D	Traditional
Broad Ripple Magnet	B	B	Magnet
Crispus Attucks Medical Magnet	A	A	Magnet
Arsenal Technical	D	D	Traditional
Shortridge International Baccalaureate	C	C	IB World

As a proposed 6-12 school, we will provide a quality middle school option and seamless transition to high school, mitigating significant risk factors for an at-risk community of students during this critical foundational and transitional period. As a charter, our autonomies of staffing, school design, and budget afford us the opportunity to implement organizational and instructional practices informed by research and proven practice from high performing schools that can meet the needs of our local community and prepare all students for college, career, and citizenship.

COMMUNITY ENGAGEMENT

Residents in both our proposed zip code and Indianapolis at large have expressed verbal and written support for our college preparatory curriculum, our emphasis on character education, and our commitment to cultivating informed, engaged citizens. Stakeholders have evidenced their support through signatures, electronic and written, letters of support, volunteering for community events, and meeting with the Lead Founder and proposed Head of School to better understand the scope of the educational need in our city and their potential role in working towards educational equity.

EDUCATION PLAN / SCHOOL DESIGN

Our educational philosophy, aligned to our ambitious mission, is built on seven key beliefs.

Literacy and math are foundational to all learning.

Through an extended day and prioritized use of instructional time, we prepare students with a rigorous literacy and math foundation - skills that provide the pathway for equitable access to and having success within college and the professional world. We prepare middle school students with 180 minutes of literacy and 100 minutes of math instruction daily. Within our 6-8 middle school, we close gaps in students’ prior learning in their first three years, preparing them for success within our challenging college preparatory high school, on the road to and through the college or university of their choice. In the high school, we provide full preparation for and access to AP courses and incorporate reading and writing across all subjects, and uniquely within our Civics curriculum.

¹⁰ Washington, D.C: US Dept. of Education 2006.

¹¹ Retrieved from <https://professionals.collegeboard.org/guidance/prepare/honors-ap>.



Strong character education is essential for success in college and a life of opportunity.

We equip students with a rigorous character education. Education researcher Paul Tough writes that “[w]hat matters most in a child's development . . . is not how much information we can stuff into her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, conscientiousness, grit and self-confidence.”¹² Character is a key lever to students’ success; therefore, we work diligently to shape, grow, and celebrate those values. Exceptional character is lived out through our **RIGHT** values: **R**espect, **I**ntegrity, **G**enerosity, **H**ard Work, and **T**eam.

Highly-skilled teachers committed to the growth of every student produce dramatic results.

We will hire, support, and retain growth-minded, mission-driven, ambitious teachers that do what it takes to deliver excellent results with all students. A 2012 Harvard study on the lasting impact of teachers on students’ future earnings shows that a student having just one high-quality teacher, as defined by growth on standardized tests, dramatically raises a child's cumulative lifetime income.¹³ We will provide robust, targeted professional development under which excellent teachers can flourish, and further attracting additional high quality candidates to apply to our school and to succeed within our classrooms. Provided with the school-wide structures to effectively teach in their content area, teachers will be expected to dramatically and measurably raise student achievement every year. This, in turn, will attract families and other excellent teachers to our school, a synergetic cycle that will allow us to successfully execute on our mission.

A joyful and respectful culture is the foundation for a strong learning environment.

Students learn best in a safe, calm, and predictable environment in which they are socially, emotionally, and intellectually safe. They learn best when they are able to focus on reaching their fullest potential in every class, every day. We give our students consistency through predictable, values-based school-wide routines, procedures, and rituals. Students wear a common uniform and have a common discipline system across all classrooms. Teachers and staff use common verbal and non-verbal communication to work with students effectively and efficiently. Structures limit distractions, providing students with increased instructional time and a school focused on learning.

A longer school year and day help to close the achievement gap for at-risk students.

Students have increased time to focus on literacy and math skills needed to (1) succeed in a college preparatory high school and (2) enter the four-year college or university of their choice. Annually, we provide 189 instructional days. Our school day starts at 8:00AM and ends at 4:30PM, Monday through Thursday. Our school day starts at 8:00AM and ends at 2:30PM each Friday. Each school day prioritizes literacy and math, and concludes with FOCUS, a class period during which students organize homework and start their most difficult homework assignments with the support of their teachers. Comparison between the time in school at Civic Collegiate as compared to the national average and Indianapolis Public Schools daily average is detailed in **Figure ES.2**.

	Instructional Days	Average Daily Hours	Total Annual Hours
National Average ¹⁴	180	6.7	1206
IPS, as of 2015-2016	180	7	1260
Civic Collegiate	189	8.1	1531
Differences w/ National Average	+9 days	+1.8	+325
Differences w/ IPS	+9 days	+1.5	+271 ¹⁵

¹² Tough, Paul (2012). *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. NY: Houghton Mifflin.

¹³ Chetty, Raj, John Friedman, and Jonah Rockoff. (2012). *The Long Term Impact of Teachers: Teacher Value-Add and Student Outcomes in Adulthood*. Retrieved from: http://obs.rc.fas.harvard.edu/chetty/value_added.html.

¹⁴ https://nces.ed.gov/programs/digest/d11/tables/dt11_176.asp.

¹⁵ This calculates to approximately 38 additional instructional days per year.



A rigorous college preparatory education is the right of all students.

We backwards plan curriculum to ensure students have the courses that will prepare them to access selective colleges and universities locally and nationally. In high school, students take four years of English, math, science, social studies, and a foreign language. All students are prepared to compete for access to and success within the four-year college or university of their choice.

Families and community partners are critical for success.

With authorization, and before the start of the school year, all parents and guardians attend an annual Family Orientation that details all major elements of our educational program and their role in supporting their child's success. In addition, for every new family, we conduct Home Visits, sharing Civic Collegiate's mission and vision, learning about the hopes and dreams our families have for their child(ren), and outlining our extensive supports for and clear expectations of students and families as we work together to support their child's achievement.

VISION FOR GROWTH

Civic Collegiate is a proposed 6-12 serving the students of the Northeast side of Indianapolis. We will open in 2017 with 112 students in our inaugural sixth grade class, comprised of four classes of 28 students each.¹⁶ We will grow one grade level each year, reaching full capacity in 2023 with 712 students. Our slow-growth model allows us to build a strong foundational culture for the school, build a vertically aligned curriculum, and be purposeful in hiring and training staff at every grade level and in each content area. Enrollment projections are outlined below in **Figure ES.3**.

Figure ES.3: Enrollment Projection

GRADE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6	112	100	100	100	100	100	100
7		112	100	100	100	100	100
8			112	100	100	100	100
9				112	100	100	100
10					112	100	100
11						112	100
12							112
TOTAL	112	212	312	412	512	612	712

GOVERNANCE AND LEADERSHIP

The Founding Board of Directors brings expertise in business, finance, education, human resources, development, marketing, community development, and law. The Founding Board will transition to the Governing Board, holding fast to the ambitious academic and organizational goals set by the charter and ensuring the school leadership, financial health, and academic integrity required to execute on those goals. Lead Founder and proposed Head of School Luke Lennon has served as a teacher and administrator in the City of Indianapolis, teaching and serving as Assistant Principal of Academics at the Tindley Preparatory Academy. In 2014, Mr. Lennon was named one of five Indianapolis Principal Fellows, a partnership between Teach For America Indianapolis and Columbia University's Teacher College. In 2015, Mr. Lennon was selected as a Fellow with Building Excellent Schools, a highly-selective Fellowship that trains high-capacity individuals to design, found, lead, and sustain high-performing charter schools in high-need, urban neighborhoods across the country.

¹⁶ We will enroll four classes of 25 students into grade six in Y2 and all subsequent years, for a class size of 25. We enroll 112 students into grade six only in Y1 to ensure fiscal health during the start-up period within our slow growth model.

I: EVIDENCE OF CAPACITY

FOUNDING GROUP

FOUNDING GROUP MEMBERSHIP

1. Key Members

Brief biographies of all founding members are below; all governing board member resumes are in **Attachment 1**; resume for proposed Head of School Luke Lennon is in **Attachment 3**.

Brian Anderson, *Owner, Brian D. Anderson Consulting*, has spent the majority of his career in the charter sector, overseeing accounting and budgeting functions, preparing and monitoring cash flows, and performing annual audits. He has worked at several start-ups as a business services provider, consultant, and board member. He has sat on two charter school boards in Colorado, one charter school finance committee in Illinois, one charter school board in Indiana, and has experience as consultant with the Colorado Department of Education and Colorado State Legislature. He is the owner of Brian D. Anderson Consulting, advising and supporting charters on fiscal management. Mr. Anderson earned his BA in accounting from North Park University.

Kathryn Hunger Elliott, *Implementation Consultant, Precision Dialogue Marketing*, brings a deep understanding of data models in education. As a TFA corps member, Ms. Elliott participated in the beta test for Kickboard data tracking software, using granular data tracking of student performance. Her students outperformed all other eighth grade TFA classes on the Reading LEAP in Louisiana. In 2012-2013, Ms. Elliott was the ninth grade team leader for Arlington High School in Indianapolis during the takeover transition and she established an honors program for community college students as College Admissions Counselor and Associate Program Director. Ms. Elliott earned her BA at Notre Dame Academy.

David M. Humes, *Financial Advisor, Waddell & Reed*, is a respected business professional with a 20-year record of profitable business management. Beginning in data processing, he rose through the ranks quickly, starting as computer programmer and growing into the Director of Data Processing. He created one of the first video stores in central Indiana and went on to purchase the franchise for Signs Now, purchasing the franchise for iSOLDit on eBay and opening three stores. In 1991, he was appointed by Governor Bayh to serve as a goodwill ambassador to Moscow to secure sister-city status for enhancing international trade with Indianapolis. Mr. Humes has a BA in Computer Science from Purdue and BA in Business Administration from IU.

Alison Kothe, *Major Gifts Officer, Christian Theological Seminary*, has 17 years of experience in the development field, spending the majority of those years as Director of Development at Wabash College in Crawfordsville, IN. Ms. Kothe recently completed a \$1MM capital campaign for the Seminary and as a result was named its Planned Giving Officer, working with donors on estate plans and deferred gifts for the Seminary. Prior to working in fund development, she worked in the banking industry with National City Bank and Merchants Bank. Ms. Kothe has a BA from Johns Hopkins University and MBA from Simmons College School of Management.

Luke Lennon, *Proposed Head of School*, has served as a teacher and administrator at the Tindley Preparatory Academy. He has created rigorous, standards-based curriculum and assessments and has coached teachers to drive student achievement. Mr. Lennon was named one of five Indianapolis Principal Fellows, a partnership between TFA Indianapolis and Columbia University's Teacher College and was selected as Fellow with Building Excellent Schools, a highly-selective Fellowship that trains high capacity individuals to design, found, lead, and sustain high performing charter schools in high need, urban neighborhoods across the country. Mr. Lennon holds a BA from the University of Notre Dame, MAT from Marian University, and MEd from Columbia University.

Michelle Mitchell, *Community Outreach and Education Manager, St. Vincent Health*, has over 15 years of experience in non-profit management, communications, community relations, and outreach. Developing community partnerships, she implements evidence-based health education programs to increase healthy lifestyles in Central Indiana. She has implemented programs with partners in higher education, workforce development, service learning, and mentoring; she launched Indiana's College Success Coalition, a network of businesses, organizations and schools partnering together to support high-risk students. Ms. Mitchell has a BS from Indiana University and MS from Indiana University-Bloomington.

Dannielle Patterson, *Brand Strategy and Operations, Men's Health at Lilly*, is a marketing professional with over 25 years of experience directing teams through complex projects, launching new products, and executing comprehensive, integrated mass media campaigns for major national brands. Through her marketing consulting business, OnEdge Marketing, she assists companies in navigating the digital landscape and building their brands through search engine optimization and social media platforms. Ms. Patterson has a BS from the University of Notre Dame, MBA from Indiana University's Kelly School of Business, Bloomington, and a Global Marketing certificate from ESADE University, Barcelona, Spain.

Todd Ponder, *Partner, Ice Miller LLP*, has nearly 32 years of legal experience. He has practiced labor and employment law and has specialized in tax-exempt finance for clients in the public and private higher education sectors, with focus on low cost tax-exempt financing. He has served as bond counsel in numerous transactions involving 501(c)(3) nonprofit entities, including museums, cultural institutions, YMCAs, and private K-12 institutions. Mr. Ponder has been involved in several transactions for charter schools involving tax-exempt bonds to finance capital projects. A native of Indianapolis, Mr. Ponder earned a BA from DePauw University and JD from The University of Chicago School of Law.

Jill Hauser Robisch, *Vice President, Nonprofit Banking, The National Bank of Indianapolis*, has over 12 years of experience in the financial services industry in the areas of cash management, lending, budgets, and financial policies. She is responsible for establishing, growing, and maintaining a portfolio of \$125 million in loans and deposits, effectively building relationships by making prompt decisions and providing innovative solutions to meet the specific financial goals of each organization. Ms. Robisch earned a BS from Butler University and MBA from Ball State's Miller School of Business.

2. Development and Planning Partners

We are grateful to the following organizations for their guidance and leveraged expertise informing the planning of Civic Collegiate.

Building Excellent Schools. Lead Founder and proposed Head of School Luke Lennon is a Fellow with Building Excellent Schools (BES). The Fellowship is a full-time, 12-month training program that supports high capacity individuals to design, found, lead, and sustain high performing charter schools in our nation's most underserved communities. BES trains, mentors, and supports Fellows to study high performing schools, develop and refine their academic and business plans, build a strong founding team, and garner wide community support. Mr. Lennon has learned best practices in: organizational development, instructional design, charter accountability, and leadership. The Fellowship provides extended leadership residencies in high quality urban charter schools¹⁷, ongoing evaluation and consultation, and training specifically focused on school leadership. BES will provide ongoing support throughout the planning year and during the school's first years of

¹⁷ Attachment 13 includes Letters of Support from Building Excellent Schools and Annie Robison, School Leader of Liberty Collegiate, a BES school ranking in the top 5% of all middle schools in the state of Tennessee in 2015.

operation. As grant partner to the Walton Family Foundation, BES provides access to \$325,000 in WFF start-up funding upon authorization.¹⁸

Abacus Education Partners. In its ninth year of operation, Abacus has worked with 150+ charter schools across 19 states, providing strategic planning and financial modeling services to charter schools. Lead Founder Luke Lennon has received 40+ hours of financial and operations training from Abacus, gathering industry-leading tools and templates to ensure development of robust and thoughtful operational systems and policies. Our proposed six-year budget was informed by Abacus’ co-founder, who has professional experience as an external evaluator for ICSB charter applications, and providing financial due-diligence for proposed out-of-state operators.

Charter School Support Services. A national nonprofit, Charter School Support Services (CSSS) provides services to support our operational and financial goals. As part of the BES Fellowship, CSSS has acted as a strategic partner to Civic Collegiate, leading all aspects of our facility search and acquisition. For the first year of operation, Civic Collegiate will share building space with ACE Prep (a BES school) at their Hillside location, identified, secured, and being upfitted by CCSS for ACE Prep’s fall 2016 opening and will be similarly upfitted for our proposed 2017 opening.

The Indiana Network of Independent Schools (INISchools). INISchools is a local nonprofit organization under Goodwill Education Initiatives, and will provide back-office support to Civic Collegiate beginning in the planning year in the areas of accounting and finance, data management, state reporting, and special education compliance. With a focus on assisting schools to improve cost-efficiency, INISchools will use their charter school expertise, knowledge of state regulations, and financial proficiency to ensure we have the tools, systems, and procedures needed to satisfy all state and federal accountability measures. Contracted services provided by INISchools have been accounted for in the budget and are outlined below in **Figure 1.1**.

Figure 1.1: INISchools Services		
Finance and Accounting	Special Education Administration	State Reporting and Compliance
<ul style="list-style-type: none"> Implementation and set up of financial software Trainings on data entry Monthly meetings on current financial status Reconciliation of bank statements Preparation of month-end journal entries Preparation of monthly financial statements Grants management Preparation/submission of retirement fund reports Review payroll tax returns Preparation of IRS tax forms Review accounting records for annual audit 	<ul style="list-style-type: none"> Preliminary consultation to assess school’s needs in Y0 Review of internal SPED organization system Evaluation of state/federal compliance Speech/language service Additional therapies to support student needs Preparation of Federal B and all State reporting Filing of Medicaid reimbursement Professional development and coaching Budget development support for SPED allocations 	<ul style="list-style-type: none"> Setup of calendar system for state, federal, and authorizer reporting Setup and maintenance of STN App Center, DOE Online, Testing Sites, Title I reports, and Learning Connection Perform ongoing management and troubleshooting services Support for filing state reports Support for filing reports to ICSB

3. Founding Groups Circumstances and Motivations

Beginning in October 2015, Luke Lennon began assembling the Founding Board, interviewing close to 100 professionals within the Indianapolis community. Those invited to join the founding team demonstrated a commitment to Indianapolis and its underserved communities, an unwavering belief that all children can learn at high levels, and professional expertise that will contribute to the

¹⁸ For financial commitment letter from BES per WFF funds, please see **Attachment 18**.



successful founding and oversight of Civic Collegiate. The Founding Board is a diverse, driven group of professionals with a variety of experiences that inform and support all elements of the charter application. With skill sets in education, data management, community outreach, fund development, law, finance, marketing, and governance, the Founding Board has reviewed, contributed to, and supported development of the school's design and has leveraged their networks to build support and continue the recruitment of high quality candidates to the founding team.

Per our bylaws, the Founding Board will use the following criteria to identify additional Board candidates: (a) expertise aligned with the needs of the Board at any given time; (b) alignment with Civic Collegiate's mission and educational approach; (c) commitment to the proposed community; (d) ability to participate fully in Board meetings, retreats, and school and community events; (e) access to personal networks capable of supporting Civic Collegiate's development; and (f) ability to work well with others and to put the school's goals before personal agendas and interests.

SCHOOL LEADERSHIP AND LEADERSHIP TEAM

The Founding Board is resolute in its belief that excellent schools require excellent leaders. Therefore, the Head of School position is integral to the success of the school. The Board will take all appropriate measures to ensure a leader that aligns with the school mission and has the capacity to execute on the promises made in the charter fills this position.

1. Head of School

Lead Founder Luke Lennon is the proposed Head of School. He has served as a teacher and administrator in the City of Indianapolis, achieving high results in both roles. He holds a Master's degree in teaching and education, and was chosen as one of five Principal Fellows through partnership between TFA and Columbia University Teacher's College, in Indianapolis and is a Fellow with Building Excellent Schools ("BES"). BES has produced 60+ schools across the country, founded on the practices of the highest achieving and consistently most successful charter schools. Mr. Lennon has studied 40+ high performing charter schools, including completing an intensive school leadership residency at Liberty Collegiate Academy, a BES school in Nashville, TN, which, in 2014, scored in the top 5% of all schools in Tennessee. Building Excellent Schools has provided Mr. Lennon with training in: fiscal management, community outreach, public relations, assessment, data and technology, governance and management, human resources, educational philosophy, school culture, school operations, charter school history, infrastructure and facility, curriculum, and special education. For Mr. Lennon's resume, see **Attachment 2**.

2. Immediate Staffing and Compensation Plan

Mr. Lennon will work throughout the authorization process and start-up period upon charter approval as a full-time employee. The BES Fellowship stipend concludes in September 2016, at which point he will draw a stipend from a Walton Family Foundation (WFF) start-up grant until the 2017-2018 school year begins. BES letter confirming grant monies is in **Attachment 18**.

3. Responsibilities and Qualifications of School's Administrative/Management Team

Brief descriptions of each leadership position can be found below. These include general roles and responsibilities of personnel and reporting relationships. A more specific outline of candidate qualifications and daily responsibilities can be found in **Attachment 3**.

The **Head of School (Y0)** manages the school's day-to-day operations. The Head of School is hired, supported, and evaluated by the Board and is charged with setting the vision and direction of the organization in partnership with the Board. The Head of School receives an annual evaluation from the Board based on success towards academic and operational goals outlined in the charter and agreed upon by the Board. The Head of School is the only staff member to report to the Board.

The **Dean of Curriculum and Instruction (Y3)** executes the school’s academic vision. Under the direct supervision of the Head of School, the Dean of Curriculum and Instruction (DCI) executes the educational program, including all curriculum and assessments, with fidelity each day. The DCI is supervisor for all general education teachers. The DCI reports directly to the Head of School. All of the Dean’s responsibilities in Y1 are fulfilled by the Head of School.

The **Student Supports Coordinator (Y1)** ensures that ELL, SPED, and academically struggling students have the supports to reach their goals. Working with the Head of School in Y1 and DCI starting in Y2 to create individualized remediation plans for students not achieving academic goals, s/he (1) creates small group instruction, (2) facilitates Saturday School, (3) conducts Home Visits, and (4) presents weekly reports on our at-risk students. The SSC reports to the Head of School.

The **Dean of Students (Y1)** ensures that a strong culture is maintained at all times. Working with the Head of School in Y1–Y3, s/he issues positive and negative consequences across the school, supports teachers in eliminating off-task behaviors, and encourages students to maximize learning time with positive incentives. The Dean reports to the Head of School until a Principal is named in Y3, at which point the Dean reports to the Principal.

The **Dean of Operations (Y1)** ensures the school’s systems and routines are executed at a high level each day and all technology and facility issues are addressed efficiently. The Dean handles external partnerships, including but not limited to, (1) food service, (2) mail, (3) back-office coordination, and (4) technology. The Dean of Operations reports to the Head of School. At this time, we are working with Abacus Partners on all financial documents prepared in this application.

GOVERNANCE

LEGAL STATUS AND GOVERNING DOCUMENTS

The founding team consists of a founding Board of Directors and proposed Head of School. Control and governance of Civic Collegiate is vested in the Board and all management decisions will be delegated to the Head of School, who will be hired by, report to, and evaluated by the Board. Civic Collegiate is incorporated in the state of Indiana as of October 12, 2015, and we are awaiting federal approval on 501(c)(3) non-profit designation. All governance documents are in **Attachment 4**.

As stipulated in IC § 20-24-3-3, and upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.”

GOVERNING BOARD

1. Governance Structure and Composition

Civic Collegiate will be governed by 7-15 members of the Board of Directors, which will hold the charter and be the school’s legal and ethical steward. The Board will be governed by its bylaws and Conflict of Interest Policy. In decisions and actions, the Board will act as a coherent body and will maintain an odd number for voting purposes. The Board will be a policy-making, governing body, and will delegate all day-to-day school management to the Head of School. The Head of School is hired by, supported, and evaluated by the Board, and is the only individual reporting to the Board.

At open, publicized, monthly meetings in full adherence to Open Meeting Law, the Head of School will present formal reports to the Board on the academic, financial, and operational state of the



school using detailed dashboards aligned with our mission, vision, and goals of the charter and our role as faithful stewards of public funds. Data presented will include: student results on all state assessments in all content areas and grades as required; the Northwest Education Association Measure of Academic Progress (NWEA MAP) in reading and math; internal Interim Assessments in all content areas; attendance and discipline data; financial reports showing projected vs actual expenditures; annual audits; recruitment and enrollment data by sub-groups; and student retention/attrition data.

The Board will elect a Chair, Vice-Chair, Treasurer, and Secretary, and will establish standing committees including, but not limited to: Academic Achievement, Finance, Development, and Governance, and an ad hoc Evaluation Committee. The Head of School will be an *ex officio*, non-voting member of the Board. The Board has been meeting monthly since November 2015, communicates weekly, and will publicly convene each month as a governing body.

A brief description of all officer roles is found below.

The **Board Chair** presides at all meetings of the Board and other meetings as required. The Chair is an *ex officio* member of all committees, oversees implementation of Board and school policies, and ensures effective administrative practices are established and maintained. The **Vice Chair** discharges the Chair’s duties as required in the Chair’s absence and supports the Chair’s activities as appropriate. The **Treasurer** provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The **Secretary** provides direction for the keeping of legal documents including minutes of all Board meetings.

The roles and responsibilities of each standing committee are described below.

The **Academic Achievement Committee**: reviews assessment policies and procedures and ensures policies conform to district and state standards; reviews results of assessment programs; reports findings to the Board and, when applicable, proposes changes in policy as indicated by data results. The **Finance Committee**: reviews and submits a proposed annual balanced budget to the Board for review and approval; makes budget publicly available; oversees preparation of Annual Report, including audited financial statements, and other exhibits as required; makes available to the public. The **Development Committee**: oversees fundraising; builds community relationships; proposes fund development plan details to the Board in support of our mission and vision. The **Governance Committee**: sets criteria for Board elections; presents candidates for election to the Board at least once annually; oversees training of new members and the annual Board self-evaluation.

The Board will conduct an annual **Board Self-Evaluation**. The Governance Committee will facilitate its completion. This Committee will determine the format of the evaluation, which will include a formal written evaluation and will encourage constructive feedback for improvement.

The Founding Board has nine members, eight of whom will serve on the Governing Board and one we intend to name as Head of School. This group has reviewed, added to, and supported all aspects of the charter application and school design. A sampling of their expertise is outlined in **Figure 1.2**. We continue to develop our membership and are actively pursuing qualified candidates to sit on the Board. For all current members, resumes are in **Attachment 1**, signed Statements of Assurance in **Attachment 5**, and signed Board Member Information Sheets in **Attachment 6**.

Founding Board Member	Expertise
Luke Lennon <i>Proposed Head of School</i>	Leadership, Education Policy, Curriculum, Instruction, Assessment, Data Analysis
Brian Anderson <i>Owner, Brian D. Anderson Consulting</i>	Finance and Governance
Kathryn Hunger Elliot <i>Implementation Consultant, Precision Dialogue</i>	Curriculum, Data Management, Marketing
David Humes	Instruction, Finance, Management, Accounting



<i>Financial Advisor, Waddell & Reed</i>	
Alison Kothe <i>Major Gifts Officer, Christian Theological Seminary</i>	Development, Marketing, Community Outreach
Michelle Mitchell <i>Community Outreach/Education Manager, St. Vincent Health</i>	Community Outreach, Recruiting
Dannielle Patterson <i>Brand Strategy and Operations, Men's Health at Lilly</i>	Marketing, Finance, Accounting
Todd Ponder <i>Partner, Ice Miller LLP</i>	Law and Governance
Jill Hauser Robisch <i>VP, Nonprofit Banking, The National Bank of Indianapolis</i>	Finance, Budget Development,

2. Pre-Existing Nonprofit Organization—Not Applicable

3. Governing Entity's Responsibilities

All general duties and decisions by the Board and management are made in alignment with our mission and vision, protecting the interests of students and the ambitious goals we have set out for them within the terms of the charter. Board members oversee the school's academic performance, financial stability, and regulatory compliance and carry out its duties through monthly Board meetings, standing committee meetings, annual self-evaluations, and accountability to the public through adherence to public access and dissemination of annual reports outlining our measurable progress towards goals and our sound and ethical management of public funds. Each member of the Board will serve on at least one committee.

Responsibilities of the Board of Directors. The Board sets strategic direction, approves policy, ensures viability and faithfulness to the charter, and hires, sets compensation for, supports, and evaluates the Head of School. It is responsible for: **(1) Organizational Viability.** Ensures alignment with mission, vision, and charter; creates and updates board, fiscal, and school policy; sets strategic direction; reviews progress against goals; ensures compliance with all laws and regulations; reviews compliance on a regular basis; ensures filing of all legal and regulatory documents; selects, manages, supports, and evaluates Head of School to be responsible for school's daily management; evaluates Head of School based on clearly outlined performance criteria; sets Head of School compensation annually; ensures school complies with all laws, regulations, and best practices that apply to public charter schools, including abiding by open meeting and state ethics laws; promotes school to the public; expands networks and relationships; responds to community concerns. **(2) Financial Accountability and Oversight.** Safeguards school's financial health; ensures adherence to annual budget; through Finance Committee, reviews monthly projected versus actuals and chart of accounts; participates in fundraising and helps secure external funding sources as needed; approves annual budget to support school needs and approves vendors providing services in excess of \$25,000. **(3) Academic Accountability.** Ensures curriculum aligns with mission, goals, and state and national standards; reviews academic progress against articulated goals on monthly basis.

We have created clear and transparent governing structures that invite parents and community members to actively engage in the governing process of Civic Collegiate.

Board Structure. The Board relies on its Chair and Head of School to provide professional and administrative leadership. The Head of School is hired by and report directly to the Board. The Head of School, directly or indirectly, supervises all other staff members employed by the school. S/he is responsible for selecting staff members, conducting staff reviews, and recommending compensation levels. Annually, the Board composes a Head of School Evaluation Committee, to consist of three members that includes the Board Chair. **Public Accountability.** Civic Collegiate provides opportunities for any member of the community to express interest in and concern for the school. The public is invited to attend all open meetings of the Board and all locations will be fully accessible to the public. A pre-scheduled time for public comment will be part of every regular

Board meeting. The Board reserves the right to establish reasonable time limits for such public comment. Meetings are closed to the public only when the Board is meeting in executive session which may be called only to discuss matters not appropriate for public discussion. An executive session may be called only upon the affirmative vote of 2/3 of the quorum present. No formal action of the Board may be taken in executive session. Persons wishing to make requests, presentations, or proposals to the Board should direct any inquiry to the Head of School, who will respond according to the following procedures: (a) The Head of School consults with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly scheduled Board meeting. (b) If the item is included on the agenda, the Board receives in their packet for the next regularly scheduled meeting written information directly from the person making the request. If specific Board action is being requested, that action will be in the written document. (c) The person may present their information orally to the Board when the agenda item is discussed. Notice of meetings of the Board will be posted in school offices and on the school website at least two days prior to the meeting in compliance with all Indiana public meeting laws.

Procedures. The Board began meeting in November, and has been meeting on a monthly basis. We held our board retreat on January 23, 2016, facilitating a seven-hour meeting that thoroughly presented the design elements of the school, enrollment strategies, and the distinction between governance and management. Upon authorization, the Board will approve the proposed Bylaws and Conflict of Interest and Code of Ethics Policies, found in **Attachment 4** and **Attachment 7**. The Board has been communicating through weekly updates provided by the proposed Head of School. These updates detail proposed school updates, progress on community outreach, and readings and other assignments. Upon authorization, in accordance with IN Open Meetings Law, the Board will meet monthly for 90 minutes at least 10 times per year in a public space accessible by the community with pre-announced Board meetings, and will record minutes of all meetings and make these publicly available on our website, in addition to any other necessary documents,

Our committees conduct the work of the Board, serving as reporting and advisory bodies; the Board is charged with taking votes and making decisions as a body. Each committee meets monthly so they can purposefully prepare formal reports to the Board each month during the public meetings.

II: SCHOOL DESIGN

EDUCATION PLAN

CURRICULUM AND INSTRUCTIONAL DESIGN

1. Instructional Framework

Roland Fryer and Will Dobbie’s 2011 study of successful charter schools and the CCSR’s Five Essentials research, explained in *Organizing Schools for Improvement*¹⁹, support and inform the design elements for Civic Collegiate. The 2011 Fryer study shows that five policies explain approximately 50% of variation in school effectiveness: (1) frequent teacher feedback, (2) data to guide instruction, (3) high-dosage tutoring, (4) increased instructional time and (5) high expectations.²⁰ The CCSR found that the following factors were strongly predictive of school

¹⁹ Bryk, Anthony, et al. (2010). *Organizing Schools for Improvement*. Chicago, IL: University of Chicago. “Based upon twenty years of research conducted by the University of Chicago Consortium on Chicago School Research in over 400 schools, the five essentials have been shown to be strongly predictive of school improvement success. Schools strong in 3 to 5 of the essentials are 10 times more likely to make substantial gains in reading and math than schools weak in 3 to 5 of the essentials. Those differences remain true even after controlling for student and school characteristics including poverty, race, gender, and neighborhood characteristics. Strength on the essentials also correlates with increased teacher retention, student attendance, college enrollment, and high school graduation.”

²⁰ Dobbie, Will, and Roland Fryer. “Getting Beneath the Veil of Effective Schools.” Web. September 2015.

success: (1) effective leaders, (2) collaborative teachers, (3) involved families, (4) supportive environment, and (5) ambitious instruction.²¹ Our design is informed by all of these elements.

Successful students are not born; they are taught, challenged, supported, and encouraged. Informed by successful urban schools and national research on successful urban schools, Civic Collegiate is informed by the successes of high achieving schools that ensure students experience success.

Civic Collegiate uses a college preparatory curriculum aligned to state and national standards to prepare students for the rigors of college. Because we believe in the research from the ACT Policy Report that states college readiness should begin in middle school, students in grades 6-8 receive triple the amount of reading instruction and double the amount of math instruction to establish a ninth grade cohort prepared for the demands of a college-bound high school curriculum.

Offered within a classroom-based model with an average class size of 25,²² curriculum is driven by clear performance standards for what students should know and be able to do by the end of each school year, and student performance is measured throughout the year towards those annual goals. For each grade level, standards are based on state and national curriculum frameworks and based on clearly defined expectations for student learning. Teachers use six-week interim assessments and end-of-year comprehensive exams to measure the degree to which students are mastering standards and adjust instructional, curricular, and student support decisions per those results, and leadership uses that data to inform professional development needs. Assessments are created internally and aligned to state and national standards and we remain focused on achievement. Teachers are guided to understand and apply Common Core State Standards and Indiana State Standards. Supplemental programs informing curriculum development are outlined in **Figure 2.1**.

Figure 2.1: Potential Supplemental Programs

Instructional Resources	Subject(s)				Middle Grade Levels			High School Grade Levels			
	English	Math	Science	Social Studies	6	7	8	9	10	11	12
Accelerated Reader	X				X	X	X	X	X	X	X
Accellus	X	X	X	X				X	X	X	X
Achieve 3000	X	X	X	X	X	X	X	X	X	X	X
Adaptive Curriculum			X		X	X	X				
Apex Learning	X	X	X	X				X	X	X	X
BlueJ		X						X	X	X	X
College Preparatory Mathematics		X			X	X	X	X	X	X	X
Compass Learning/Odyssey	X	X	X	X	X	X	X	X	X	X	X
Dreambox		X			X	X	X				
Edmodo	X	X	X	X				X	X	X	X
EngageNY	X	X			X	X	X	X	X	X	X
ESL Reading Smart	X				X	X	X	X	X	X	X
FOSS Science Curriculum			X		X	X	X				
Fraction Planet		X			X	X					
FuelEducation	X	X	X	X	X	X	X				
Google Applications	X	X	X	X	X	X	X	X	X	X	X
Houghton Mifflin Harcourt Big Ideas Math		X			X	X	X	X	X	X	X
IXL		X			X	X	X	X	X	X	X
Khan Academy		X			X	X	X	X	X	X	X
Mathalicious		X			X	X	X	X	X	X	X
MY Access Writing	X							X	X	X	X
Newsela	X				X	X	X				
NoRedInk	X				X	X	X	X	X	X	X
Overdrive	X				X	X	X	X	X	X	X

²¹ Bryk, Anthony, et al. (2010). *Organizing Schools for Improvement*. Chicago, IL: University of Chicago Press.

²² We will enroll four classes of 25 students into grade six in Y2 and all subsequent years, for a class size of 25. We enroll 112 students into grade six only in Y1 to ensure fiscal health during the start-up period within our slow growth model.



Reading Mastery	X				X	X	X				
Reflex Math		X			X	X					
Revolution K12		X			X	X	X	X	X	X	
ST Math		X			X	X					
TCI Bring Science Alive!			X		X	X	X				
TCI History Alive				X	X	X	X	X	X	X	X
TenMarks		X			X	X	X				
Virtual Nerd		X			X	X	X	X	X	X	
Wordly Wise	X				X	X	X	X	X	X	X

Reading. Middle school reading instruction concentrates on fluency, comprehension, and text-based analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. In grades 6-8, students have: 180 minutes of daily literacy instruction and targeted, accountable reading time; 100 minutes in Humanities; 50 minutes in Social Studies (emphasis on reading and writing about history, government, geography, and economics); and 30 minutes in Accountable Independent Reading (AIR). The high school extends students’ reading, focusing on specific genres of literature. High school students progress from World to American to Comparative Literature. Students develop deep understanding of the structure and the meaning of a work of literature, studying how form and style are affected by region and time period. Students analyze how themes are influenced by society and identify themes in a broadly representative collection of literature.

Writing. Middle school writing focuses on grammar, punctuation, spelling, five-paragraph papers that are text-based, and the writing process. Students expand their use of descriptive words and complex sentences, and explore different styles of writing. By grade 8, students have developed a personal style of writing, are writing varying types of essays and narratives, and are critiquing and proofreading writing samples. Humanities and the Social Studies require writing, therefore, students experience 150 minutes of writing daily. The high school writing curriculum focuses on research-based text analysis, research papers, oral presentations, and extended written responses.

Figure 2.2: Middle School Reading and Writing Course of Study

Grade	6	7	8
Class	Humanities 6	Humanities 7	Humanities 8

Figure 2.3: High School Reading and Writing Course of Study

Grade	9	10	11	12
Class	American Literature	World Literature	AP Language and Composition or English 11	AP Literature or English 12

Mathematics. Middle school math instruction focuses on math procedures and problem-solving, within two math courses. Students develop an understanding of statistical thinking through writing, interpreting, and using mathematical expressions and equations. Students study introductory algebra and geometry. All students have 100 minutes of daily math instruction: 50 minutes Math Procedures and 50 in Problem Solving. High school students develop math fluency and proficiency through a course sequence that prepares them to take Calculus before they graduate. Students who take a math sequence including Calculus score an average of 24.6 on the ACT Math section, compared to a 22.1 for students completing other advanced math courses, 20.3 for those completing Trigonometry, and 17.7 for those completing Algebra II; 22 is the ACT college-ready benchmark score for math.²³ Students who take Calculus are much more likely to persist through college.²⁴

Figure 2.4: Middle School Mathematics Course of Study

Grade	6	7	8
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²³ *Crisis at the Core: Preparing All Students for College and Work*. ACT, Inc. (2005).

²⁴ Klepfer, Kasey, & Jim Hull. “High school rigor and good advice: setting students up to succeed.” The Center for Public Education, National School Board Association. October 2012. The study found the effects of calculus to be true regardless of background.



Class	Math Procedures 6	Pre-Algebra	Algebra
	Problem Solving 6	Problem Solving 7	Problem Solving 8

Figure 2.5: High School Mathematics Course of Study				
Grade	9	10	11	12
Class	Geometry	Algebra II & Trigonometry	Pre-Calculus	AP Calculus or Calculus

Science. Middle school science curriculum is an integral part of skill and content development. At each grade, the Indiana State Standards and College Board Standards are used to determine student’s understanding of and performance in scientific research, experimentations, and methods. Students demonstrate understanding of physical, life, and earth sciences and learn to view the world scientifically and use college preparatory practices by asking questions about nature and seeking answers through research, discussion, and writing. Students collect and classify objects, measure and justify evidence, make qualitative and quantitative deductions and observations, organize data, and synthesize findings. High school science instruction focuses on deep content knowledge. Students explore science through the scientific method, and learn qualitative and quantitative data-analysis skills. In Grade 11, students choose between two courses - Physics and either AP Biology or AP Chemistry. All courses are aligned to IN State Standards and AP end-of-year assessments.

Figure 2.6: Middle School Science Course of Study			
Grade	6	7	8
Class	Physical Science	Life Science	Physics

Figure 2.7: High School Science Course of Study				
Grade	9	10	11	12
Class	Biology	Chemistry	AP Biology or Environmental Science	AP Chemistry or AP Environmental Science

Social Studies: Middle school Social Studies instruction in the middle focuses on reading and writing in the content area. Students apply their reading skills to acquire new knowledge and develop an understanding of history and work directly with primary and secondary sources. Students focus on geography, world civilizations, and American history. High school Social Studies instruction focuses on the development of deep content knowledge of World and U.S. History, using comparative historical analysis and application of current thinking to historical events to make meaning of history. All courses are aligned to Indiana State Standards and CCSS.

Figure 2.8: Middle School Social Studies Course of Study			
Grade	6	7	8
Class	Social Studies 6	Social Studies 7	Social Studies 8

Figure 2.9: High School Social Studies Course of Study				
Grade	9	10	11	12
Class	World History	US History or AP US History	AP Government or Economics	AP World History or AP Psychology or AP Economics

Descriptions and sequence of classes outside the core curriculum can be found in **Attachment 8**.



Technology. To enhance many of these classes, every student is assigned a Chromebook from which to access class assignments, receive feedback on written work, and communicate with teachers via email. Chromebooks will be used during direct instruction as a supplementary resource and during FOCUS to spiral skills, differentiate instruction, and guide independent study for our gifted students. Chromebooks will also be used in computer literacy and coding electives.

2. Instructional Strategies

To ensure teachers and instruction are of high quality, we implement the following strategies.

All classes, including social studies, science, and math, emphasize reading and writing skills. No matter the class, students are explicitly taught, supported, and expected to explain and analyze their findings orally and in writing. Students are taught, supported, and expected to show and explain their thinking, using text-based evidence and sound reasoning. After three years of rigorous reading, writing, and discussion—in all classes—every Civic Collegiate student will be reading on grade level by the time they enter high school, as measured by NWEA MAP testing.

Literacy and math are at the core of all instruction. On average, by the time children reach age three, those growing up in low-income homes hear 30 million fewer words than their more affluent peers.²⁵ Our job is to overwhelm that gap. We provide an environment that encourages all students to read throughout the day, and we foster a community that celebrates students' love for reading.

In math, given the increased rigor of the newest set of Indiana State Standards, we quickly remediate basic math skills, particularly the four operations, fractions, percentages, decimals, and basic geometry, so students can access standards that address: (1) Number Sense, (2) Computation, (3) Algebraic Functions, (4) Geometry and Measurement, and (5) Data Analysis and Statistics.

We adopt the philosophy of “Authentic Literacy” outlined in Schmoker’s *Focus: Elevating the Essentials to Radically Improve Student Learning*. We believe that “intensive amounts of reading and writing are the soul of learning.”²⁶ Through close reading, text annotation, and discussion, writing about the text informed by those skills and activities, students build an academic foundation in middle and high school that puts them on the path to college. These tenets are the indispensable and primary means of acquiring content knowledge, even in the digital age.²⁷

Every classroom will be led by a high quality teacher - a mission-driven individual who believes in the infinite potential of our students, is eager to grow in their craft as an educator, and possesses deep content knowledge and passion for their subject. Just as teachers will tap into the potential of their students, we will recruit and coach teachers into their potential. The bar for entry is high and feedback will be continuous. Candidates provide sample lessons, write and speak to their belief in our mission, and execute a sample lesson with multiple cycles of feedback and redelivery.

With four weeks of summer training, 240 hours of professional development throughout the year, and our weekly coaching cycle, teachers are immersed in a professional culture that places a premium on learning, practicing, and reflecting on our craft. Teachers are given diagnostic and assessment tools—NWEA MAP, Acuity, and interims—to focus on their students' needs.

Classrooms have clear goals aligned to Common Core State Standards (CCSS) and Indiana State Standards (ISS). From what books to read to how to backwards plan a Civil War unit to how many fraction questions to include in the Do Now, all instructional decisions are based on national and state standards, and internal assessments, state, and nationally-normed assessments (NWEA). During the summer, teachers learn how to backwards plan using *Understanding By Design*, diving into the standards and gaining an understanding of how their standards build on those of the

²⁵ Hart, Betty, and Todd Risely. “The Early Catastrophe: The Millions Word Gap by Age 3.” *American Educator*. 2003.

²⁶ Schmoker, Mike. *Focus: Elevating the Essentials To Radically Improve Student Improvement*. Alexandria, VA: ASCD, 2011.

²⁷ Phillips & Wong. “Tying Together The Common Core of Standards, Instruction, and Assessments.” *Phi Delta Kappa*. 2010.

previous grade and feed into those of the next. Teachers practice their lessons, receive feedback, tweak the framework and execution of lessons, and continue this cycle throughout the year. Over the course of our four-week training, teachers evaluate data from three proxy assessments, write an analysis of the data, and create three lesson plans that address skill gaps found in the data.

We believe great teaching can be taught. We believe there are “teacher moves” common to every exceptional classroom, as outlined in Lemov’s *Teach Like A Champion 2.0*. We work constantly to master these skills; every teacher by the end of summer training will have mastered five techniques upon which we believe the others rest, and as outlined below in **Figure 2.10**.²⁸

Teacher Technique	Description
Strong Voice	Teacher squares up, uses few words, and gives students clear direction while avoiding engaging in back and forth talk.
100%	The expectation that all directions will be followed 100% by 100% of the students.
No Opt Out	Students are to remain engaged throughout the entire lesson. Teacher gives “wait time” for students to arrive at a thoughtful answer. Should a student answer incorrectly, the teacher comes back to the student to answer.
Do It Again	Good habits needs to be practiced. When a student has not followed a direction correctly, the teacher allows the student to do it again, building up good habits and quashing bad ones.
Positive Framing	Narrate what you want students to do, give corrections, followed by positive reinforcement for future behavior.

Gradual Release, “I do,” “We do,” “You do” Instructional Model. The strategy of teacher-led instruction, guided classroom practice, and individual practice for mastery has proven highly effective for ensuring all students learn. Lessons begin with teachers demonstrating the concept or skill - “I do.” After sufficient examples have been taught, teachers provides opportunities to learn and practice the concept together - “We do” - in small groups, for example, that work on a series of questions together and under teacher guidance. Students then practice the concept independently – “You do” - to strengthen understanding and develop individual mastery, allowing students to gradually become more independent and responsible for their own learning.²⁹ During the “You do,” teachers ensure students that are advanced in mastery of the content receive work that challenges them as well. Every student receives independent work that challenges their abilities.

Cognitively Guided Instruction (CGI) – Math and Science. According to the National Center for Improving Student Learning and Achievement in Mathematics and Science, CGI is a professional development program based on: “(a) the development of students’ mathematical thinking; (b) instruction that influences that development; (c) teachers’ knowledge and beliefs that influence their instructional practices; and (d) the way that teacher’s knowledge, beliefs, and practices are influenced by their understanding of students’ mathematical thinking.”³⁰ Middle school problem solving uses CGI to teach students how to apply intuitive math knowledge to solve math problems. Using this method increases students’ ability to solve complicated word problems using multiple strategies, their conceptual thinking in mathematics, and their ability to explain their mathematical reasoning – all primary components of CCSS and ISS. By developing teachers to make meaning of how students learn, teachers can create lessons that push students to expand the means by which they relate math to their environment, increasing mathematical ability. Studies by NCISLA consistently show that students using CGI consistently outperform those that are not.³¹

Small Group Instruction. Teachers use small group instruction daily for small group reading, math, and remediation during FOCUS (see below). Serving a student population with chronic gaps

²⁸ Every successful school studied during the BES Fellowship executes these techniques successfully.

²⁹ Pearson, P.D., and M. Gallagher. (1983) “The Instruction of Reading Comprehension,” *Contemporary Educational Psychology*,

³⁰ Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF> .

³¹ Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF> .

in reading and math, teachers will use data from diagnostic testing, internal assessments, and unit tests to differentiate instruction and create data-driven materials that pinpoint student gaps.

Tutoring. We provide 50 minutes of daily tutorial (FOCUS). Not all students will master content the same day it is presented and students will need multiple attempts to learn the new material and be on-track for the next day. Teachers will use tutorial for (1) whole group remediation, (2) small group instruction, (3) homework support, and (4) independent study. Students who need additional supports participate in small group daily instruction differentiated to their needs. Students identified as “gifted and talented” and with 3.5 GPA participate in independent study curriculum.

Habits of Discussion. We prepare students to use Habits of Discussion in class conversations. We equip students with the language that furthers their learning no matter the subject, allowing students to bring knowledge and background information into the classroom in productive, meaningful ways. Habits of Discussion are posted in classes for use and are outlined in **Figure 2.11**.

Figure 2.11: Habits of Discussion	
Ways to Show Agreement:	
<ul style="list-style-type: none"> • I agree with _____ because _____ • I agree with you _____, but _____ because _____ • I would like to add _____ to what _____ just said” • I know _____ because I read _____ • That makes sense because _____ 	
Ways to Show Disagreement:	
<ul style="list-style-type: none"> • I respectfully disagree with you _____ because _____ • I have a different opinion / point of view... 	
I have a clarifying questions to ask:	
<ul style="list-style-type: none"> • I have a question about _____ • I am confused about _____ • _____, what did you mean when you said _____? • Can you please restate the question? 	
Ways to Push a Conversation Further during Class Discussions:	
<ul style="list-style-type: none"> • Can you say more about that? • What do you think about what I said? • Is there evidence to support that in the text? • Why do you think that? 	

Turn and Talk. Students develop oral and listening skills to be productive citizens in Indianapolis and capable members of a highly literate adult community. Turn and Talk is a discussion protocol between paired students to share answers to a prompt or question to build the skills of active listening and clear oral expression. We use Turn and Talk to have students make sense of their own answers while listening meaningfully to the answers of their partners. Often, teacher have students share aloud the answers of their partners to gauge their ability to listen and synthesize information.

Figure 2.12: Turn and Talk	
Meaningful Turn and Talk	
<ul style="list-style-type: none"> • Eye contact and bodies turned toward each other • Nodding and doing the “connection hand signal” • Smiling and showing a pleasant facial expression 	
Genuine Discussion	
<ul style="list-style-type: none"> • Asking meaningful questions • Making connections • Building on and adding to each other’s thinking • Explaining why you agree or disagree with your partner • Talking for the entire time you have to discuss 	

Extended School Day. By extending the school day from 8:00AM to 4:30PM, students receive 300 minutes of classroom-based instructional time and 80 minutes in tutoring, small group re-teaching, conferencing, and independent reading. We use a two-teacher model from 3:30PM to

4:20PM to re-teach material not mastered by all students that day. This extended day model and use of time has been shown to be highly effective in high-poverty urban schools across the nation.

Accountable Independent Reading (AIR). For 30 minutes every day after lunch, students independently read a book within the students’ reading level, as measured by diagnostic testing, and students select any text in any genre. AIR fosters a love of reading and builds one of our habits of excellence: daily reading. Students read silently whenever they complete their work or are awaiting teachers’ directions, and read for 30 minutes for HW. Research shows that the highest achieving students are those who devote leisure time to reading. The largest international study of reading find that the single most important predictor of academic success is the amount of time children spend reading books, more important than economic or social status.³² Students complete reading logs, differentiated by genre and text difficulty; students track plot, predict future events, react to the conflict, and reflect on character actions. Logs are collected once students finish a text and are included in the Humanities grade. At home, students complete 30 minutes of independent reading and must get parent signature. Reading logs are collected every Friday during advisory.

Data Analysis. Our college preparatory mission, successful proven practices of high performing urban public charter schools, and our students’ academic needs inform our instructional strategies. To achieve our educational goals, we establish a culture that uses data daily, weekly, and every six weeks, ensuring a culture of monitoring progress to goals. **Daily.** Teachers plan lessons using assessment items aligned to CCSS. Teachers use a short assessment or “exit-ticket” to assess daily mastery. **Weekly.** Teachers meet in grade level and content teams to assess student performance. Teachers use data to make adjustments to upcoming lesson plans and/or develop a schedule for in class small-group remediation. **Every 6 Weeks.** Students are assessed using an interim assessment aligned to the CCSS. **Bi-Monthly Data Days.** We use six data days for teachers to analyze student progress in all tested subject areas. Data is used to make school-wide decisions, including but not limited, grouping of students, adjustment in curriculum guides, mandatory tutorial for students, and creation of teacher improvement plans. Our assessment schedule is outlined below in **Figure 2.13**.

Figure 2.13: Y1 Assessment Schedule

Dates	Assessment
August 8-10, 2017	NWEA MAP Assessment
September 12-13, 2017	6-week Interim Assessment 1
November 7-8, 2017	6-week Interim Assessment 2
December 19-20, 2017	6-week Interim Assessment 3
January 16-18, 2018	NWEA MAP Assessment
February 13-14, 2018	6-week Interim Assessment 4
April 10-11, 2018	6-week Interim Assessment 5
May 15-17, 2018	NWEA MAP Assessment
May 29-30, 2018	Final, Comprehensive Assessment 6

Our focus on literacy and math lays the foundation for high academic achievement and an extended school year of 189 days and extended school day from 8:00AM to 4:30PM allow a more intensive educational program. Students (a) read and write independently on or above grade level, (b) develop extensive grade-appropriate vocabulary, (c) demonstrate mastery of math facts and problem-solving skills, and (d) acquire a strong understanding in social studies and the sciences.

Students are taught our school’s **RIGHT** values - **R**espect, **I**ntegrity, **G**enerosity, **H**ard Work, and **T**eam - and through these core values, students develop character, critical thinking, and decision-making skills as they work toward college readiness. From the first day of school, students are exposed to a positive school culture of urgency, accountability, and high expectations.

³² Atwell, Nancie. *The Reading Zone*. Broadway, New York, NY (2007).



We believe that through rigorous academics, frequent assessments, and character education, after three years at Civic Collegiate, all students will be proficient in ELA, math, science, and social studies and will be prepared for a robust college preparatory high school program.

3. Scope and Sequence – Please see **Attachment 8**.

4. Blended Learning Operators – Not applicable.

PUPIL PERFORMANCE STANDARDS

1. Exit Standards - Rigorous exit and promotion standards can be found in **Attachment 9**.

2. Promotion Policies

Promotion is earned and there are clear guidelines governing promotion decisions. Two metrics are considered when promoting students to the next grade: academic achievement and attendance.

Academic Achievement. Two academic metrics determine promotion or retention: (1) average achievement on interim assessments and (2) end-of-year grades. A grade of 70% or better is considered passing. Students earning a failing average on an interim assessment and/or end-of-year report card in one or two classes attend our summer school program which provides small-group remediation in identified areas of need. If a student passes the program, as evidenced by earning a 70% or better on a minimum competency assessment in the remediated area, s/he is promoted. If not, s/he is retained. Students who earn a failing average score on an interim assessments and/or end-of-year report card in more than two classes is retained. Specific provisions of an Individual Education Plan (IEP) may amend promotion or retention criteria, on a case-by case basis.

Attendance. Regardless of grade, students whose absences exceed 10 over the course of one academic year will be candidates for retention. Once a student reaches 15 absences, they are unable to rise to the next grade. Absences resulting from out-of-school suspensions are not excused. We maintain close, communicative relationships with families, proactively addressing attendance concerns as part of our early intervention approach. After three absences, the student and family are sent a letter home by the Dean of Students, who also speaks with the family via phone. After five absences, a second letter is sent home and the student and family meet with the Head of School and Dean of Students in Y1-Y3, and with the Principal and Dean starting in Y4; the Dean creates an action plan to ensure the student is punctual and in school every day. Another meeting is scheduled should there be a seventh absence; the action plan is revisited to support student success.

HIGH SCHOOL GRADUATION REQUIREMENTS

1. Meeting Indiana Graduation Requirements

All students will be held accountable to meeting the following standards to prepare them for a rigorous college experience. In all cases, we meet or exceed all graduation requirements needed for a Core 40 diploma, as outlined by the IN State Board of Education.³³ Aligned to our college preparatory mission, all high school-enrolled students are held to the following credit requirements to graduate: ELA – 8; Mathematics – 8; Science – 4; Social Studies – 4; Physical Education – 2; Health and Wellness – 2; College and Career Pathway Courses – 6; Flex Credit – 5; Electives – 6. Because “most college remediation occurs in reading, writing, and math,” and because low-income, Hispanic and African-American students “are more likely to need remediation,” our students take an English and math course every semester, and our math requirements exceed those of the State by four credit hours.³⁴ Each credit represents a fully completed semester of a course with a passing score of 70 or above. Grade point averages are calculated using a four-point scale, with each letter

³³ Retrieved from <http://www.doe.in.gov/sites/default/files/curriculum/general-diploma-requirements-classof2016.pdf>.

³⁴ Retrieved from <http://www.ncsl.org/research/education/improving-college-completion-reforming-remedial.aspx>.

grade weighing as follows: **A=4; B=3; C=2; F=0**. Students are able to earn a Core 40 diploma with Academic Honors. Students need at least 47 credits, and follow one of the course tracks outlined by the IN State Board of Education. Please see graduation requirements in **Attachment 9**.

By grade twelve, each student will have completed the following performance assessments and tasks: **Senior Thesis** - students explore, research, and develop a 25-page paper on an academic topic approved by a senior advisor; **Extended Oral Presentation** - students deliver at least two, 30-minute oral presentations on a topic in English class; **60 Hours of Community Service** – students complete 15 hours of community service each year; **ACT Completion** - students take the ACT at least once and those that score below a 20 are required to take the ACT again.³⁵

2. Ensuring College Readiness

These graduation requirements allow students the opportunity to be competitive applicants to the four-year colleges and universities of their choice, including, but not limited to, such schools as Indiana University, Purdue University, Indiana State University, Butler University, IUPUI, Valparaiso, the University of Notre Dame, Marian University, and the University of Indianapolis.

3. Structures and Systems to Get Students to Graduation

Multiple strategies get students to graduation and prepare them to access both college and career.

Guidance Counselors. The high school includes a Lower Academy (9-10) and Upper Academy (11-12). Each has a Guidance Counselor. The Lower Academy Counselor creates a long-term credit plan with freshmen to ensure they have a plan to meet all graduation requirements. The Upper Academy Counselor helps students sign up for the ACT, meets twice per year in all grades with families on college-fit, and ensures families can navigate FASFA and other financial forms.

Mentors. Independent evaluations show that formal mentoring can help at-risk students develop healthy relationships with adults, including their parent(s), and in turn achieve gains in academic and psychosocial outcomes—school attendance and performance, self-worth, and reduced substance abuse.³⁶ These effects are strongest when the mentoring relationship is long-term, and strongest for at-risk students.³⁷ In high school, we recruit community members to mentor 2-4 students. Mentors eat lunch with students, check grades, and create connections within the city.

Community Service. Research shows that service-learning and community service have a positive civic impact on students' civic knowledge, skills, dispositions, and engagement.³⁸ Middle and high school students in Illinois who participated in service-learning programs showed statistically significant gains in their academic competence, aspirations to pursue postsecondary education, acquisitions of 21st century skills, social-emotional learning skills, support for the school, and likelihood of graduating.³⁹ High schoolers complete 15 hours of community service per year; every senior who began with us in grade 9 applies to college with 60 community service hours completed.

Civics Curriculum. Recent study by San Francisco State University found that when course content “focused on themes of social justice, discrimination, stereotypes, and social movements from U.S. history,” attendance for participating students increased by 21%, GPAs jumped by 1.4 grade points, and GPA gains were larger for boys than girls, a rare outcome for reform measures.⁴⁰

³⁵ Families unable to afford taking the ACT more than once can receive a payment waiver from the Head of School.

³⁶ DuBois, Holloway, Valentine, & Cooper, “Effectiveness of Mentoring Programs for Youth, *American Journal of Community Psychology* (April 2002).

³⁷ Grossman and Tierney, “Does Mentoring Work?” *Evaluation Review* (1998).

³⁸ Billig, Shelley, Sue Root, and Dan Jesse, “CIRCLE Working Paper 33: Impact of Participation in Service Learning on High School Students' Civic Engagement” (2005).

³⁹ Judy Northup, “Cluster Evaluation of Illinois Learn and Serve, 2009–2010” (Denver: RMC Research Corporation).

⁴⁰ Dee, Thomas S. “Teachers, Race and Student Achievement in a Randomized Experiment.” *The Review of Economics and Statistics* 86, 1 (February 2004): 195-210.

Students were also encouraged to engage with their community and family history through required community service. Our civics courses and emphasis on current events in the classroom allow space for teachers and student to study the backgrounds of the community and city in which we reside.

Clear Attendance Policy. According to a 2007 University of Chicago study, course attendance is eight times more predictive of ninth grade failure than eighth grade test scores. Students with very low eighth grade test scores who miss one week of class are less likely to fail than students with very high test scores who miss two weeks of class.⁴¹ Any student who misses more than 15 days of school will not be eligible for promotion. Parents and guardians are contacted every time a student misses school. Like the middle school’s attendance policy, after three unexcused absences, the student and family are sent a letter home and the Dean of Students contacts the family via phone. After five absences, a second letter is sent home and the student and family are required to meet with the Head of School and Dean of Students in Y1-Y3 and Dean and Principal as hired in Y4; the Dean and family create an action plan to ensure the student is punctual and in school daily. Another meeting is scheduled should there be a seventh absence and the action plan is revisited to support student success. Once a student has missed 10 days of school, they can be retained. After missing 15, they are unable to rise to the next grade.

Promotion and Parents. Parents learn promotion criteria during Home Visits with the Head of School, in writing within the Student and Family Handbook provided before the start of school, and during parent/teacher conferences. During these conferences, teachers and administrators walk through grades and behavior, and indicate whether or not a student is on track to graduating based on GPA, attendance, and course load. Families learn about their student’s path to graduation through two annual meetings with the Guidance Counselor.

School Calendar and Schedule

- 1. Calendar and Schedule** - Please see calendar and schedules in **Attachment 10**.

SCHOOL CULTURE

1. Promoting A Positive Academic Environment, Intellectual, and Social Development

Our commitment to structure and routine provides space for students to flourish and for them to have the physical, emotional, and intellectual safety and the positive, strong relationships that support their growth and success. In *Scarcity*, behavioral economists Mullainathan and Sahfir explain how students faced with conditions of scarcity succeed in predictable environments.⁴² When students know where to turn in their HW, when they know what to wear to school, when they can use the restroom and are able to converse with friends, they open up bandwidth in their brains for other tasks. Making students feel safe through our structures and habits helps center the vast majority of the school day on academics. Students also flourish academically and socially because we teach behavior with the same clarity we bring to academics.

The **RIGHT** values of **R**espect, **I**ntegrity, **G**enerosity, **H**ard Work, and **T**eam drive our behavior management systems within classrooms and inform community meetings and civics curriculum, growing students’ leadership and within their lives at home and within the community.

Harvard University’s report *Turning the Tide* highlighted efforts of top-tier universities to include metrics in the admissions process that show how candidates “contribute to others and their communities in authentic ways, and evidence of character and leadership qualities that go beyond

⁴¹ Retrieved from <http://www-news.uchicago.edu/releases/07/070815.ccsr.shtml>.

⁴² Sendhil Mullainathan, and Eldar Shafir, *Scarcity: Why Having Too Little Means So Much*. New York: Times Books, (2013).

typical high school clubs and activities.”⁴³ We will give our students the skills to clearly articulate their passions and to demonstrate their intellect.

To measure our students’ daily embodiment of the core **RIGHT** values, we have adopted the discipline system from Brooke Charter Schools⁴⁴, high-performing urban charter schools in Boston, and, like them, use the word “impression” to instill in students self-awareness, preparing them to self-monitor behavior and taking away the power of words like “punishment” and instead allowing students to reflect on how their actions lead to consequences, negative and positive.

As outlined below, Civic Collegiate focuses on **RIGHT** values and links the academic abilities needed to succeed in college and the character development needed to navigate the world’s challenges. Recent research focuses on identifying key character traits that allow students to be successful beyond K-12. Paul Tough in *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* concludes that character education and academic education are inextricably linked to a student’s future success.⁴⁵ Tough describes key character traits such as self-control and self-confidence as leading indicators to future achievement. For our students to lead in college and have productive lives, they must commit themselves to being hard-working, honest people.

Figure 2.14: Foundations for Habits of Excellence

R	RESPECT	<p>“No man is above the law and no man is below it.” – Theodore Roosevelt</p> <ul style="list-style-type: none"> • We listen to others. • We learn from other perspectives. • We value all people.
I	INTEGRITY	<p>“Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not.” – Oprah Winfrey</p> <ul style="list-style-type: none"> • We align our actions with our beliefs. • We do the right thing because it is the right thing to do. • We are honest.
G	GENEROSITY	<p>“Real generosity is doing something nice for someone who will never find out.” – Benjamin Franklin</p> <ul style="list-style-type: none"> • We sacrifice things for each other. • We listen as much as we speak. • We are generous in our mindset: we assume the best of others.
H	HARD WORK	<p>“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” – Dr. Martin Luther King, Jr.</p> <ul style="list-style-type: none"> • We control our own destiny. • We concern ourselves with our own actions first. • We do not let obstacles stop us from achieving our goals.
T	TEAM	<p>“The best way to find yourself is to lose yourself in the service of others.” – Mahatma Gandhi</p> <ul style="list-style-type: none"> • We work hard in support of our school community. • We seek to help others. • We do not achieve, unless we all achieve.

2. Implementing the Culture on Day One

The Head of School conducts individual Home Visits with all new families before the first day of school on August 1, starting to build strong relationships with families that allow students to build success on day one. The Head of School brings a school uniform, Handbook, bookmark, and overview of the student’s schedule and academic expectations. Families are encouraged to ask

⁴³ Retrieved from http://mcc.gse.harvard.edu/files/gse-mcc/files/20160120_mcc_ttt_report_interactive.pdf?m=1453303517.

⁴⁴ Lead Founder/proposed Head of School conducted research at Brooke Charter Schools as part of BES Fellowship.

⁴⁵ Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. NY: Houghton Mifflin, 2012.

questions and discuss concerns. We ensure students and families know what to expect, including understanding how parent/school communication works, how the uniform is to be worn every day, what academic and behavioral expectations are required, and the process for pick-up and drop-off.

While important for the Head of School and families to begin the school year on the right footing, it is equally important that teachers, students, and families have baseline conversations around coursework before the year begins. On July 25 and 26, we invite families into the school building, better understand pick-up and drop-off procedures, hear from the Head of School, and meet with teachers. Each student greets their homeroom teacher for the first time and receives their class schedule. The teacher shows the student his/her assigned desk and explains the common signage on the walls. Like the Home Visit, school visits before the year begins allows families to interact with the school in a way to help them feel comfortable and undergirds success.

Teachers are well prepared to provide high quality instruction on day one as consequence of 17 days of summer training. Teachers study state and national standards, review special education law and engage in special education training and teambuilding activities, build lesson plans and assessments, norm grading procedures, learn behavior management techniques, and they practice. Not exhaustive, this general list gives general sketch of the work with school culture and academic structure teachers have before August 1. All staff participate in a “day one dress rehearsal” on Monday, July 31. We walk through the entire day, meeting for morning huddle at 7:11a.m., practicing every procedure, direction, and lesson for the day.

Students are acclimated to the school and its procedures through our three-day student orientation. Beginning August 1, students spend the first half of each day learning the structures and procedures that allow for academic success. Students are given explicit culture lessons, and they practice throughout the morning. Students also practice these routines and procedures within their classes during the second half of the day in academic content. Students begin their academic journey while teachers monitor behavior and norms, giving formative feedback along the way to help students better understand their role and responsibilities. An outline of orientation is below in **Figure 2.15**.

Figure 2.15: Student Orientation

August 1 st	August 2 nd	August 3 rd
<ul style="list-style-type: none"> • Entrance and exit procedures • Advisory procedures • Homework turn-in • The consequence ladder • History of the advisory’s university • Uniform protocol • Character lessons on “Respect” and “Integrity” • Lunch procedure • Hallway expectations 	<ul style="list-style-type: none"> • Review entrance and exit procedures • Review homework turn-in • Habits of discussion • Snack and break procedures • Accountable Independent Reading (“AIR”) • Character lessons on “Growth” and “Hard Work” • Lunch procedure 	<ul style="list-style-type: none"> • Review entrance/exit procedures • Review uniform protocol • Review homework turn-in • Walkthrough of academic progress report • Walkthrough of behavioral progress report • Review student schedules • Character lesson on “Teamwork” • “Why we teach civics” • Introduction to electives

3. A Typical Student Day at Civic Collegiate

“Do you have everything?” Isaac’s mother asks as he flips through his homework folder, checking that he has every assignment in the right order. Just as his mother announces, “We’re here,” Isaac finishes his inspection and put the final piece of paper, his reading log signed by his mother, in the front of the folder. This week, Isaac has read for 30 minutes every night before dinner, and so far his weekly log is perfect. It is 7:32AM, and Isaac has just arrived at school.



“Good morning, Isaac!” Ms. Jordan, Isaac’s math teacher smiles as she opens the car door and welcomes Isaac to school. “Good morning, Ms. Jordan!” Ms. Jordan shakes Isaac’s hand, thanks his mother, and points him towards the front of the school, where the school leader is waiting with an equally strong handshake and warm greeting. Isaac walks urgently to his classroom, receiving a greeting from every adult he sees. Isaac is a stranger to no one here; every adult knows his name.

Moving towards his classroom, Isaac notices the college pennants, student work, and pictures of historical figures that adorn the walls. He passes Thurgood Marshall and display of mastered math tests before seeing the large crimson and cream flag above his homeroom door. Mr. Little, his homeroom teacher, looks through Isaac’s homework folder, ensuring everything is complete and that a parent has signed his reading log before inviting Isaac inside to join his classmates in Indiana University. It’s 7:40AM and breakfast waits for Isaac on his desk, as does his morning work.

This morning, morning work centers on math. Some of the problems are blank, ready for Isaac to work through them. Others are already complete, though incorrect so Isaac must find and correct the errors. Proudly finishing with eight minutes until the morning bell, Isaac takes out his independent reading book and reads while soft classical music plays in the background. Mr. Little walks by Isaac, leans in and whispers, “I love that Hard Work, Isaac. Way to do what’s RIGHT.”

At 8:29AM Mr. Little has all students pass their morning work to the front of the class. Once all papers “flow” to the front, Isaac has 30 seconds to open his Chromebook and access the Google doc with his latest essay. Mr. Little added comments to every rough draft, pushing students to be clearer in their language and focus on the current standard: effective introductions.

Mr. Little walks through three different prompts, thinking out loud and calling on several students to answer questions. Isaac knows anyone can be called on at any time, and so he always thinks through the answer even when his hand is not raised. Mr. Little believes this is what makes the class a “Team,” highlighting one of the RIGHT values. “When everyone is thinking,” he often reminds, “we all benefit—and that’s what makes us a team.” Once Mr. Little is done naming and modeling the three parts of an excellent introduction, he shows Cassidy’s essay to the class, drawing out the key components and showering her with praise for her Hard Work, another RIGHT value. “Next week, Mr. Little is going to show my essay to the class,” Isaac thinks to himself as he eagerly reads and responds to Mr. Little’s essay notes.

By 9:22AM Isaac has completed his “Do Now” in math procedures. Ms. Jordan walks by Isaac’s paper and points to the second problem with her pen. “Think through this one more time. Walk yourself through the steps slowly. I’m going to call on you to share out your work in one minute.” Isaac realizes his mistake and erases his work. To his surprise, when Ms. Jordan asks him to share out his answer, she wants Isaac to explain why he got it wrong originally, not why he got it right eventually. Isaac explains where he forgot to flip his fraction and why he did not think to flip it. Ms. Jordan thanks him for making a mistake so everyone could learn from it. “And many of you made the same error as Isaac. Isaac? Can you tell us what you fixed when you went through it a second time?” Ms. Jordan makes students feel like strong learners even when they are wrong.

A 15-minute break follows second period. Ms. Jordan passes out today’s healthy snack and asks which students need to use the restroom. Like many of his classmates, Isaac enjoys eating his snack while watching CNN Student News. Today, the host, is discussing the space program and the latest Supreme Court case. Isaac is now ready for his second period - Humanities.

“While we read this chapter, I want you to annotate moments in the text that pertain to the power of the community in *The Giver*,” Mr. Little instructs at 10:27AM. Isaac loves reading. Mr. Little showed him how to pick a book that is at the right level and fits his interests. Even though his favorite genre is historical fiction, Isaac enjoys reading *The Giver* with his classmates. Isaac listens

to classmates argue respectfully, writes his own ideas about the chapter, and shares thoughts with his partner. He hears Mr. Little’s voice in his head, “Read. Write. Discuss. Everyday! It’s a must!”

Now in Science, Isaac and his classmates listen closely as Mr. Rynne explains the process of absorbing food.⁴⁶ Isaac mentions to his lab group that this lesson reminds him of the civics lesson they completed on Friday on nutritional literacy. Students read an excerpt from Pollan’s *Omnivore’s Dilemma* and wrote about how what your food eats affects you and your body. Mr. Rynne notices several students make this connection and begins a call and response: “Come sun or sleet or wind or rain.... *Nothing’s gonna stop this brain!*” At 12:05PM class is over and lunch begins. Isaac grabs his tray and sits down with his friends.

Back in Ms. Jordan’s class, Isaac settles in for 30 minutes of Accountable Independent Reading, or, more commonly “AIR.” Right now, Isaac is engrossed in *The Glory Field* by Walter Dean Myers. Isaac loves historical fiction, and this book is especially good because it follows five generations of a family and covers several different historical time periods as they make a life for themselves in America. Isaac is just about to finish a chapter when Ms. Jordan asks that all students close their books. Isaac looks disappointed, but Ms. Jordan reminds him that he has 30 minutes of independent reading homework tonight, and he can rejoin the characters once he’s home.

“You have 27 seconds to open your Chromebook, write your name on your paper, and find my eyes. The timer...starts...now.” Ms. Jordan delivers the direction with a hushed, urgent tone. The timer beeps and she scans the room for every pair of eyes. She tells students where to click on their computers, and how to setup their papers. “Today,” she explains, “we are going to create and interpret some graphs.”⁴⁷ Ms. Jordan shows students the data in their shared excel sheet and how to graph the numbers on their papers and how to check their work by making a graph on the computers. Ms. Jordan shows students how to do this two times before asking them to practice on their own while she circulates. Isaac and his classmates graph the datasets and write about them in their math notebooks. Once students have graphed every dataset and answered each question, Ms. Jordan tells students where she got the data. “These numbers represent your scores on last week’s math test. Each group of numbers represents the class’ score on a skill from last unit. Based on the graphs, on which group do we need the most help? Take 10 seconds and talk to your partner.” Isaac points to group number eight. The average score in the group was by far the lowest, and the graph did not have much slope—almost all scores were low. “Now, which one of these groups do we need to work on again? And I need you to tell me *why*,” Ms. Jordan insists. Isaac’s hand goes up, using the “college arm” he learned at student orientation weeks ago. Ms. Jordan calls on another student, Darius, who correctly identifies and explains the answer. Isaac gives a silent signal to indicate he agrees with the student’s thinking and answer. “That’s right, Darius. We need to work on group eight, dividing fractions. Most of us missed those questions and the graph shows we scored low as a class.” Isaac’s arm shoots up into the air again. “Yes, Isaac?” asks Ms. Jordan. “That’s what we did on our morning work today!” he offers. “That’s exactly right Isaac. We wanted everyone to get more practice this morning, and you can bet we’ll do even more later this week.”

Beaming as he walks out of class, Isaac moves toward his final core class of the day, Social Studies. Because today is Wednesday, Isaac and his classmates know they will be learning about civics. The current unit is titled “State and Local Government” and students are working in groups to compare and contrast the Indiana and United States Constitutions. Like most civics classes, students discuss and debate ideas, practicing public speaking and respectful debate. After a healthy discussion, Isaac and his classmates get 10 minutes to play “Supreme Decision” on their computers. The activity, found on iCivics, a Common Core-aligned online curriculum, allows students to clerk for a fictional Justice who grabs you on her way to an oral argument in a case involving a student’s

⁴⁶ Indiana Science Standard 6.3.5.

⁴⁷ Indiana Math Standard 6.DS.2.

right to wear a banned band t-shirt. The Court is split 4 to 4. The game divides the First Amendment case into four issues explained through the other Justices' conversations. The player puts together the legal analysis needed to decide the case. While Isaac plays, he thinks about the Supreme Court case he heard this morning on CNN Student News, wondering how he would decide the case.

At 2:55PM Isaac walks up to the starting line, hugging his toe as close to the line as possible. “Go!” shouts Ms. Kelig. Isaac races around the obstacle course. He jumps rope, hops on one leg, shoots a basketball, and completes 10 pushups before making it back to the starting line to tag his teammate. Isaac loves physical education. Ms. Kelig always has new, fun ways to get students moving. She constantly emphasizes the team aspect of Civic’s RIGHT values. Most of her exercises require partners or groups, and Ms. Kelig often reminds the class to “cheer for each other.”

With his pencils and math homework out on his desk, Isaac is ready to begin FOCUS at 3:40PM. Mr. Little reminds students to begin with their most difficult homework assignments—for Isaac, that is math. While working through his homework silently, Ms. Jordan arrives to break students into small groups. When she walks over to Isaac’s group, she hands them their test from last week, with different problems circled. “You’re going to get every single problem you missed on this test right,” she whispers intensely. “I know you can do it.” Isaac’s group of six missed several of the same problems in the same section. Ms. Jordan takes out her whiteboard and walks Isaac’s group through some practice problems before they work as a group to solve the problems they missed. Ms. Jordan does this with every group until 4:25PM - there are five minutes left in the day.

Isaac is this week’s classroom cleaner, so he grabs the manual, nonelectric sweeper in the back and picks up any litter on the ground. Once back in his seat, he consults his planner and ensures he has every piece of homework in his folder and his book, *Glory Field*, in his backpack. “Enjoy your afternoon, Isaac,” Ms. Jordan smiles, and the two shake hands, as Isaac exits the classroom.

4. A Typical Teacher Day at Civic Collegiate

Figure 2.16: Sample Teacher Schedule

6:40	Prepare for Day: Review annotations for the morning’s lesson, finding opportunities to implement coaching feedback from the previous day. Place morning work on desks.
7:01	Grade Level Huddle: Name objective, practice Do Now introduction, and cite one piece of anticipated feedback during lesson. Role-play until staff huddle.
7:11	Staff Huddle: Listen to Head of School give culture feedback, targeting quicker transitions between academic tasks. Observe colleague practice “What to Do” and give feedback.
7:25	Student Arrival: Report to post, greeting students with a warm smile, “good morning,” and scanning for appropriate uniform.
7:25-7:59	Breakfast and Morning Work: Begin playing classical music while students silently work through morning work and eat their breakfast. Collect homework folders from every student, checking for completion and signed reading logs.
8:00-8:30	Advisory: Review morning work with students. Review ways students can show respect and earn RIGHT points. Give two students RIGHT points for their excellent listening skills during yesterday’s Humanities lesson.
8:30-10:10	Humanities I—IU + Purdue Cohorts: Review three vocabulary words by modeling their use and using visual images. Introduce mood and how authors use it. Have students close read two passages and compare and contrast mood.
10:10-10:25	Break: Create a bathroom list, instruct student responsible for passing out snack to do so, and circulate to ensure conversations are friendly and inclusive.
10:25-11:15	Prep: Grade yesterday’s quiz, call four parents to give them behavior updates, print materials for FOCUS, and read chapter from <i>Reading Reconsidered</i> , as assigned by Head of School.
11:15-12:05	Humanities II—IU: Review two vocabulary words by modeling their use and comparing them to other, closely related words. Read twelve pages from <i>A Single Shard</i> and have students answer questions using complex and compound sentences. Place a student’s work under the document camera and have students provide feedback and revise their own answers.
12:05-12:35	Lunch: Circulate around the IU and Purdue tables to ensure conversations are appropriate. Help students move through the line quickly, checking for uniforms.

12:40-1:10	Accountable Independent Reading: Before sending students into their books, give them a key item to identify. “How did the main conflict evolve or change in the pages you read?” for example. Circulate to ensure all students are authentically engaged with the book. Give RIGHT points to those who are showing “Hard Work.”
1:10-2:00	Humanities II—Purdue: Review two vocabulary words by modeling their use and comparing them to other, closely related words. Read twelve pages from <i>A Single Shard</i> and have students answer questions using complex and compound sentences. Place a student’s work under the document camera and have students provide feedback and revise their own answers.
2:00-2:50	Social Studies Push-In/Check-In with Head of School: Assist the Social Studies teacher in giving feedback to students, stymie misbehaving, and, if needed, delivering content. Check-in with the Head of School, receive glow and grows, practice giving clear instructions, and annotate tomorrow’s lesson using economy of language in all directions.
2:50-3:40	Planning Meeting: Sit down with the second ELA teacher and reflect on today’s lessons, mine assessment data, create next week’s morning work, and review upcoming unit assessment.
3:40-4:30	FOCUS: Break students into groups. Some are reading independently, others are working on Kahn Academy on their Chromebook, and the remaining groups have begun their homework. After twenty minutes of work, sit down with a small group to reread the assigned pages from today’s class and revise all constructed responses until mastery is achieved.
4:30-5:00	Assist with Dismissal and Prepare for Tomorrow: Dismiss students from classrooms and usher them outside to their cars. Once all students have left the building, check that the correct students are in homework detention, check that all materials are printed and setup for the following day.

SUPPLEMENTAL PROGRAMMING

1. Summer School

Summer School is a two-week program that supports skill acquisition not mastered during the school year. A student is asked to attend Summer School if they are scoring more than one and a half years below grade level on NWEA testing, failed one or two classes, or did not pass the ISTEP+. Summer School operates from 8:00AM to 12:00PM. Lunch is not provided. A student satisfies the requirements of Summer School through full participation in all days and earning a 70% or better in a minimum competency assessment administered on the last day. We will write grants to defray costs of summer school; should no grants be secured, we will draw from our contingency funds. Summer School dates are contingent upon when ISTEP+ scores are released. Teachers receive a \$1000 stipend for creating data-driven lessons to meet the needs of those in Summer School, execute on those lessons, and grade all student work. While we cannot fully predict the number of students who will attend, examining similar schools, we are currently estimating that 10% to 20% of our student community may need to access Summer School.

2. Extra and Co-Curricular Activities and Programming

We offer four middle school electives, which rotate daily: Coding, Physical Education, Strategy Games, and Theatre.

Coding. Through MIT’s “Scratch,” Code Academy, and Coursera, Civic Collegiate students are exposed to HTML, JavaScript, Python, and Ruby. In sixth and seventh^h grades, all students take coding as part of the weekly enrichment rotation. In eighth grade, students can enroll in a coding class as their permanent elective. At the high school, we will offer AP Computer Science. In 2015, just 41 Black students took the AP Computer Science test in Indiana, with an average score of 1.83. Should one quarter of our students in a given grade choose to take AP Computer Science and sit for the exam, the average participation rate for Black students in Indiana would jump 61 percent.⁴⁸

⁴⁸ Retrieved from <http://research.collegeboard.org/programs/ap/data/participation/ap-2015>.



Physical Education. We support and promote the health and wellness of students through physical education, nutrition, and health courses.⁴⁹ Physical education is a course requirement from sixth to eighth grade and two credits are required in high school at Civic Collegiate, educating the benefits of physical fitness and encouraging the value of a better quality of life due to healthy living.

Strategy Games. Students begin by learning the basics of chess, shown to improve attention span, memory, and cognitive abilities. Students branch off into other strategy games like *Settlers of Catan* and *Risk*. Students learn and develop cognitive and non-cognitive skills and the importance of taking turns, learning to deal with actions and consequences, make tough choices, and being good teammates. Students learn how to think ahead, anticipate next steps, and lose gracefully.

Theatre. Students participating in theatre improve their academic performance⁵⁰, increase attendance to school⁵¹, and improve overall reading comprehension⁵², and exposure to dramatic arts helps to close the achievement gap.⁵³ Theatre exposes students to the arts, reinforcing reading strategies, giving students an opportunity to interact with text in a way they might not in Humanities classrooms. We align one book per semester with a play performed by the Indianapolis Reparatory Theatre and take advantage of student discounts and bulk packaging to see one matinee each year

College Trips. Every year, students visit at least one college or university.

Figure 2.17: College Visits

Grade Level	Destination
6	City: Marian University and IUPUI
7	State: Indiana University and Purdue University
8	Nation: Students make a trip to Washington DC, where, among other stops, they will visit Georgetown University and George Washington University
9	Chicago: University of Chicago, Northwestern University, and DePaul University
10	International: We will take students abroad during the summer between 10 th and 11 th grade, ensuring many will be able to cite an international experience on their college applications.
11	Cluster students based on desired college experience—small, large, public, private, etc.
12	Cluster students based on desired college experience—small, large, public, private, etc.

Mental, Emotional, and Social Development and Health. The Partnership for 21st Century Skills notes that “there is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces.”⁵⁴ The Partnership explains that while students must have strong academic skills to be successful, there is a clear gap between what students know about social skills and what will be required of them in the real world. The Collaborative for the Advancement of Social and Emotional Learning asserts that schools also need to teach students to be good citizens who can effectively interact with others and behave constructively.⁵⁵ Our mission statement includes our commitment to the development of our students’ “habits of excellence” - skills and abilities we build over time that allow our

⁴⁹ Our physical education course has lessons on nutrition and health wrapped into the curriculum. These curriculum materials often speak to and reinforce topics covered in the science course.

⁵⁰ N. Barry, J. Taylor, and Kwalls, "The Role of the Fine and Performing Arts in High School Dropout Prevention," *Critical Links: Learning in the Arts and Student Achievement and Social Development*, ed. Richard Deasy (Washington, DC: Arts Education Partnership, 2002).

⁵¹ Fiske, Edward B., ed. *Champions of Change: The Impact of the Arts on Learning*. (Washington, DC: Arts Education Partnership and the President’s Committee on the Arts and the Humanities, 1999).

⁵² James S. Caterall, Richard Chappleau, and John Iwanaga, "Involvement in the Arts and Human Development." *Champions of Change: The Impact of the Arts on Learning*, ed. Edward B. Fiske (Washington, DC: Arts Education Partnership and the President’s Committee on the Arts and the Humanities, 1999).

⁵³ Sandra S. Ruppert and the National Assembly of State Arts Agencies, *Critical Evidence: How the Arts Benefit Student Achievement* (Washington, DC: National Assembly of State Arts Agencies and the Arts Education Partnership, 2006).

⁵⁴ Partnership for 21st Century Skills. (2004). *A report and mile guide for 21st century skills*. Tucson, AZ.

⁵⁵ Elias, M.J., Zins, J.E., and Shriver, T.P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.



students to flourish as college students, employees, and citizens. Our commitment to social and emotional excellence manifests in three ways. **(1) Excellent Work Habits.** Going back to the words of Aristotle, 19th century psychologist William James reminds us that “[a]ll our life... is but a mass of habits.”⁵⁶ Paul Tough argues that “what matters most in a child’s development is not how much information we can stuff into her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, conscientiousness, grit, and self-confidence.”⁵⁷ At Civic Collegiate, habits are built through rituals, routines, and expectations that are school-wide and provide a framework for the academic day. When every student experiences the same expectations and the same effort is inspired and required in every classroom, as implemented within the highest performing charter schools and as studied directly through BES, the impact on students is profound. Students are assigned and taught to complete HW every night. They are taught to make eye contact with peers and adults during conversation. Students are taught to shake hands firmly, disagree respectfully, and organize themselves and their work for full engagement and success. They know that actions inform their habits, which inform their character. **(2) Excellent Mindsets.** In *Mindset: The New Psychology of Success*, Carol Dweck describes the power of a “growth mindset,” a belief that your basic qualities are things you can cultivate through effort. Students who adopt growth mindsets do not label themselves as “smart” or “unintelligent.” They do not believe ability is fixed. Students with growth mindsets believe that diligence and concerted effort towards a goal are the tools of success. To foster a growth mindset in our students, we use classroom feedback that emphasizes effort, not intelligence. As grading gets more difficult, students begin to rotate teachers more frequently, and the academic material becomes more rigorous, many students have difficulty acclimating. Dweck found that middle school students with fixed mindsets “showed an immediate drop-off in grades, and slowly but surely did worse and worse over the three years.”⁵⁸ Like all students, our students will hit roadblocks in their educational journey. Preparing them to anticipate and plan for those obstacles helps ease the transition and fosters a mindset that propels them forward. **(3) Excellent Values.** Angela Duckworth notes, “Habit and character are essentially the same thing. It’s not as if some kids are good and some kids are bad. Some kids just have good habits while others don’t, and kids understand it when you put it that way because they know that habits might be hard to change, but they are not impossible to change.”⁵⁹ Our habits reflect our character, habits can be taught, and schools have an obligation to give students an opportunity to practice good habits every day. We orient students to what good habits look like by explicitly teaching those habits through **RIGHT** values: **R**espect, **I**ntegrity, **G**enerosity, **H**ard Work, and **T**eam. Student actions are repeatedly connected to these values, reinforcing character habits students need to be successful in college, their career, and as a member of democratic society.

3. Student-Focused Activities

Character Development. Our values are constantly messaged through teacher feedback, hallway and classroom signage, and our civics curriculum. Students will have academic content that does not immediately make sense to them. We instill in students a firm belief that it is okay to say, “I do not understand,” so long as it is followed with a “yet.”

Community Circle. Once per week during morning advisory, each grade level convenes to discuss academic and behavioral data, upcoming assessments, and engage in a short leadership lesson aligned to a core value. Teachers nominate a student of the week, a young man or woman exemplifying our core values. The teacher reads a brief statement about the student and presents a piece of “Civic SWAG”—pencil, bookmark, t-shirt, water bottle with the school’s insignia. The

⁵⁶ James, William. *The Principles of Psychology*. NY: Dover, 1950.

⁵⁷ Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character.*, NY: Houghton Mifflin Harcourt, 2012.

⁵⁸ Ibid.

⁵⁹ Ibid.

family of the student of the week are contacted ahead of time and invited to the Community Circle.

Community Service. Students complete 10 hours of community service every year in middle school, and 15 hours every year in high school. A student who enrolls in Civic Collegiate in the 6th grade and graduates from Civic Collegiate in the twelfth grade will have completed 90 hours of community service, making a serious contribution to the Indianapolis community at large.

Civics Curriculum. We introduce students to the basics of government and legislature, and we craft a curriculum that exposes them to the larger world. Students read an “article of the week” every Thursday that covers a local, national, or international event and asks students to engage with issues they would not encounter in a traditional curriculum. Students learn about the history of education, nutritional literacy, personal finance, economics, and public speaking. Our students have a unique middle school experience that set them up for success and enhances our curriculum.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

1. Special Education Students

Civic Collegiate provides a high quality, college preparatory public education for all students. We are committed to ensuring every student receives robust support within the school community for them to flourish as students and learners on a path to college. Through evidence-based curriculum and differentiated instruction, frequent small group instruction, blended-learning, and dedicated weekly blocks for re-teaching and remediation, we provide numerous support structures for all students including Special Education students, ELLs, gifted learners, and students with 504 plans.

2. Students With Mild, Moderate, and Severe Disabilities

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we provide a Free and Appropriate Public Education and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP). We do not discriminate in our admission and enrollment practices against students having or suspected to have disabilities.

a. Identifying Students With Special Needs

Upon enrollment we conduct intake activities including Home Visits and Family Orientations, during which parents identify if their child has an existing IEP or has previously received special education services. We work with families to secure necessary documentation to ensure students receive required accommodations and modifications as quickly as possible following enrollment. Our Head of School and Student Supports Coordinator (“SSC”) oversee this process and work alongside general education teachers to ensure all students’ needs are met. The SSC is a trained and certified special educator. As a data-driven school, instructional practices integrate frequent, strategic academic monitoring of all students through nationally-normed assessments and six-week interim assessments. Staff receives PD at our Summer Institute and ongoing PD throughout the year on the delivery of scientifically-based academic and behavioral interventions and supports. Once per month, during Friday PD, the SSC provides staff-wide PD, updating staff on IEP goals, upcoming case conferences, ensuring hours served and best practices for instruction. Additionally, the SSC reserves the right to handle individual conversations with teachers concerning special education students and their services during any Friday professional development.

Our frequent internal assessment program provides an efficient means to identify students struggling academically or behaviorally and to take quick, intentional action to meet the needs of our students. Weekly, teachers review the progress of his/her students based on HW, classwork,

quizzes, and projects. School leaders and staff monitor assessment data on a regular basis, meeting biweekly to discuss student achievement and skill gaps. For students identified as not meeting minimum levels of progress, we use a pre-referral response to intervention process or RTI. Teachers and administrators and the SSC work together to design a proactive intervention plan to bolster the student's academic progress, and monitor the impact of the plan for six weeks. If the intervention plan is unsuccessful, not resulting in academic or behavioral improvement, we will meet with the child's parent(s)/guardian(s) and discuss potential next steps, including whether evaluation for special education eligibility and related services is needed, at which point written notice is provided to the student's parent(s)/guardian(s). The school will conduct testing, either in-house or accessing an appropriately licensed consultant. Once testing has been conducted and results are received, an eligibility meeting will be reconvened with the parent(s)/guardian(s), the SSC, student's teacher, and other appropriate staff. A decision will be made as to the student's eligibility for special education services. If the student is eligible, an Individual Education Plan (IEP) will be developed. Each IEP will be reviewed at least once in each school year and each student will be re-evaluated at least every three years. We remain highly attentive to student growth so that we are ensuring that our support and instruction is appropriate to ensure student academic progress. We will evaluate any student for a disability when a legal guardian so requests.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under IDEA and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have physical or mental impairment that substantially limits one or more major life activities, (2) have record of such impairment, or (3) be regarded as having such impairment. The CSS serves as the Section 504 coordinator, ensuring students' legal rights are met and their special needs are effectively served.

b. Evidence Based Instructional Programs

We implement an inclusive, heterogeneous educational model serving all students, maximizing their academic and personal potential, and preparing all learners to succeed in high school, college, and build a life of leadership and learning. Our approach and design mirror high performing urban schools serving similar student populations including those with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. We prioritize ensuring a full inclusion approach whenever possible in order to ensure each child is placed in the Least Restrictive Environment by maximizing accommodations and minimizing modifications.

c. Evaluation and Progress Monitoring

We look to assessments of students with disabilities receiving special education services, including improvements in performance on NWEA, ISTEP, interims, and teacher-created assessments to determine our program's effectiveness in improving students' academic performance and success in a college preparatory middle and high school. We disaggregate assessment results between students with disabilities and those without disabilities to continuously monitor and improve our special education program. The Head of School (Principals as hired) and CSS lead teacher development through Summer Institute and weekly PD meetings as grade-level teams and whole staff to monitor our program and make adjustments to support all our students on a path to college.

d. Graduation

All students, including special education students, have the right to a college preparatory curriculum. When our high school is fully built out, we will have three high school FTEs certified in special education—two SPED teachers and one Student Supports Coordinator. We will provide all services outlined in IEPs with fidelity, working to get all students on the path to college.

e. Qualified Staff

We open with a full-time licensed special education position, Student Supports Coordinator (SSC), budgeted. In Y2, Y4, Y6, and Y8, we add an additional special education certified teacher each year and an additional Dean of Student Supports in Y6 to oversee the special education and ELL teachers and caseload. At all times, we consider the needs of our students with special needs when staffing these roles and additional positions school-wide, and adjust our staffing plan according to those needs. All staff hired to teach or supervise Special Education programming are required to be Highly Qualified and hold a license (or emergency certification) to teach Special Education in Indiana, and additional certifications or requirements per the state or Authorizer. The Student Support Coordinator (SSC) is a licensed special educator who coordinates and monitors the school's special education programming and performance. Specifically, the SSC: Participates in engagement of qualified, licensed personnel to compose multidisciplinary teams, overseeing special education assessments and evaluations; Ensures services are provided in accordance with students' IEPs in an efficient, effective manner. This extends to ensuring any subsequent reevaluations are performed and all required special education and related services are being provided and all IEPs are appropriate; Trains and supports teachers on issues relevant to special education; Ensures all special education reporting requirements are met; Retains, monitors, and secures all relevant data in a confidential manner in compliance with all federal and state laws.

3. English Language Learners (ELLs)

We serve ELLs in accordance with all applicable Federal Laws and regulations related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We proactively identify and support ELLs and provide targeted, individualized plans to ensure achievement at the same levels as their non-ELL peers and based on the same academic programs and opportunities provided to all students. We implement a curricular framework that provides non-native speakers with the academic language and skills needed to drive educational success.

a. Identifying ELL Students

To identify all ELLs that should receive English language instruction and support, we use the following process: **(1) Identification of Potential ELL Students.** Student is tested for ELL status when the Home Language Survey indicates there is a language other than English spoken by the child or at home. **(2) Evaluating Potential ELL students.** The SSC (ELL certified) administers the WIDA-ACCESS Placement Test (W-APT), which assesses the four language domains of Listening, Speaking, Reading, and Writing. Based on the results, as well as observation using the WIDA Can Do Descriptors, the ELL teacher determines the ELL status of the student. **(3) Student is Identified as ELL.** The ELL student is provided Sheltered English Immersion (SEI)⁶⁰ instruction and developmentally appropriate instruction aligned to WIDA English language development (ELD) Standards Framework. **(4) Communicating with Parents.** The SSC notifies parents in writing, in the parents' preferred language, of the reason the child was identified as ELL, a description of the child's current level of English proficiency, a description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the Head of School and SSC.

b. Evidence-Based Instructional Programs

⁶⁰ <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/sheltered-english-instruction-0>.

Our instructional practices for ELLs incorporate five strategies outlined on the federal Department of Education Doing What Works webpage: screen and monitor progress, provide reading intervention, teach vocabulary, develop academic English, and schedule peer learning. These best practices are integrated into our daily instructional practices through discourse, push-in vocabulary, small group literacy instruction, and cooperative learning and will be leveraged and increased with ELL who may need additional support in English language acquisition.

c. Evaluation and Progress Monitoring

Students identified as ELL are assessed annually to determine improvement in English language proficiency (ELP). As a member of the World Class Instruction Design and Assessment (WIDA) Consortium, Indiana uses ACCESS for ELLs to annually measure the ELP of ELLs statewide. We will ACCESS and the WIDA Access Placement Test to screen the English language proficiency of newly enrolling students identified as potential ELLs. We work to have all ELL students reclassified as quickly as possible and make this determination using ACCESS exam scores, input from the general education teacher, and evidence of general education progress.

d. Qualified Staff

The staff member in charge of the ELL program will be an experienced teacher and will meet Highly Qualified requirements. This staff member will be responsible for the overall implementation and oversight of the program, and will provide relevant professional development to administrators and staff. The goal is for our ELLs is the same as that for all students: ELLs will be prepared with the linguistic and social skills necessary to excel in college and in life. To meet this goal, each ELL receives the linguistic and academic supports necessary for success. Educational supports and the ESL model maximize the student’s ability to succeed in the academic subject areas while developing critical English language skills. Responsibility for this educational support will be shared by the ELL teacher, the classroom teacher, the Dean of Curriculum and Instruction, and the appropriate additional staff, as well as the ELL student and family.

4. Below Grade Level Learners

Knowing that the majority of students will enroll some years below grade level in reading and math, our school is designed to meet these students’ needs. Our extended day and year, expanded and prioritized focus on math and reading skills, dedication to 30-minutes of daily independent reading, and FOCUS block, which allows 50 minutes of daily differentiated and small group instruction, provide robust support to struggling students. Our constant assessment cycle tracks growth in real time, and classroom structures maximize instructional time and quickly close gaps in achievement.

5. Intellectually Gifted Students

a. Instruction

Students scoring in the top 15%, based on NWEA MAP scores, are eligible for gifted and talented differentiation, as outlined in **Figure 2.18**. Students must keep their GPA above 3.5 to continue differentiated studies; grades are checked weekly using progress reports. Students receive differentiated instruction by (a) tutoring other students during direct instruction and FOCUS, (b) independent study during FOCUS time, (c) book club with other gifted and talented students.

Figure 2.18: Independent Study Rotation

	Monday	Tuesday	Wednesday	Thursday	Friday
Differentiation	Independent Study	Tutoring	Independent Study	Book Club	Tutoring

Tutoring. When gifted students finish their work early, their teachers check their work, and if it is correct, these students are able to leave their seat and help check other students’ work. Students are strategically seated next to struggling students and trained to help peers arrive at answers



independently through the tutor's questioning and feedback. Gifted students help tutor other students during FOCUS. These students help during small group instruction, completing their HW first and then helping specific students achieve mastery. **Independent Study.** During FOCUS, when students are not tutoring, they select an independent study track. Students read their independent reading book, completing reading journal assignments, complete math work above their grade level through Khan Academy, accelerate their understanding of coding through Code Academy, read the newspaper or informative magazine, or practice writing by responding to creative writing prompts. The student's homeroom teacher must approve any independent course of study with confirmation from the Head of School. **Book Club.** Gifted students are given a common text for their independent reading, typically nonfiction that builds upon the themes and historical period aligned to Social Studies. Before beginning the book, students schedule how many pages should be read in a given week, and then convene on Thursdays to discuss their reading. This Thursday session is led by the Social Studies teacher during FOCUS.

b. Qualified Staff

We disaggregate student data to better understand what teachers are pushing already high achieving students to accelerate their learning. These teachers will be responsible for keeping track of independent study programs, monitoring the success of peer-to-peer tutoring, and ensuring gifted students meet the 3.5 GPA threshold. Until we have enough data to determine who these teachers are, homeroom teachers monitor the work of gifted students in their homeroom.

c. Evaluation and Progress Monitoring

We use weekly data in the form of academic and behavioral progress reports, student work from their independent study reports from teachers about grasp of material and effort put forth during gifted differentiated time, and assessment data from NWEA, unit exams, and Interim assessments.

STUDENT RECRUITMENT AND ENROLLMENT

1. Student Recruitment and Marketing

Many strategies listed below have proven successful in student recruitment for multiple BES schools across the country. The founding team has been collecting signatures from interested families and community members and stakeholders since February 2016, and engaging in conversations with Indianapolis families and organizations since October 2015. In our initial outreach, we have found Indianapolis to hold uncompromising faith and dynamic energy in building a brighter future, with a diversity of residents working hard to improve the community. We will continue to help families find our school through the following strategies. The Civic Board will prioritize the zip codes to the south of the school, as that is where the most need can be found.

Word of Mouth. Throughout the founding process, the founding team has been building a network of support throughout the Indianapolis community, garnering support from professional organizations, youth programs, faith-based organizations, and other community partners. We will continue to lean on our founding team's ability to spread the Civic Collegiate mission and vision throughout the Indianapolis community, focusing heavily on the Midtown area.

Door-to-door Canvassing. Continuing with the momentum built in the pre-application period, we will maintain a continuous effort to canvass in the community to meet families and introduce them to members of our Board and Head of School. We have found this to be an effective outreach strategy not just to inform our projected enrollment but also to learn how to best provide programming and educational services to the community in which we intend to locate. We have made it a priority to visit and establish initial relationships with local churches and businesses to assure that they are aware of our desire to become a part of the community and to acquaint them with our mission and vision. Sample recruitment materials can be found in **Attachment 15.**

Community Meetings. We began holding a series of community meetings and informational sessions in February 2015 and will continue this throughout the end of our enrollment period. We will advertise meetings in door-to-door canvassing events, faith-based bulletins and programs, and business community announcement boards and windows. Lead Founder Luke Lennon has developed strong relationships at Keystone Christian, Indiana Baptist, and Eastern Star Churches to learn from the community which the school aims to serve and to provide full access to a wide number of families. Letters of Support can be found in **Attachment 13**.

Direct Mail. With the help of like-minded non-profit organizations, we will generate a list of names of age-eligible children for sixth grade. We will use direct mail to send marketing materials with information about our program, information about upcoming community meetings, and contact information for interested families to ask questions regarding our programming and how to enroll.

Website. Our website is set to launch upon authorization and will contain details on our mission, programming, our target neighborhood, how to enroll, and our upcoming calendar of events.

E-Newsletter. We began distributing e-newsletters in January to supporters and families who have declared interest in our pre-application canvassing. The newsletter details programming, updates, and how to be involved in Civic Collegiate as a family, staff member, or supporter.

Newspaper/Online Marketing. We will create a series of print advertisements to be included in local newspapers and on local websites to link people to our website or provide them with information about our school during the recruitment cycle. We will use public relations marketing to spread news about our school's milestones to generate excitement about our school.

Neighborhood Events. Our team will be active in Midtown community events throughout the 2016-2017 school year to meet families and students in a variety of settings, volunteering services where possible in conjunction with community partners. We believe that the above components of marketing and recruitment, combined with a relentless effort to leverage our on-the-ground community partnerships with local faith-based organizations and community organizations will help us reach and exceed our enrollment target of 112 students in sixth grade. Our desire is to become a fully integrated part of the community and garner the trust of the families within it, allowing us to execute our mission with a full capacity middle and high school.

2. Enrollment Policy – Please see **Attachment 11**.

STUDENT DISCIPLINE

1. Discipline Philosophy

We are proactive in discipline, building a strong sense of community, getting students excited about achievement, and giving staff the support they need. Teachers plan engaging lessons. Clear procedures for all activities reduce confusion, rule breaking, and maximize efficiency. A positive school culture benefits students and teachers. Good classroom management is a means to an end, not an end itself. The goal is to create a culture of achievement in the school. Together, we place the highest value on student achievement and show students the path to success. We create a community where students learn and engage with difficult material rather than distract or disrupt.

Parents are our partners. Students know we communicate frequently with families, reporting successes and challenges. The school staff enlists parents' help in modifying student behavior. Parents and students are accountable for continued poor behavior.

We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. This sense of community will come from showing and earning respect, being firm and positive, and sharing the love that brought us to this job, even when issuing consequences.

Students are capable of making choices. Students can choose to follow or break the rules. There are positive motivators for students who choose to follow a rule or procedure and negative consequences when a student chooses not to. Every positive contribution results in a positive motivator and, conversely, every negative infraction results in a negative consequence. This is the essence of our Code of Conduct. Straightforward rules, coupled with consistently applied consequences, make clear to students what is expected of them. We acknowledge misbehavior, address it, and offer a consequence—every time. We believe it is not the severity of the punishment that deters students from breaking the rules, but the consistent application of consequences.

Our discipline system has more positive motivators than negative consequences. These positive motivators can be intrinsic or extrinsic. Students who choose to follow the rules choose academic success, opportunity, positive recognition, and public praise. Classes who choose to support each other in achieving preparedness, respect, engagement, and professionalism earn recognition, privileges, and rewards. We believe that intrinsic motivators work. They are central to our mission. We start with the idea that students want to learn and want to be successful at what they do. We create a culture in which students are serious about making academic gains. We set ambitious goals. We make it clear to our students what they can achieve academically, and have faith in ourselves that we will help them to achieve it. Our strongest motivator is a student’s own desire to succeed.

2. Discipline Policy - Please see **Attachment 12**.

PARENTS AND COMMUNITY

1. Local School Options

Our middle school program prepares students for our rigorous high school program, providing a quality high school option in a community where there are few. **Figure 2.19** presents local options.

Figure 2.19: Local School Options

School Name	Grade Levels	Enrollment	Letter Grade	ISTEP+ ELA/ECA%	ISTEP+ Math/ECA%
KIPP: Indy	5-8	347	D	61.2	61.8
Arlington HS	7-12	Unavailable	F	DU	DU
Lighthouse	K-12	1,062	D	56.8	74.7
Shortridge HS	9-12	367	C	53.4	81.8
Broad Ripple MS	6-8	406	F	55.3	59.9
Broad Ripple HS	9-12	502	B	74.5	92.7
Carpe-Diem Meridian	6-12	225	D	79.1	65.9
NW Community Jr HS	7-8	367	F	30.5	32.9
NW Community HS	9-12	789	D	43.6	50.9
Arsenal Tech	9-12	1,831	D	48.5	78.4
Crispus Attucks MS	6-8	629	F	57.3	57.4
Crispus Attucks HS	9-12	540	A	72.2	98.6
Harshman MS	7-8	587	C	68.9	82.8
Fredrick Douglass 19	PK-8	422	C	70.2	79.1
Howe	7-12	633	F	54.4	47

Civic Collegiate will be situated in the 46202 zip code, in the heart of the IPS District, and where the need for quality schools is high. Specifically, 34,634 people live within 46220 (U.S. Census Bureau)⁶¹; 81% identify as white, 13% as black, 2.2% as two or more races, and 1.7% as Asian; 17% of households have children under the age of 18; 9% of people are living in poverty and the usual educational trends apply: 31% of those without a HS degree live in poverty, compare to 7.9% of those with a HS degree and 4.9% of those with a bachelor’s degree. Within the 46205 zip code,

⁶¹ U.S. Census Bureau Community Facts: Zip 46220.



just one mile south of the proposed school building, the poverty level jumps to 23.1%⁶², and moving just three miles further, entering the 46218 zip code, the percentage soars to 39.4%.⁶³ Here, almost four in every ten are living in poverty. Similar statistics can be found in the zip code to the east of the school—46226—where one in every four residents, or 24.9%, live in poverty.

2. Uniqueness to Meet Demand

Recent research has shown that academic outcomes for middle grades—along with attendance, in-school behavior, and course performance—are powerful indicators of a child’s probability of graduating from high school prepared for college.⁶⁴ In high-poverty neighborhoods, “a student’s middle grades experience is critical to his or her life’s chances” and during the middle grades, “students either launch toward achievement and attainment, or slide off track and are placed on a path of frustration, failure, and, ultimately, early exit from the path to adult success.”⁶⁵ A high-achieving middle school acts as a launching pad for secondary and postsecondary success.

Civic Collegiate will have sufficient demand because of the unique school model we offer families. **(1)** Our academic and culture programming is taken from some of the highest-performing middle and high schools in the country.⁶⁶ We offer a college preparatory track beginning in the sixth grade and continuing on into high school. High school students seeking a quality school within IPS have limited options. We offer a seamless transition from middle school to high school, teach an explicit Civics curriculum, embed required community service into our curriculum, and expose students to coding and computer skills in our middle and high school curriculum not found in surrounding schools. **(2)** Community members are excited to have someone from the city, who has had success as both a classroom teacher and school leader within a high-performing charter school in Indianapolis opening a school in the neighborhood. The Building Excellent Schools Fellowship, and the experiences it affords, allows the proposed Head of School to design, found, and lead a high-performing school from day one. **(3)** Because the Walton Family Foundation grant allows for a planning year, the Board and Head of School can continue to deepen community relationships, and hold discussions with parents well before the August 1, 2017 start date. Purposeful, meaningful recruiting efforts can take place from May 2016 to July 2017, sufficient time to build demand.

3. Parent Engagement

Because we are a school focused on academic achievement, communicating academic progress to families is imperative. All parents and guardians will know their child(ren)’s reading level, academic performance, and behavioral performance. Following the beginning-of-year diagnostics, parents receive phone calls from their child’s advisory teacher explaining incoming reading and math levels and what interventions the school will use to work with their child. Parents receive information through students’ daily HW trackers and character reflections, biweekly academic progress reports, and trimester report cards. Students complete their provided HW tracker throughout the day; their FOCUS teacher ensures this has been successfully done at the start of the period. Students use the first several minutes of FOCUS to complete their provided character reflection with teacher guidance and support. Signed HW trackers and character reflections are checked during the next morning’s advisory period. Academic progress reports are printed from the SIS biweekly and distributed during FOCUS that day. These structures remain in place throughout MS and HS, though the formats will change, as students get older to allow for more independence. Reports highlight student successes, areas of growth, and provide clear window into a student’s daily school experience. All grade books are linked to a program like PowerSchool, an

⁶² U.S. Census Bureau Community Facts: Zip 46205.

⁶³ U.S. Census Bureau Community Facts: Zip 46218.

⁶⁴ Balfanz, Robert. “Putting Middle Grades Students on the Graduation Path.” Everyone Graduates Center and Talent Development Middle Grades Program (2009).

⁶⁵ Ibid, pg. 13.

⁶⁶ The proposed Head of School visited over 40 high-performing charter schools through the Building Excellent Schools Fellowship.

online grade book; parents have unique login information to get updates as teachers update scores. We also hold six parent university nights throughout the year, during which parents engage with teachers and leadership about ways they can help their child succeed. Topics include but are not limited to: monitoring independent reading at home, reading a progress report, accessing PowerSchool, understanding ISTEP+, and available summer programs.

4. Community Resources

Since November 2015, the Lead Founder has been in conversation with community members and entities within our proposed zip code and across the city. Families and community partners are hungry for a high-performing high school in our target zip code. They are supportive of our curriculum and its ability to get students to college. They are inspired by our civics curriculum and belief in community service. Many have asked how they can be involved with the school and help inform the conversations that build informed, engaged citizens. The Meadows YMCA and Jordan YMCA, School Zone, Marian University, Dream Alive, and the Center for Leadership Development have written Letters of Support and represent a sampling of the relationships we have been building over the last six months. Partnering the already active and hard-working community around us is key to our success and will allow students to exercise after school, become involved in community service, and enjoy the mentorship of our city’s business and community leaders.

5. Evidence of Support – Please see Attachment 13.

PERFORMANCE MANAGEMENT

1. Additional Academic Goals

In addition to the goals defined by ICSB, we will track progress towards the following goals

Figure 2.20: Non-Academic Accountability Goals	
Student Attrition	Absolute Measure 1.01: Less than 10% of students leave Civic Collegiate between September 1 st and the end of the school year.
Attendance	Absolute Measure 2.01: Daily attendance is on or above 95%. Absolute Measure 2.02: Daily tardiness rates are below 10%.
Family Satisfaction	Absolute Measure 3.01: 85% of families complete Family Surveys in November and February.. Absolute Measure 3.02: 85% of families report satisfied or very satisfied with Civic Collegiate.
Staff Satisfaction	Absolute Measure 4.01: 100% of staff complete Staff Surveys in January. Absolute Measure 4.02: Average satisfaction score above a 7.0 across all staff and questions.
Community Service	Absolute Measure 5.01: 90% of students have completed 10 hours of community service. Absolute Measure 5.02: 90% of students have completed a 3-5 page service reflection paper.

2. Primary Assessments

Using ISTEP+ and End-Of-Course assessments (ECA) and the prescribed reporting expectations, students’ results are compared to those in other schools, districts, and across the state. ISTEP+ and ECA are administered in accordance with timelines and guidelines set by the Indiana Department of Education. We fully administer ISTEP+ assessment including the ELA, Math, Science, and Social Studies tests using the Applied Skills and Multiple Choice assessments for the appropriate students. At the high school, we administer ECAs in Algebra 1, English 10, and Biology. Where applicable, we use IMAST and ISTAR for measuring achievement for students with specific IEP accommodations or those whose academic situations may be measured according to state standards as opposed to grade level standards. These determinations are made through collaborative Case Conferences and vary based on students’ year-to-year growth. We understand that federal ESSA legislation mandates the use of one state-testing program for all students and that the testing program will give the necessary information to assess each student, subgroup, and school based on growth model expectations. We will abide by these standards. Using these guidelines, we will



continually evaluate our success toward moving all students to make high academic growth and achieve proficiency in all academic standards. Three additional assessments are outlined here.

Acuity. To support students in attaining proficiency on IN Academic Standards, we use the Acuity Predictive suite for ISTEP+ and ECA testers. These are administered three times during the year and provide valuable information regarding students' progress relative to academic standards. To employ benchmark or interim assessments, we use Acuity's diagnostic suite for students in English 9 and 10, as well as Algebra I, II, and Geometry. These diagnostics serve as interim assessments, given at the close of each trimester focused on content and skills needed for grade level standards mastery. Teachers use these diagnostics as they would use a unit assessment. Interim assessments are constructed using CCSS and Indiana State standards.

NWEA MAP. While students likely will come to us with ISTEP+ and ECA data, the summer between grade levels can enrich or decrease students' skills. We assess all students in grades 6 – 8 within the first two weeks of school using NWEA MAP and use this data as a baseline measure of growth in Reading and Math and triangulate the data with that from ISTEP+ and Acuity A to place students into flexible groups. Each winter, we administer the NWEA MAP again to measure progress and use these results, in addition to Acuity B, to create new flexible groups and interventions as necessary. Mid-year assessments drive changes needed to the curriculum plan for the remainder of the year to ensure appropriate amounts of time are spent on each standard. Learning results shape our PD plans for teachers. Students take the NWEA MAP assessment again in late May so that we can actively monitor the year's academic growth. NWEA MAP results allow us to track student growth from fall to spring and from year to year so that we know longitudinally how students are progressing. We will act in pursuance of the accountability measures laid out by our authorizer and the IN Charter School Board, and will include the accountability measures set down by the state in the categories of: (1) Academic Success, (2) Financial Health, and (3) Organizational Compliance. In addition, we have created specific internal goals.

Interims. We will create standards-based interims assessments to be given every six weeks. These tests address the social studies, science, English, and math standards covered in the scope and sequence for that six-week period, and help teachers to triangulate data and further adjust lesson plans and assessments to fill in any academic gaps that still exist. After every interim exam, teachers are given a full day to analyze the data—a Data Day on the annual calendar—and create student reports and action plans for all next steps. Parent/teacher conferences are scheduled for the week after interim assessments, allowing teachers to share feedback and scores with students and parents.

3. Data Analysis Process

We use an internal feedback loop that informs annual priorities and action plans, weekly PD needs, daily instructional decisions, and ongoing student supports. Results from external and internal exams, norm-referenced and criterion-referenced, state and national assessments, discipline-specific end-of-year and trimester-based assessments, practice-based HW assignments, along with standards-based quizzes, tests, and in-class work—inform our practice. Teachers are trained to disaggregate data and create action plans grounded in academic achievement and are supported in and held accountable for the successful execution of those plans and students' measurable growth.⁶⁷

During the summer, teachers analyze the standards of their grade level and those of the previous grade level, study nationally-normed tests that use the standards to inform their questions, and are explicitly taught how to use backwards planning as outlined in *Understanding By Design* to use these standards and assessments to inform their instructional planning. Teachers take the most

⁶⁷ The leadership team will use the Data Wise Rubric provided from the Data Wise Project of the Harvard Graduate School of Education. Please see <http://isites.harvard.edu/fs/docs/icb.topic1192511.files/Data%20Wise%20Rubric%20DW%20Handout.pdf>.

recent ISTEP+ and PARCC exams themselves, keeping track of their own thinking, so that they can begin to understand what roadblocks and routes to success students experience when they test.

4. Student Information System

We will use PowerSchool as our SIS system which will include student demographic, attendance, and academic data and will be password restricted. Teachers will have access to relevant data for their current students; administrators will have to access global school data. Our leadership team will work during our planning year to ensure all necessary training has taken place prior to the arrival of staff and students, so that our Dean of Operations can effectively train teachers and staff to input student achievement data.⁶⁸ Cumulative files, overseen by the Office Manager, will be set up during orientation to allow for easy transfer of student data from paper to our online record system. Additional databases will be leveraged as necessary, and staff will be trained during our weekly professional development sessions on how to upload data. For example, the NWEA MAP diagnostic comes with access to an online data storage system that provides student, class, grade, and school level data analysis after each assessment round. Prior to the beginning of each school year, teachers will be MAP trained, including how to input data into the MAP system.

5. Data Analysis Training and Support

Teachers will receive training in how to administer and analyze MAP testing, how to input and print data from PowerSchool, how to plan future lessons based on assessment scores, and how to communicate data to parents and students so that it is clear and useful. During Teacher Institute, two full days will be dedicated to understanding data analysis, and the six Data Days throughout the annual calendar provide time for teachers to norm grading, complete grading assessments, analyze the data, and create student-focused action plans for FOCUS period. In Y1-Y2, the Head of School is responsible for warehousing all data and creating and maintaining a data dashboard. The Head of School will compile and disaggregate student data, targeting key skill gaps and connecting them to teacher feedback during weekly check-ins. The Head of School is responsible for giving teachers instructional feedback, and training teachers to use data independently and to make meaningful connections between skill gaps and lesson and assessment creation. Friday professional development will supplement weekly check-ins and continue to build teachers' ability to mine and apply data. The Head of School handles these responsibilities in Y1-Y2, and shares them with the Director of Curriculum and Instruction (DCI) in Y3. In Y4-Y5, the Middle School Principal, partnering with the DCI, will warehouse and interpret data from grades 6-8 and train teachers; the High School Principal, partnering with the Head of School, will oversee grades 9-10.

6. Corrective Action

In the event Civic Collegiate fails to meet our student achievement goals, the Board would convene a task force to investigate, address, and effectively problem-solve with management the lag in student achievement. The task force would aim to identify the root of the problem, through its Academic Achievement Committee, work with the Head of School to create an action plan, and present the plan to the Board for approval.

III: IMPLEMENTATION PLAN

HUMAN CAPITAL

SCHOOL STAFFING STRUCTURE

1. Organizational Chart – Please see **Attachment 14**.

⁶⁸During the planning year, the leadership team is comprised of the Head of School and Dean of Operations.



SCHOOL LEADERSHIP & STAFF HIRING, MANAGEMENT, AND EVALUATION ____

1. Strategy and Timeline for Recruiting and Hiring

Civic Collegiate will leverage partnerships with Teach For America (TFA), The New Teacher Project, Teach Plus, Stand for Children, and the Indianapolis Principals Fellowship. We will contact future teachers at Marion University, Ball State, Indiana, IUPUI, The University of Indianapolis, and Anderson University. As a TFA Indianapolis alum and graduate of Marian University's M.A.T. program, the proposed Head of School is well positioned to tap into local networks to recruit and train excellent teachers, and his experience at Columbia University Teacher's College and BES allows him to plug into a larger, national network of mission-aligned teachers and administrators.

In the planning year, \$2000 has been set-aside to allow the Head of School to travel to various schools of education, within and beyond Indiana, defraying the cost of travel and housing for candidates who reside out-of-state. Travel expenses are covered for the founding team, who will visit Liberty Collegiate Academy, a high-performing urban charter school in Nashville, TN that has consistently outperformed the district and state in all subjects and which has informed multiple elements of our design. Every teacher must *believe* in the unlimited potential of all students; it is equally important to *see* what is possible. We begin recruitment immediately upon authorization.

All candidates will be vetted through a robust, rigorous interview process that assesses aptitude, content-knowledge, mission-fit, classroom management, written and oral communication skills, growth mindset, and team-orientation. These skills will be assessed in the following ways. **Aptitude.** We examine undergraduate and graduate GPAs, ability to answer written and verbal questions at a high level, previous work experience, and references. **Content Knowledge.** Candidates take a portion of the PARCC and discuss with the Head of School how the tested skills would be taught in a daily lesson. **Mission-fit.** Head of School pushes candidate on answers concerning school culture, showing candidate video from excellent teachers, and asking what makes them effective. **Classroom Management.** We use a teacher rubric to assess a 25-minute lesson, with focus on ability to mine data from a fictitious assessment, tone, posture, and eye contact when correcting a misbehaving student during practice lesson. **Communication Skills.** Candidates provides a writing sample, respond to 10 fictitious emails from various staff members, and role-play difficult conversations with parents and students. **Growth Mindset.** Candidates are given feedback after practice lessons and expected to quickly internalize and execute on the feedback; candidates are given feedback during role plays and expected to work towards mastery.

2. Staffing Model

Pursuant to federal and state law, each teacher will be deemed highly qualified, all transcripts will be verified, and all criminal background checks will be conducted before finalizing employment contracts. All documentation on teachers will be up-to-date and maintained by the Office Manager. All reporting relationships are provided in the organizational chart (**Attachment 14**) and we seek to grow teachers into leadership opportunities that arise within our slow growth model.

3. Evaluation

Head of School. The Board will evaluate the Head of School using a school leader evaluation tool that aligns to responsibilities in the approved job description. Criteria includes: (1) faithfulness to the mission and vision in implementation of all school programs; (2) academic achievement, as demonstrated by internal and external test indicators; (3) organizational viability, including financial health, organizational growth, stable infrastructure; (4) acquisition, development, and retention of highly professional staff; and (5) success in working with the Board towards goals.

The evaluation process will begin in October, when the Board's Evaluation Committee (Board Chair and two other Board members) will create and/or refine the self-evaluation tool for the Head

of School, end-of-year staff survey, and mid-year and end-of-year Board survey. In January, the Board Chair will review the Board's evaluation of the Head of School, then meet with the Head of School to review progress toward goals and growth areas. In May, the Committee will develop a report that synthesizes all information gathered, focus on strengths and growth areas and includes relevant data points. The Committee will present this to the Board in the May Board meeting in Executive Session. In June, the Chair and/or the Committee will present the final evaluation to the Head of School and develop an action plan to support the development of the Head of School.

Teachers. All teachers will be evaluated by the Head of School in Y1-Y3; this responsibility will be moved to the MS and HS Principals as hired in Y4. The two primary means of observation are: **(1) Whole Class Period Observation.** These observations are at least 45 minutes. During the observation, the Head of School will take time-stamped, neutral notes regarding teacher and student actions in relation to key elements outlined in our Teacher Evaluation Rubric. Each teacher will receive a minimum of three Whole Class Period Observations each year (one per trimester). In addition to the three formal Whole Class Period Observations, the Head of School will conduct an additional three 45-minute observations (more informal in nature) of each teacher. Feedback from the informal observations will come in the form of prioritized notes that outline strengths and areas for growth based on evidence from the observation and supporting curriculum materials. These observations are drawn from the work of Kim Marshall.⁶⁹ **(2) Short Observation.** The Head of School, and then Principals as hired, will observe each teacher for short increments of 10-15 minutes at least once per week. The goal is to look for evidence of growth in individualized focus areas. The Head of School and Principals as hired will provide feedback to teachers in one of two ways – a brief email detailing strengths, areas for growth, and questions, or through a quick loop conversation, with the expectation of immediate implementation and change in either the next instructional period or the next lesson of the same content. We appreciate the ambitious nature of this schedule and have prioritized the use of clearly developed and trained systems to maximize the efficiency of all other staff as well.⁷⁰ During observations, formal and informal, instructional leadership will be looking for: **Planning to Execute.** Is the teacher staying on the lesson plan to drive the lesson forward? Does the plan meet students' needs in reality? **Pacing.** How effectively is the teacher using our pacing model? Is the teacher using student feedback to inform pacing? Does the lesson plan make good use of leadership and peer review feedback? **Execution.** Is the teacher using strong, practiced methods of execution? Have they found ways to effectively implement instruction through these methods? Are methods consistently used as needed throughout the lesson? **Rigor.** Is the teacher challenging our students academically? Is the teacher actively moving students towards our core values? **Support.** Is the teacher providing adequate support throughout the lesson to ensure all students master the content? **Culture.** Are students showing our RIGHT values? Are they engaged in positive discourse with the teacher and the rest of the class? **Presence.** Is the teacher comfortable within his/her role? Has he/she developed relationships with students?

Self-Evaluation. All teachers at Civic Collegiate engage in self-evaluation throughout the year. This occurs informally through bi-weekly check-ins with the Head of School in which teachers are evaluating their progress toward focused areas of improvement, but also through self-reflections and evaluation using our Teacher Evaluation Rubric. At least once per trimester, teachers will rate themselves on the rubric. The teacher ratings will be taken into account, and will be used to inform focus areas. A sample check-in agenda is below:

- How much and well are students learning– Review recent assessment data (4 min)
- Progress – What are students doing well? (3 min)
- Progress – What is the teacher doing well? (3 min)

⁶⁹ This rubric can be retrieved at <http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/marshall-teacher-rubric-jan-2014.pdf>.

⁷⁰ This Teacher Evaluation Cycle has been successful implemented and managed by successful high performing schools such as: North Star Academy (Newark, NJ), and BES school Liberty Collegiate Academy (Nashville, TN).



- Gaps – What do students need to do better? (5 min)
- Gaps – What does the teacher need to do better? (5 min)
- Practice – What will this look like in the teacher’s classroom? (5 min)
- Next Steps – How can we share accountability? (5 min)

4. Unsatisfactory Leadership and Staff Performance

Our evaluation cycle creates a fair and clear system allowing teachers to understand their current performance. Civic Collegiate employees are at will, but our routinized feedback cycles mean that before any teacher or administrator were to be terminated, they would have received several pieces of feedback, given the opportunity to implement that feedback, and placed on an improvement plan.

5. Compensation System

We are confident that teachers will choose to work at Civic Collegiate based on our mission, work environment, and opportunity for professional growth. We will also offer salaries competitive with the district and other charter schools. We offer a competitive salary package and competitive health insurance, as well as enrollment in TRF/PERF with a 7.5% match at each salary. We have budgeted for 60% of teachers to earn a \$1500 bonus at the end of each academic year. These bonuses are directly tied to classroom observations and student achievement data—both internal and external.⁷¹

PROFESSIONAL DEVELOPMENT

Teachers are given 28 days of professional development (PD) annually. In addition to these full-day sessions, teachers receive 80 hours of professional development on Fridays throughout the year (32 Fridays @ 2.5 hours per Friday). Sessions are led by the Head of School and Director of Curriculum and Instruction until Middle School and High School Principals are named and trained in Y4. The majority of PD will be conducted internally. To ensure consistency and foster teambuilding, sessions will be inside classrooms and focus on lesson execution and feedback.

We will hire self-driven individuals who share a love of literacy and learning that we will instill in our students. As such, we have dedicated \$400 per teacher for self-driven professional development. This money will be used for conference fees and professional development resources. As teachers grow in proficiency, they will be expected to conduct professional book studies and provide professional development to the staff based on their findings.

1. Leadership Development and Support

Lead Founder and proposed Head of School, Luke Lennon benefits from professional relationships within the city, cultivated through his years teaching and serving as an administrator. Mr. Lennon continues to be developed as an Indianapolis Principals Fellow and a Building Excellent School Fellow. Both Fellowships connect Mr. Lennon to a vast professional development network, comprised of teacher and leaders willing to share resources. In addition to this existing network for potential development, Mr. Lennon will continue his strong relationship with BES school Liberty Collegiate Academy in Nashville, TN, attending their 2016 summer teacher’s training and assisting in implementing school-wide systems and procedures. Through professional relationships forged during the BES Fellowship Mr. Lennon will continue to visit excellent schools and work with high performing leaders. During the planning year, Mr. Lennon will visit RePublic Schools in Nashville, Excel Academies in Boston, and Milwaukee Excellence, consulting with schools’ leaders and pressure-testing the proposed systems and procedures of Civic Collegiate against those of these at successful schools. In Y0-Y3, Mr. Lennon will have a dedicated leadership coach from Building

⁷¹ Kim Marshall informs our teacher evaluation rubric. Marshall has worked as effective teacher and principal in high-needs urban schools, and is author of nationally disseminated weekly newsletter, *The Marshall Memo*. The rubric can be retrieved from <http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/marshall-teacher-rubric-jan-2014.pdf>.



Excellent Schools as part of its Follow-On Support program. After the planning year, our leadership team will visit one high performing urban charter school and conduct a school study. In addition, every member of the leadership team will attend one BES Weekend Warriors Series or one Uncommon Workshop, presented by Uncommon Schools.⁷² Every member of the school leadership team will lead and participate in discussions around our “leadership canon.”⁷³

2. Professional Development before School Opening

Prior to August 1, 2017, Civic Collegiate staff will meet for 17 days, addressing the following: (1) special education services and the RTI process, (2) data-driven instruction, (3) behavior management, (4) character development through the RIGHT values, (5) lesson design, (6) assessment design, (7) role-playing through *Practice Perfect*⁷⁴, (8) parent communication, (9) accountable independent reading in the classroom, (10) habits of discussion, (11) introduction to our civics curriculum, (12) studying Common Core and Indiana State Standards, (13) feedback and teacher mindset, (14) sitting for and studying a PARCC exam, (15) classroom operations and schoolwide procedures for arrival, transitions, bathrooms, HW, nutrition discipline, and dismissal, (16) serving ELL students.

3. Professional Development during the Year

We will have 28 days of professional development and an additional 80 hours of weekly professional development throughout the year. After each diagnostic, interim assessment, and unit test, teachers and leaders work together to disaggregate data to identify skill gaps and subgroups of students who needs extra supports. The Head of School works with teachers to disaggregate data and retool future lessons to reflect student data. With six Data Days, teachers norm, grade, and input student achievement data after interim or final exams, and results inform morning academic activities and FOCUS time at the end of the day. Each Data Day results in action plans that name the top five skills that need to be spiraled, the days and methods in which they will be spiraled, and the students who require additional tutoring at the end of the day. The Head of School in Y1-Y3 and Principals as hired in Y4 will use this data to inform coaching and observations, placing a premium on observing spiraled skills and following up to ensure students are receiving the instruction and supports they need based on assessment results.

4. Professional Development Evaluation

At Civic Collegiate, we are focused on results, and all methods are selected, reviewed, and updated to push results. We measure the effectiveness of our professional development by looking at the data points we believe matters most: student achievement data. When student achievement rises, we reflection on our coaching and professional development practices to pinpoint the key lever driving achievement. When student achievement plateaus or dips, we alter our course and improve our methods. Staff completes two surveys each year, identifying perceived strong and weak points in professional development and inform open dialogue with the Head of School about what can be improved to engender teacher buy-in and increase the efficacy of professional development. The Academic Achievement Committee reports the survey conclusions to the Board.

START-UP & OPERATIONS

1. Start-Up Plan – Please see **Attachment 15**.

⁷² For more information, please see <http://www.uncommonschools.org/uncommon-impact/workshops>.

⁷³ A sampling of these texts include: *Grit* by Angela Duckworth, *The Together Leader* by Maia Heyck-Merlin, *How Children Succeed* by Paul Tough, and *Leaders Eat Last* by Simon Sinek.

⁷⁴ Based on Lemov’s book *Practice Perfect*. Key points can be retrieved from http://massp.org/downloads/massp/the_main_idea/practice_perfect.pdf.

2. Start-Up Staffing and Costs – Please see **Attachment 17**.

3. Transportation

Civic Collegiate will not provide school buses. In accordance with the McKinney-Vento Act, we will enroll homeless children and youth immediately, even if they lack normally required documents, such as immunization records or proof of residence. We will ensure that homeless children and youth have transportation to and from their school of origin if it is in the child's or youth's best interest. We will comply with this law and work to enroll students as quickly as possible and ensure they are provided with an IndyGo bus pass. Additionally, we will comply with IDEA laws and contract with an outside agency to provide transportation if required under IDEA.

4. Safety and Security

Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of the Board and the school's executive leadership. Policies will be developed and approved by the Board in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation. The Head of School will be responsible for ensuring that the day-to-day practice of safety is a part of the school, including the instructional program. Policies will address the following: (a) Fire protection, (b) Accident prevention and reporting procedures, (c) Indoor air quality plan and asbestos inspections, (d) Multi-hazard plan, (e) Warning systems, (f) Emergency drills (local and community wide including fire, severe weather, earthquake and bomb threats), (g) Emergency closings, (h) Traffic safety, (i) Traffic and parking controls, (j) Safety inspections, (k) First aid, emergency medical care, infection control, (l) Student/employee provision of required health records and required immunizations, (m) Staff TB clearance and background checks, (n) Reporting of suspected child abuse/neglect, (o) Sexual harassment, and (p) Establishment of alcohol / drug / tobacco / violence free environment. Other topics for policy establishment will be determined via review and compliance with Indiana state policies and procedures.

5. Technology Specifications and Requirements

While not applicable as a school that is not a virtual learning model and does not use a fully blended learning model, there are technology details that do inform our academic program. Specifically, we have allocated resources to purchase a Chromebook for every student. Students will use their individual Chromebook to draft essays, take assessments, participate in review activities, and collaborate on projects. Middle school students also will use their Chromebooks to access our coding curriculum. Every student will have exposure to at least three coding languages before matriculating to the ninth grade, allowing us to close skill gaps for our struggling students and accelerate learning for gifted students. Chromebooks will be used significantly during sixth grade to access iCivics, a Common Core-aligned civics curriculum.

6. Insurance Coverage – Please see **Attachment 16**.

FACILITY PLAN

Facility Location and Anticipated Renovation Needs and Costs

Civic Collegiate will sublease space from BES school ACE Preparatory Charter School (“ACE Prep”) for Y1 and possibly Y2. ACE Prep, a charter school serving grades K-5, is located at 5326 Hillside Avenue, Indianapolis, IN 46220. The property straddles the boundary between Washington Township and Indianapolis Public Schools. In Y1, we have access to four classrooms, the cafeteria/multipurpose room, restrooms, teacher workroom, and administrative office. All rent and utilities estimates are included in the budget found in **Attachment 17**. The building will meet all

ADA and safety requirements. Charter School Support Services (CSSS), a national nonprofit owns the facility and will serve as property manager for day-to-day cleaning and maintenance.

BUDGET & FINANCE

1. Internal Systems

Processes. Civic Collegiate will develop internal financial controls and policies aligned to all federal and state requirements, providing us with the foundation to safeguard assets, implement the Board's and management's internal policies, and produce timely, accurate financial information with fidelity. A purchase order system will be established to maintain accountability and a list of expenditures will be catalogued in a purchase order log.

Accounting and Payroll. Our accounting processes comprise the following methods: (1) identify and record all transactions, (2) verify recorded transactions took place, (3) describe transactions in enough detail to allow classification for financial reports, (4) review all transactions, ensuring correct amounts, (5) document time period in which transactions take place, and (6) ensure all transactions were properly authorized. Consistent with Generally Accepted Accounting Principles (GAAP), we will record expenses on an accrual basis of accounting. Once the Board has approved the operating budget, the Head of School assumes responsibility for expending the amounts budgeted. The authorization of the Head of School to use these funds may be qualified based on current funds. For any purchases over \$10,000, the Head of School must secure a co-signature from either the Board Treasurer or the Board Chair. Additionally, any purchases over \$75,000 requires a submitted RFP, and the Board is tasked with selecting the best contractor. A third-party service provider, to be determined at a later date, will perform our payroll process, and will oversee all compensation and tax, retirement, and other disbursements.

Financial Audit. The Board of Directors will ensure that both internal and external controls are in place to ensure sound fiscal management, including clear segregation of duties and practices that meet or exceed GAAP standards, and prevent any fiscal mismanagement. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget by the Governing Board. The Head of School and Operations Manager will work to ensure that the auditor has access to all needed financial and, where required, non-financial records and documents maintained by the school. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

After the annual audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The auditor will make full reporting to the entire Board at the next scheduled monthly board meeting, and be available within that public forum to answer questions. An audit finding will be considered major if it indicates a deliberate act of wrong doing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. Civic Collegiate key stakeholders will make the rectification of any audit findings a priority. When relevant, the Board will report a corrective plan to the authorizing body regarding how the exceptions and deficiencies have been or will be resolved. The audit will be submitted to the Indiana Charter School Board by June 30, the end of the fiscal year.

Internal Controls. We establish and follow fiscal policies that specify a clear set of internal controls for the sound handling of all revenues and expenditures. **(1) Segregation of Duties.** A hierarchical structure of authority and responsibility has been developed; tasks are divided and allocated to guard against one individual having the ability to make an accounting error, with or without intent. **Restricted Access.** Physical access to valuable, moveable assets is restricted to

authorized personnel. **Document Control.** To ensure all documents are captured by the accounting system, all documents are initialed and dated as recorded and then filed appropriately. **Records Retention.** To provide accurate, auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with GAAP. Records are maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes. **Processing Controls.** These exist to identify errors before they are posted to the general ledger. Common processing controls include: (1) source document matching; (2) clerical accuracy of documents; and (3) general ledger account code checking. **Reconciliation Controls.** These exist to identify errors after transactions have been posted and the general ledger has been run, and involves reconciling selected general ledger control accounts to subsidiary ledgers. **Security of Financial Data.** Accounting software is accessible only to the Head of School, Operations Manager, and third party service provider as selected. Individual ID codes and passwords will be in place for every user and will limit their access and functionality depending on their role within the school. All hard copies of financial data, when not in use, will be secured in a locked closet or cabinet at the school. **Risk Assessment.** These will identify, analyze, and manage risk relevant to preparation of accurate financial statements, this includes mitigating risks involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

2. **5-Year Budget** – Please see **Attachment 17**.
3. **Budget Narrative** – Please see **Attachment 18**.
4. **Additional Requirements** – Not applicable.

5. IV: INNOVATION

FOUNDATIONS OF INNOVATION

Civic Collegiate's missions stands on three pillars: College, Character, and Citizenship. **College.** We are innovative in our firm, unapologetic belief that every student, with the right supports, instruction, and teachers, can be prepared for the rigors of college. Aligned with the high accountability standards of ICSB, Civic Collegiate draws its mission and vision from high-performing charter schools across the country that have successfully planned and executed on a college preparatory school for all. Like these schools, we rely on extra time and exceptional teaching informed by data and robust professional development and clear leadership to bring our mission to life.⁷⁵ **Character.** We teacher character to our students. As Paul Tough detailed in *How Children Succeed*, we doom our students if we focus solely on their cognitive abilities.⁷⁶ Through our RIGHT values, students are trained to use metacognition when thinking about and growing their behaviors and mindsets, developing their own internal moral compass and the character foundation needed for school and life success. **Citizenship.** By teaching explicit and sequentially designed civics lessons throughout our students' middle and high school years, students learn to use their voice and capacity to drive for positive change within their own lives, and to embody the fullest and truest role of citizenship within our democracy, as well as within their communities, our state, and our nation.

DESCRIPTIONS OF INNOVATION

TECHNOLOGY

As outlined within the narrative, and as an innovative response aligned to ICSB priorities, unavailable to local families and students, and most importantly to address the significant and chronic academic need within our target community, we have allocated resources to purchase a Chromebook for every student. Students will use individual Chromebooks to draft essays, take assessments, participate in review activities, and collaborate on projects. Middle school students will use Chromebooks to access our coding curriculum. Chromebooks will be used significantly during sixth grade to access iCivics, a Common Core-aligned civics curriculum. Every student will have exposure to at least three coding languages before matriculating to the ninth grade, allowing us to close skill gaps for our struggling students and accelerate learning for gifted students.

TIME

Based upon research and proven practice, our extended day allows us to group students by targeted need and provide targeted, differentiated instruction during our daily 50-minute FOCUS block. Teachers will leverage small-group tutoring, online guided practice, and student study groups to build specific skills based on the individual needs of each student. This also is an opportunity for students to complete parts of the homework with teacher support as needed, freeing students up for activities after school. Our extended school day is 8.5 hours long, and extended school year is 189 days. Our teachers have 28 PD days, including six Data Days during which they analyze student achievement and action plan for success. With this extra time and our strategic use of FOCUS time, students below grade level are able to catch-up, and those on or above grade level are able to make themselves competitive for the most selective colleges in the country.

OTHER INNOVATION: CIVICS CURRICULUM

Overview

⁷⁵ Reeves, Douglas B. "Accountability in Action: The 90/90/90 Schools." Englewood, CO. Advanced Learning, 2005; Robin J. Lakes "Identifying and Replicating the 'DNA' of Successful Charter Schools." Seattle, WA. Center on Reinventing Public Education, 2007.

⁷⁶ Key points can be retrieved from <http://www.nytimes.com/2012/08/26/books/review/how-children-succeed-by-paul-tough.html>.

Our civics curriculum educates students in three domains: civic knowledge, civic action, and civic dispositions and is informed by key beliefs that inform educational goals and approaches.

Authentic Citizenship Requires Content Knowledge. Civic knowledge begins with a fundamental understanding of the structure of government and the processes by which government passes laws and makes policy. Democratic citizenship is sustainable when citizens understand concepts such as federalism, economic literacy, constitutional conflicts, and rights and responsibilities, and if they are informed on a variety of political philosophies. As in all subjects, we believe in the power of direct instruction as well as in the need for students to grapple with demanding content. Knowledge of our history, ideals, and systems are not innate, but acquired through education. Every generation has to learn such history. Civic Collegiate teaches civics explicitly twice per week: 50 minutes on Wednesdays and 90 minutes on Fridays.

Authentic Citizenship Requires Action. Civic knowledge spurs civic action. Students who know more about government are more likely to vote, discuss politics, contact the government, and take part in other civic activities than their less knowledgeable counterparts. This holds even when the researchers control for income and race, showing that as powerful as socioeconomic factors are, civic learning can increase the knowledge of all students.⁷⁷

Authentic Civic Dispositions. In a democracy, the important personal dispositions include concern for others' rights and welfare, fairness, reasonable levels of trust, and a sense of public duty. Explicit civic learning helps enhance these dispositions. For example, students feel a greater sense of general trust in humanity, support for the American political system, and trust in leaders when their teachers have promoted tolerance and respect for all students.⁷⁸ One large study of Chicago Public School students found that civic learning strongly boosted young people's commitment to participate in politics and their communities.⁷⁹ The *Civic Mission of Schools* sets forth formal requirements of competent and responsible citizens and informs our approach to civics education.⁸⁰

Curriculum Materials

Article of the Week—Grades 6-12. Every Thursday, students read real-world writings, nonfiction pieces taken from current news stories, essays, editorials, blogs, and speeches. English teachers cull writings from reputable newspapers, journals, and websites and weave the article into the curriculum. For example, if tenth grade students are reading *All Quiet on the Western Front*, the teacher may juxtapose opposing articles on the Iraq war. These articles do not have to speak directly to the current text or unit. Supplementing regular instruction with a weekly article broadens students' knowledge of the world. At the end of the year, students will have read 30 to 40 articles, building vocabulary, background knowledge, and discussion skills that accelerate learning. A typical article of the week addresses a local, national, or international event, program, or person and touches on a controversial, current problem - one that adults have not yet solved. The need to include controversial political issues in school-based civic learning has new urgency because of increased vitriol of contemporary public policy discourse and migration among many American adults to ideologically homogenous communities. Many Americans increasingly talk primarily with people who share their own views, access media that reinforces their own beliefs, and generally confine themselves to an echo chamber of like-mindedness. Research shows that “cross-cutting” political talk—in which citizens engage in discussions about important issues and events with people who disagree—develops tolerance for others and builds understanding of the range of

⁷⁷ Carpinin, Michael X. Delli, and Scott Keeter, *What Americans Know about Politics and Why it Matters*, New Haven: Yale UP, 1996

⁷⁸ Flanagan, Constance, et al. “Schools and Social Trust,” *Handbook of Research on Civic Engagement in Youth*, Hoboken, NJ: Wiley, 2010.

⁷⁹ Joseph Kahne and Ellen Middaugh, “Democracy for Some: The Civic Opportunity Gap in High School.” *Engaging Young People in Civic Life*, Nashville, 2009.

⁸⁰ *The Civic Mission of Schools*. NY: Carnegie Corp. of New York, 2003.



view about how to best solve public problems.⁸¹ Most importantly, the article of the week builds knowledge. As cognitive scientist research shows, “[K]nowledge does much more than just help students hone their thinking skills: It actually makes learning easier.”⁸² Knowledge grows exponentially, and those with a rich knowledge base of factual information find it easier to learn more. “Factual knowledge enhances cognitive processes like problem solving and reasoning...the richer the knowledge base, the more smoothly our cognitive processes operate.”⁸³ Students with robust background knowledge accelerate their learning, no matter the topic. Willingham refers to this as “The Matthew Effect,” alluding to a biblical verse on the rich getting richer and the poor getting poorer. The article of the week presents a diverse set of subjects and storytelling that broadens students’ knowledge base. By year’s end, students will have read 35 articles. By the conclusion of middle school, students will have read 100+ articles that supplement other studies. This approach also provides weekly practice for our values of hard work, respect, and teamwork.

Hard Work. Students are given the article at the beginning of the week and are expected to have it read and annotated by Thursday morning. Students are charged with carving out time within their school schedule to complete this responsibility. Like college, students are given a deadline for the assignment and must be organized and disciplined enough to meet it outside of normal class time. In middle school, being organized can be difficult. Students must work hard to challenge themselves and their time management in order to succeed on this assignment.

Respect. We intend to expose our students to real news—the current, controversial topics shaping our world. Inevitably, students will disagree with the issue, the author, and fellow students. Professionals deal with disagreements on a daily basis. Good citizens know how to listen to those with whom they disagree and remain civil. The article of the week allows students to discover their own perspectives and worldviews while respecting those of others. Our students will grapple with big ideas and learn to communicate and work with those who see things differently. This is highest level of respect, and our students will practice it every week.

Teamwork. After discussing the article in class, students respond to the text in writing. The teacher might create questions for students to answer, or students themselves might choose a specific paragraph or theme to address. After completing written responses, students take their work home and must facilitate a 10-minute conversation with a parent or guardian. The student is expected to explain the article in hi/hers own words and read his/her written response aloud. After this brief discussion, the parent or guardian signs the article, indicating a conversation took place. As a school, we hold students accountable to owning their writing and practicing clear oration. Teachers work to help students with written reflections, students are asked to share their work with their families, and families are involved in the curriculum through the conversation with their student.

iCivics - Grade 6. iCivics is a non-profit organization dedicated to reinvigorating civic learning through interactive and engaging learning resources. iCivics has created free, online educational resources that empower teachers and prepares the next generation of students to become knowledgeable, engaged citizens. Founded by Justice Sandra Day O’Connor, the online content is grouped into topical units aligned to state and national standards. Every Wednesday, during Social Studies, students have 45 minutes on their Chromebooks working through the iCivics curriculum. A preview of the scope and sequence can be found below.

Figure 4.1: iCivics Curricular Units

Unit Title	Number of Online Lesson Plans
Foundations of Government	5
Road to the Constitution	5
The Constitution	12

⁸¹ Diana Mutz, *Hearing the Other Side: Deliberative Versus Participatory Democracy*, 2006.

⁸² Willingham, Daniel “How Knowledge Helps American.” Federation of Teachers 2006.

⁸³ Ibid.



The Legislative Branch	8
The Executive Branch	8
The Judicial Branch	18
State and Local Government	10
Citizenship and Participation	12
Politics and Public Policy	10
Media and Influence	5
Civil Rights	9
International Affairs	6
Government and the Market	7
Geography Library	5
Persuasive Writing	9
County Solutions	11

Many iCivics lesson plans take less than a full period and can be combined or augmented as needed.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice - Grade 7.

According to the Center For Civic Education, *Foundations of Democracy* is designed to: (1) promote increased understanding of institutions of our constitutional democracy and the fundamental principles and values upon which they were founded; (2) develop skills needed to become effective, responsible citizens; and (3) increase understanding and willingness to use democratic processes when make decisions and managing conflict. The text is organized around four concepts - authority, responsibility, justice, and privacy - which form part of the common core of civic values and concepts fundamental to the theory and practice of U.S. democratic citizenship. Aligned to the Common Core State Standards and built upon the foundations set by iCivics in the sixth grade, the text augments the reading and writing skills practiced in our ELA classrooms, requiring students identify the key tenets of a claim and sound evidence. Students are also exposed to seminal documents from American history. A brief outline of the text is detailed below.

Figure 4.2: Foundations of Democracy Units of Study

Text	Foundations of Democracy
Section	Authority
Unit One	What is Authority?
Unit Two	How Can We Evaluate Rules and Laws, and Candidates for Positions of Authority?
Unit Three	What Are The Benefits and Costs of Using Authority?
Unit Four	What Should Be the Scope and Limits of Authority?
Section	Privacy
Unit One	What Is the Importance of Privacy?
Unit Two	What Factors Explain Differences in Privacy Behavior?
Unit Three	What Are Some Benefits and Costs of Privacy?
Unit Four	What Should Be the Scope and Limits of Privacy?
Section	Responsibility
Unit One	What Is the Importance of Responsibility?
Unit Two	What Might Be Some Benefits and Costs of Fulfilling Responsibilities?
Unit Three	How Should Conflicts Between Competing Responsibilities Be Resolved?
Unit Four	Who Should Be Considered Responsible?
Section	Justice
Unit One	What Is Justice?
Unit Two	What Is Distribute Justice?
Unit Three	What Is Corrective Justice?
Unit Four	What Is Procedural Justice?

We the People – Grade 8. *We the People: The Citizen and the Constitution Program* promotes civic competence and responsibility. The printed textbook and ebook’s interactive strategies, relevant content and simulated congressional provide an authentic learning experience. One study of the program on student’s political knowledge, civic skills, and civic attitudes, including 822



program participants compared to 735 students in high school government classes with similar demographics and 119 political science students at two universities. Participating students made significantly greater gains than comparison students in their understanding of: (1) core values and principles of democracy; (2) constitutional limits on governmental institutions; and (3) rights and responsibilities of citizenship.⁸⁴ Civic Collegiate will apply for a grant through *We the People* that supports the cost of curricular materials, professional development, and instructional technical assistance. *We the People* has a competitive component. After reading through the textbook, students can enter into district, state, and national competitions that simulate congressional hearings. Students are assigned one unit from the textbook and questioned based on key topics and philosophies in that unit. Judges score students' answers using a common rubric and push students on their answers, looking for gaps in the argument or presenting a piece of information students had not yet considered. For example, last year in Indiana, a middle school student who prepared materials for Unit 1, "What Were the Founders Basic Ideas About Government?" for the district competitions encountered this question: "Congress has formed a congressional committee. This committee will examine the U.S. Constitution and the purposes of government. The members of your group are expert witnesses who will appear before the government. You will be asked to testify on the following questions. John Locke was an English philosopher who thought about why it was necessary to have a government: What did Locke think would happen without government? What did Locke believe to be the purpose of government? Do you think government might have purposes that Locke did not mention? Explain your answer."⁸⁵ Textbooks units are outlined below.

Figure 4.3: We the People Curricular Units	
Unit One	What Were the Founders' Basic Ideas About Government?
Unit Two	What Shaped the Founders' Thinking About Government?
Unit Three	What Happened at the Philadelphia Convention?
Unit Four	How Was the Constitution Used to Establish Our Government?
Unit Five	How Does the Constitution Protect Our Basic Rights?
Unit Six	What Are the Responsibilities of Citizens

Friday Civics. For 90 minutes every Friday, students engage with a civics curriculum created by the Head of School and Director of Curriculum and Instruction and looks to answer the question: "What must good citizens know that is not covered in a traditional K-12 curriculum?" While aspects of each topic are touched upon in a traditional curriculum, we want students to have a fully developed understanding of these issues and how they affect the lives of our students here in Indianapolis, in Indiana, and across our country. Each course runs for 18 weeks.

Figure 1.29: Friday Civics Curriculum	
6th Grade	
Civics I: The History of Education	Civics II: Nutrition
7th Grade	
Civics III: Personal Finance	Civics IV: Economics
8th Grade	
Civics V: Public Speaking	Civics VI: Capstone Project

After three years, we will ask students what topic not previously addressed they would like to study. We expect students will draw from books they have read in English, Articles of the Week they have read and discussed, and the people and experiences they have encountered during community service projects. The topic will be voted on at the beginning of grade 8 to allow time for curriculum creation. This final civics course is the capstone project for middle school students and requires: (1) a 10-12 page paper with two iterative revisions, (2) a 10- minute presentation to the student's homeroom with invitation to the student's family, and (3) a one-page Op-ed, which will be submitted to the Indianapolis Star for consideration for publishing.

⁸⁴ Retrieved from http://www.civiced.org/images/one-pagers/wtp_2011evaluationbrief.pdf.

⁸⁵ Retrieved from http://www.civiced.org/images/stories/WeThePeople/The_Program/Hearings/level_two_hearings_questions.pdf.

Attachment 1

Founding Group Resumes



Brian D. Anderson

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Fishers, IN 46037
briandandersonconsulting@gmail.com
312-259-8093

Professional
experience

**2013-Present Brian D. Anderson Consulting
Fishers, IN**

Owner

- Provide business consulting services to charter schools, charter school authorizers, nonprofit organizations, and other small businesses
- Consulting services include financial oversight, facilities financing projects, fund development, customized board training, strategic planning, and growth planning
- Analyze business needs of charter schools in Indiana, Colorado, and other states as needed
- Provide strategic planning services for charter school boards and leaders
- Lead charter schools through facility assessment and facility financing process
- Develop new financial reporting tools for client charter schools
- Provide business oversight assistance to charter school authorizers
- 2012-2013 also included work as Midwest School Business Director for Charter School Management Corporation and Director of Strategic Planning Charter Schools for Bookkeeping Plus, Inc.

2011 - 2012 Ball State University Muncie/Indianapolis, IN

Fiscal Oversight Director

- Provide financial oversight and leadership to the 40 charter schools authorized by Ball State University
- Develop and implement new financial metrics for the schools
- Develop and direct long-range financial strategy for BSU Office of Charter Schools
- Provide technical assistance in the areas of finance and governance for charter schools authorized by BSU
- Lead collaboration efforts regarding charter school fiscal issues with other authorizers in the State of Indiana

2009 – 2011 IFF

Chicago, IL

Assistant Director of School Services

- Identify charter school facility and financing needs in the Midwest
- Establish and manage relationships with charter schools, charter school authorizers, state departments of education, and other charter school stakeholders in the Midwest
- Evaluate and make recommendations on charter school loan applications, based on financial and other organizational metrics
- Develop and execute lending goals for IFF school services
- Provide technical assistance to charter school business operators
- Evaluate financial and governance sections of charter applications for Chicago Public Schools (CPS)
- Participate in the development of financial metrics for charter schools authorized by CPS
- Evaluate charter school applications for the National Association of Charter School Authorizers (NACSA)

2005 – 2009 (Employee 2005-07; Contractor 2007-09)

Colorado Department of Education

Denver, CO

Consultant, Schools of Choice Unit

- Run the Colorado Charter School Business Managers Network
- Read, evaluate, and make recommendations for charter applications submitted to the Colorado Charter School Institute (statewide authorizer)
- Provide technical assistance to all interested parties in the state of Colorado regarding charter school, private school, and home school issues
- Conduct seminars and individual training for school business managers, board members, and administrators in the area of school business management
- Administer the Federal Grant Programs for the state of Colorado
- Conduct grant writer trainings
- Conduct charter school application trainings for new charter school developers and for existing and potential charter school authorizers
- Research and interpret education laws and regulations for interested parties
- Write guides, instruction manuals, and other communication for publication on state website and for distribution to different segments of the education sector in Colorado

2000 – 2007

Owner, Colorado Business and Accountability Services (C-BAS)

- Perform business and accounting services for schools and non-profit organizations on a contract basis, including all aspects of accounting, auditing, budgeting, planning, and fundraising
- Consult with several charter schools on financial matters directly and through the Colorado Department of Education and the Colorado League of Charter Schools
- Provide training to school business managers on financial and human resources matters
- Perform research and write reports on various charter school and education-related financial and policy issues for interested parties
- Run all aspects of a small business, including marketing, operations, payroll, tax preparation, financial statement preparation, budgeting, development, etc.
- Interpret financial policies and make recommendations for proper financial management within the context of complex regulatory requirements

2000 – 2001 Colorado State Legislature Denver, CO

Legislative Budget Analyst/ Joint Budget Committee

- Prepare and present recommendations on budget requests from the Governor's Office and the Department of Regulatory Affairs to the Legislative Joint Budget Committee
- Analyze fiscal impacts of proposed legislation
- Draft fiscal notes to attach to bills introduced in the House of Representatives and the Senate
- Write sections of the annual appropriations bill that sets the State's budget for the following year
- Write various reports for legislators regarding issues related to the State budget
- Research budget-related questions for legislators and the public

1996 – 2000 Cherry Creek Academy Englewood, CO

Business Manager (Continued as a C-BAS client through 2006)

- Responsible for business functions of a K-8 charter school
- Perform all accounting functions including purchasing, payroll, cash receipts, and G/L and financial statement preparation
- Prepare and monitor annual budget and cash flow projections
- Design and implement all internal control procedures
- Perform human resources functions for staff of 35
- Responsible for annual audit at the end of each fiscal year
- Serve on the school's long-range planning and finance committees
- Serve as Secretary/Treasurer of CCA Foundation
- Responsible for securing financing and overseeing building of school

- Coach basketball and provide oversight for school's athletic program

1993 – 1996 University of California, San Diego La Jolla, CA

Financial Reporting Specialist, Extramural Funds Accounting

- Interpret agency and university policies to ensure compliance with terms and conditions of governmentally funded awards
- Perform post-award financial administration of various contracts and grants, including preparing financial reports for government agencies
- Review and interpret award documents and act as liaison between university researchers and governmental agencies
- Responsible for administration of clinical and research laboratories in the School of Medicine, Department of Pediatrics

Education

1986 – 1990

North Park University

Chicago, IL

Bachelor of Arts

- Major: Accounting
- Minor: Spanish

Other

Past Board/Committee Membership

- Inspire Academy, Muncie, IN
- Polaris Charter Academy, Chicago, IL
- Highline Academy, Denver, CO
- CCA Foundation, Englewood, CO
- Indiana Charter Network
- Indiana Cyber Charter School

Kathryn Hunger Elliott

kate.hunger@gmail.com

<https://www.linkedin.com/in/kathrynhunger>

630. 849.5362

Education

August 2007 - May 2011 **UNIVERSITY OF NOTRE DAME** **NOTRE DAME, INDIANA**
Bachelor of Arts in Political Science with minor in Anthropology
GPA 3.835 (3.967 in Major), *Magna Cum Laude*, Deans List 2007-2011, Pi Sigma Alpha Member 2010-2011
Senior Thesis: "The Road to Charter Schools"
Activities: Farley Hall Council, College of Arts and Letters Honesty Committee, Humor Artists
Program Participant: Fall 2009 University College of Dublin Study Abroad Program, Mary and Patrick Toole Scholarship Award

Experience

September 2015 - present **PRECISION DIALOGUE MARKETING** **INDIANAPOLIS, IN**
Implementation Consultant

Consulted with businesses on the Salesforce Marketing Cloud platform

- Strategized solutions leveraging the SFMC platform for unique business needs
- Trained client on the created solution within Salesforce Marketing Cloud
- Documented solution for client

January 2014 - August 2015 **QUAD LEARNING // AMERICAN HONORS @ IVY TECH** **INDIANAPOLIS, IN**

Associate Program Director

Managed relationships with national organization and local community college

- Utilized Salesforce and Tableau to analysis regional data
- Developed enrollment models based on current data and improved conversion rates by over 10%
- Managed relationships with community college partners and daily operations

Regional Admissions Counselor

Founded on-the-ground operations with a start-up company in higher education

- Effectively pivoted program strategy and marketing materials to reflect data
- Improved lead generation and student enrollment rate by 800%
- Created application and logistics for a national, non-profit scholarship fund
- Developed relationships within high schools, community college, and local community
- Created training manual for all field marketers across the country

July 2013 - December 2014 **FALL CREEK ACADEMY** **INDIANAPOLIS, IN**

Operations Specialist

Served on leadership team and developed systems for K-12 turnaround charter school

- Built and trained staff on Student Information System (SIS) for high school
- Managed payroll and human resources operations
- Established procedures to separate the 9-12 building in written SOP Manual

June 2013 - August 2013 **LEADERSHIP FOR EDUCATIONAL EQUALITY (LEE)** **INDIANAPOLIS, IN**

StudentsFirst Fellow

One of six applicants selected for the Indianapolis region to intern at an educational policy affiliate while completing professional development on leadership and educational reform

- Wrote multiple blog posts for the StudentsFirst regional page
- Researched educational data for presentation to elected officials

Leadership

March 2015- June 2015 **QUAD LEARNING // AMERICAN HONORS @ IVY TECH** **INDIANAPOLIS, IN**

Associate Program Director

Led cross-function team while Regional Director on maternity leave

- Managed data, selection and scholarship processes across national team and regional partners
- Developed Direct Admit process and procedure to be implemented across the state
- Managed relationships with key stakeholders

2012 - 2013 **ARLINGTON HIGH SCHOOL** **INDIANAPOLIS, IN**

Ninth Grade Team Leader

Selected to lead a team of seven ninth grade teachers during the inaugural year of a takeover 7-12 school

- Executed a cross-curricular mock job interview fair and financial literacy activities with community volunteers
- Organized and led grade-level team meetings

May 2010 - May 2011 **UNIVERSITY OF NOTRE DAME** **NOTRE DAME, INDIANA**

Co-President, Humor Artists

Elected to lead the improv comedy student group on campus

- Nurtured a 250% growth in group membership along with increased campus and community presence

Skills

- Use data analysis to solve complex problems
- Multitask and prioritize concurrent goals
- Complete strategic plans with effective execution
- Create effective systems and efficient procedures
- Public speaking
- Maintain group focus on time sensitive issues

David M. Humes

6368 Harrison Ridge Blvd. ♦ Indianapolis, IN 46236 ♦ (317) 909-7782
Davehumes@comcast.net ♦ [linkedin.com/in/davehumes1](https://www.linkedin.com/in/davehumes1) ♦ Twitter: @davehumes

Profile

Motivated, personable business professional with multiple college degrees and a successful 20-year track record of profitable business management and outside sales. Talent for quickly mastering technology. Diplomatic and tactful with professionals and non-professionals at all levels. Demonstrated history of developing profitable businesses. A self-starter with outstanding communication skills, both written and verbal. Very persuasive.

Flexible and versatile – able to maintain a sense of humor under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences. Thrives in deadline-driven environments.

Professional Experience

COMMUNICATION: REPORTS/PRESENTATIONS/TECHNOLOGY

- ♦ Excellent communication, technical support and problem solving skills.
- ♦ Meets all deadlines while working in fast-paced environments.
- ♦ Rapidly learned and mastered various computer programs including all Microsoft Office products.
- ♦ Excellent presentation skills. Managed many trade shows.
- ♦ Developed top-notch marketing materials.

CUSTOMER SERVICE/MARKETING/PROBLEM SOLVING

- ♦ Oversaw office / store operations and provided impeccable customer service:
- ♦ Built a clientele supported by mostly referral business.
- ♦ Developed and implemented strategic marketing plan for business:
- ♦ Created special promotions, wrote/designed print advertising, and coordinated all media buying.
- ♦ Won over skeptical potential customers.
- ♦ Innate ability to up-sell product lines and create additional add-on sales.
- ♦ Built loyal clientele and return customer base.

DETAIL MASTERY & ORGANIZATION

- ♦ Managed all aspects of day-to-day operations as a multi-unit store owner.
- ♦ Highly organized with the ability to multi-task and prioritize workload.
- ♦ Finances: accounts payable/receivable, invoicing, insurance, billing, budgeting and payroll.

Employment History

WADDELL AND REED FINANCIAL ADVISORS

Indianapolis, IN

Investment Advisor – 6/2015 to Present

Developing personal financial plans that are built around a wide range of investment products from dozens of different mutual families and other financial products. Utilizing a dynamic process, featuring global insight from portfolio managers, economists, analysts and traders, to develop a roadmap to make it possible for my clients to reach their financial goals for whatever stage in life they are at.

Areas of expertise include:

- Financial / Retirement Planning
- Education Funding (Coverdells, 529s, UGMA,UTMA)
- Retirement Plans (401k, 403b, IRAs, SEPs)
- Variable & Fixed Annuities
- Mutual Funds
- Managed Accounts
- Estate Planning
- Life & Health Insurance

IPS / IMAGINE EAST ACADEMY / MSD OF LAWRENCE TOWNSHIP

Indianapolis, IN

Middle School and Upper-Elementary Teacher, and Mathematics Tutor, 8/2011 to 5/2015

Teaching grades 4-6 in highly diverse environments. Creating lesson plans and instructional materials to provide individualized and small group instruction. Maintains good relationships with students, parents and staff. Helps students develop skills, attitudes, and the knowledge needed to provide a good foundation for future education.

David M. Humes

Attended classes full-time at Anderson University from 8/2010 to 7/2011

Obtained my generalist teaching license for Elementary Education and a secondary license to teach English as a Second Language (ESL) for grades K-12.

ISOLDIT ON EBAY (FRANCHISE)

Fishers, IN

Owner / Operator – 11/2004 to 06/2010

Won “President’s Award” in 2005. Approximately 100 retail stores were open at the time. The award was based on sales performance, and a 100% positive feedback rating.

In control of all activities regarding the management of a successful internet sales business with a retail location. Managed counter sales, outside sales, shipping, photography, listing station (developed exciting call-to-action copy), customer complaint resolution, accounting, etc. Managed the internet auto sales department. Staff of 7 employees.

SIGNS NOW (FRANCHISE)

Indianapolis, IN

Owner / Operator – Two locations (Eastside and Downtown), 09/1990 to 01/2012

Was responsible for all day to day activities regarding the management of small vinyl graphics sign shops. Managed counter sales, outside sales, estimating / quoting, design, manufacturing, delivery, installation and customer follow-up. Staff of 7 – 8 employees. Closed the downtown store in 1995. Maintained ownership but was not active in the eastside store after I opened the iSOLDit store in Fishers, in 2004.

SENTRY SECRET SHOPPERS

Indianapolis, IN

Owner / Operator – 04/1996 to 08/1999

Created a successful mystery shopping service whose largest clients included Boston Market, Pawn America and Bank One. Employed approximately 10 part-time mystery shoppers. Worked closely with clients to make sure they were getting timely information in a useful format. Developed shopper questionnaires. Worked with territory directors.

DAY TRADER (PERSONAL PORTFOLIO)

Indianapolis, IN

9/1995 – 6/1997

Used Omega TradeStation software, with a real time feed, to successfully trade my personal portfolio. More than doubled portfolio value in about 2 years. Traded on NYSE, Nasdaq and NYMEX exchanges until a catastrophic mistake resulted in a margin call. Became proficient in analyzing fundamentals and charting. Traded stocks, options and futures.

FISHERS VILLAGE PACKAGE LIQUOR

Fishers, IN

Owner / Partner – 05/1986 to 10/1997

Was responsible for accounting, employee selection, administration, and product selection. Worked with suppliers and vendors. Staff of 7 – 8 employees. Increased sales every year. Over \$1 million in annual sales.

EARLY WORK EXPERIENCE

The Movie Scene Video Store

Co-Owner / Part-Time Operator

Kartes Video Communications

Management Information Systems Manager

Education

ANDERSON UNIVERSITY	Anderson, IN
Elementary Teaching Certification & License	GPA 3.93/4.0
INDIANA UNIVERSITY PURDUE UNIVERSITY OF INDIANA	Indianapolis, IN
Bachelor of Science in Business Administration (with a major in Marketing)	GPA 3.7/4.0
INDIANA UNIVERSITY PURDUE UNIVERSITY OF INDIANA	Indianapolis, IN
Certification in Labor Relations	GPA 3.5/4.0
INDIANA UNIVERSITY PURDUE UNIVERSITY OF INDIANA	Indianapolis, IN
Associates of Applied Science in Supervision	GPA 4.0/4.0
INDIANA UNIVERSITY PURDUE UNIVERSITY OF INDIANA	Indianapolis, IN
Associate of Applied Science in Computer Technology	GPA 3.7/4.0

Multilingual: Conversant in Mandarin and Spanish

ALISON KOTHE

3855 Washington Blvd, Indianapolis, IN 46205—317.926.0555—avkoth@gmail.com

Profile: Seasoned Development Officer with excellent written and oral communication skills, ability to engage with a diverse donor base and a successful fundraising track record.

Professional Experience

CHRISTIAN THEOLOGICAL SEMINARY, INDIANAPOLIS, IN 2013-Present

Major Gift Officer

Hired to secure major gifts for a Capital Campaign to improve the infrastructure of the school's long ignored Mid Century Architectural structure. Campaign successfully concluded in June, 2015.

WABASH COLLEGE, CRAWFORDSVILLE, IN 2008-2013

Director of Development

- In the face of the 2008 economic collapse, led regional forums with 200 alumni nationally resulting in a report to the President and the Board of Trustees which became the basis for designing a \$60MM capital campaign, ultimately heading to \$68MM raised.
- Developed and implemented a plan to accelerate the completion of the campaign early resulting in the raising of \$20MM between November 2011 and June 2012.
- Completed campaign successfully one year ahead of schedule, \$8MM above goal, with 20% fewer resources as a result of reduction of staff following the 2008 economic collapse. Promoted to Sr. Director of Development at the completion of the campaign.
- Managed staff of six employees: three Major Gifts Officers, one Grant Coordinator, one Research Director and one Administrative Assistant.
- Personally managed a portfolio of 600 donors in eight states in addition to management duties.

Major Gifts Officer 2001-2008

- Initially assigned a portfolio of 200 donors in five states for the purpose of completing the \$132MM capital campaign begun in 1996, and personally raised \$4MM including an endowed chair for the economics Department
- Success led to my portfolio being increased to 800 donors and a ten state region.
- Consistently exceeded Department's average donor calls by 20%/year and raised an average of \$2MM a year in gifts resulting in my being promoted to Sr. Major Gifts Officer and a Presidential appointment to participate in the formation of a new strategic plan.

ALLEGIANT TECHNOLOGY GROUP, INDIANAPOLIS, IN.

Senior Consultant 1999-2001

- Designed and coordinated customer strategies for cross section of businesses.

VARIOUS FINANCIAL INSTITUTIONS 1981-1999

EDUCATION

Johns Hopkins University, Baltimore, MD. BA in English 1972

Simmons Graduate School of Management, Boston, MA MBA 1981

Michelle A. Mitchell, MSW, MEd

1701 West 79th Street
Indianapolis, IN 46260
P: (317) 332-5743
E: michelle.mitchell@ymail.com
LinkedIN: Michelle Mitchell

PROFESSIONAL SKILLS/CAPABILITIES:

- Skilled strategist who transforms strategic plans into workable solutions to achieve organizational objectives.
- Adept at managing programs and partnerships across a diverse constituent base; including corporations, community and faith-based organizations, donors, volunteers, staff, parents and student populations.
- Effective in engaging communities, resource development, capacity building, organizational assessment, mentoring, advocacy and outreach.

PROFESSIONAL EXPERIENCE:

St. Vincent Health

Indianapolis, IN

Community Outreach & Education Coordinator

2012 – Present

- Principal leader in community relations for the Cancer Care Division. Function in concert with management staff, system administration, physicians, managed care and community-based organizations, and other consumers. Develop and implement an annual work-plan for developing and maintaining the following program areas; community engagement, relationship management, new business development and employee health.
- Analyze trends within program areas, maintaining expert awareness of program information and change needs.
- Formulate, implement, and maintain appropriate policies and procedures concerning program administration.
- Responsible for identifying, soliciting and building relationships with new partners and providers to support growth and drive new opportunities. Manage relationships with corporate partners, volunteers, social and health services, community-based organizations and project teams for program development and sustainability.
- Maintained and increased partnerships resulting in a 15% increase in division revenue in FY14.

Indiana Commission for Higher Education

Indianapolis, IN

Statewide Outreach Manager

2010 – 2012

- Championed the agency's statewide outreach efforts and ensured greater visibility in the larger community.
- Managed public engagement and outreach activities, which included sponsorship opportunities, grant activities, conference participation, and coordinating public speaking requests to public officials, school districts, community and civic organizations and other coalitions.
- Provided leadership and oversight to the statewide outreach volunteer teams to ensure positive outcomes.
- Partnered with community based and university sponsored pre-college initiatives to align programs with statewide priorities for college access, success and workforce development goals.
- Advised statewide volunteer committees on special projects, statewide events and educational programs, such as College Goal Sunday, College GO! Week and other Learn More Indiana College Success Initiatives.

Indiana Commission for Higher Education

Indianapolis, IN

Team Leader, Learn More Indiana

2006-2010

U.S. Department of Education – College Access Challenge Grant (Indiana)

- Provided day-to-day management and leadership for a communications team responsible for websites and social media platforms, community alliances, call center operations, print publications and marketing.
- Managed an operational budget (\$3,000,000+), which included state allocations, grant management, leveraging resources and soliciting sponsorships. Oversaw RFP processes and consultant contracts. Reviewed grant applications and provided technical assistance for Indiana Department of Education Drop-Out Prevention Grant.
- Coordinated marketing, promotion and communications for KnowHOW2GOIndiana campaign sponsored by the Lumina Foundation for Education.
- Analyzed systems, processes and trends for college access initiatives and programs. Identified issues and implemented appropriate changes to improve outcomes and further the mission of the state agency.
- Launched an initiative called *Indiana's College Success Coalition*- which coordinated partnerships with community organizations and businesses to improve school engagement and student outcomes. Managed county-wide volunteer teams and secured 100 new partnerships during the first year of implementation.

U.S. Department of Education - Office of Safe and Drug-Free Schools Mentoring Grant

- Provided day-to-day management of project team and administration with an operational budget of \$600,000.
- Managed multi-site mentoring program including volunteer and student recruitment, enrollment, training, student and family engagement and partnership development with schools in MSD of Pike Township.
- Recruited and matched 120 students with 120 volunteers during the first year of program implementation. Maintained an 80% retention rate of students and volunteers during year 2 of the program.
- Created outreach and marketing plans to promote program. Designed activities and coordinated events.
- Collaborated with management to implement evaluation, quality management, and internal outcome review. Disseminated findings to all stakeholders.
- Maintained strong alliances with strategic partners, government agencies, grantors and funders. Managed community outreach initiatives, and coordinated public speaking requests.
- Established, recruited, and lead committees to assist in the planning and execution of operational work.
- Engaged volunteer committee members in decision-making and promotion of program and events.
- Program success led to the sustainability of the initiative after the grant funding cycle.

Adult and Child Mental Health Center – School Based Program

Indianapolis, IN
2002 – 2003

Therapist

- Provided case management and support services to students and families.
- Conducted client assessments, treatment planning, behavior modification, crisis intervention, discharge planning, home visits, individual and family therapy.
- Completed bio-psycho-social evaluations and performed a variety of therapeutic interventions.
- Advocated for clients' needs and identified community resources.
- Completed clinical documentation for assessments, service plans, and treatment updates.

Indiana University Purdue University at Indianapolis (IUPUI)

Indianapolis, IN
2001– 2002

Program Coordinator

Marion County Summer Program Grant

- Coordinated mentoring program matching low-income first-year college students with at-risk middle school students attending Indianapolis Public Schools.
- Collaborated with student life and academic advising departments to plan first-year student initiatives.
- Developed leadership and training programs for student mentors and volunteers.

St. Elizabeth's Group Home

Indianapolis, IN
1998-2003

Resident Manager (*full-time and part-time positions*)

- Coordinated and supervised daily-to-day functions of residential group home for pregnant teens including the supervision of residents, upkeep of the residence and implementation of treatment plans.
- Served as a liaison to connect residents with public assistance programs.
- Managed skill development, treatment plan attainment and other aspects of residential programming.

EDUCATION:

Master of Education – Graduation Date: December, 2011
Jones International University

Master of Social Work – Graduation Date: May, 2002
Indiana University - Purdue University at Indianapolis

Bachelor of Arts – Graduation Date: August, 1995
Indiana University

DANNIELLE PATTERSON- MBA, CPA

7036 N. Oxford Lane. McCordsville, IN 46055 | Danni.patterson@yahoo.com | 317.965.7514

Brand Activation | B2B, B2C and B2E Marketing & Management | Direct Response TV |Healthcare Professional & Consumer Marketing | Digital Marketing

Summary: Dynamic professional with progressive experience in successfully directing teams through complex projects, developing strategies and collaborating with key stakeholders to plan, develop, coordinate and implement product launches and comprehensive, integrated mass media campaigns and communication plans to enhance overall business operations.

Pharmaceutical & Medical Device Marketing | Managed Care | CPG Marketing Brands & Private Label
| Management | P&L Accountability Licensing | Strategic Planning | People Management | Product
Launches | Patient Education Program Developing & Training | CRM Project Management | Coaching
& Mentoring | Business Analysis | Campaign Assessment | Event Marketing | E-Commerce

PROFESSIONAL EXPERIENCE

US Affiliate, Eli Lilly

Jul 2015 – Present

Brand Strategy & Operations- Men's Health

- Acting COO for a \$1.2 billion brand leading its strategy development across customer groups, cross-functionally and with agency partners for an integrated brand strategy and communicating that strategy to senior leadership.
- Responsible for brand operations including proactively managing the OPEX budget and developing measurement scorecards to determine progress to goals.

StarMedia, a Gannett Company, B2B Brand Manager

Jul 2014 – Jul 2015

- Built the architecture and drove awareness of the StarMedia brand and value proposition.
- Led lead generation, brand activation, lifecycle management and customer engagement through content creation, digital activities and customer communications to grow StarMedia advertising and digital marketing product revenues.
- Primary tactics include SEO, PPC, strategic events, ExactTarget email campaigns, print and digital advertising campaigns. Manage B2B website, IndyStarMedia.com and all B2B social media platforms.

OnEdge Marketing Endorsed by LOCAL DOTCOMSECRETS, Owner

Apr 2013 – Jul 2014

- Consulted with local and small businesses to identify and convert quality online leads to high volume and repeat sales via custom designed lead generation websites and effective SEO/SEM campaigns.
- Analyzed web metrics to bring custom solutions to clients.

HEARTLAND FOOD PRODUCTS GROUP, Carmel, IN Brand Manager, Sweeteners

April 2013 – Nov 2013

- Directly recruited to manage product performance throughout lifecycle of existing line and to license national brands, lead internal creative and external strategic partners to activate brand and communication plan and to implement customer strategies to gain retail acceptance of sweetener products.
- Within first 3 months of hire, negotiated Skinnygirl licensing deal, led new product development from concept, packaging to commercialization, and built go-to-market strategy to drive organic growth of Skinnygirl Sweeteners. Led web development of microsites, e-commerce sites, social media platforms, design graphics and content creation for all sweetener products.

DANNIELLE PATTERSON- MBA, CPA

7036 N. Oxford Lane. McCordsville, IN 46055 | Danni.patterson@yahoo.com | 317.965.7514

ROCHE DIAGNOSTICS CORPORATION, Diabetes Care Division, Indianapolis, IN 2002 – April 2013
Direct Response Marketing Manager, Patient 2009 – April 2013

- Led five strategic agency partners to develop strong media plan and negotiate value-added media buy to successfully launch consumer mass media campaign including DRTV, outdoor, and PR to introduce the ACCU-CHEK Nano blood glucose monitoring device to the market place.
- Continuously achieved business results by applying consumer and competitive insights to understand, engage and connect emotionally with consumers to shape their behavior and purchase decisions.

Selected Achievements:

- Collaborated with 15 different KOL, industry providers and payers in launching the first pediatric patient engagement kit for children and teens.
- Won top 3 Roche Marketing awards for ACCU-CHEK Nano campaign and communication plan that included new product launch strategic plan and tactical execution with main stage town hall presentations and scripts, executive leadership video announcements, flash mob at annual convention, e-mail campaign teasers, and video jingle contest where over 120 employees participated.
- Roche Marketing Academy Case Competition Winner (All Roche Divisions 277 Marketers).
- Strategically created a \$15 Million media campaign consisting of major broadcast networks and national cable advertising, including airtime during the Olympics, print advertising in People Magazine, FSI, point of care tactics, and more.
- Directly influenced senior executives to support multiple \$15 Million TV campaigns to combat competitive activity and build awareness of LCM product amidst FDA new product delays.
- Led as **Editor in Chief of Discoveries Magazine** to develop theme, featured articles and work with key opinion leaders and creative agency partner to produce 5 issues of the bi-annual diabetes magazine.

ADDITIONAL EXPERIENCE:

Various Roche Brand and Marketing Manager Positions, Indianapolis, IN	2002 – 2009
• METRIS COMPANIES, INC. , Minnetonka, MN <i>Product Manager, DirectAlert Credit Monitoring Service</i>	2000 – 2002
• THE PILLSBURY COMPANY , Minneapolis, MN <i>Associate Brand Marketing Manager, Refrigerated Baked Goods (RBG)</i>	1997 – 2000
• CROWE, CHIZEK, & COMPANY , Indianapolis, IN <i>Staff CPA</i>	1992 – 1995

EDUCATION

Master of Business Administration (MBA), Marketing
Indiana University, Kelly School of Business
Consortium of Graduate Studies in Management Scholar
Global Business Achievement Certificate, Spanish, Esade University, Barcelona Spain

Bachelor of Science (BS)
University of Notre Dame, Dean's List, Accountancy

ADDITIONAL SKILLS & CERTIFICATIONS

Saleforce.com, ExactTarget email campaigns, world class sales certification, Market motives digital certification, dotcom secrets certification

TODD W. PONDER

One American Square, Suite 2900, Indianapolis, IN 46282 | w: 317-236-2457 | c: 317-418-6651 | todd.ponder@icemiller.com

Summary

Nearly 32 years of experience in the private practice of law. A partner at Ice Miller LLP since 1993. Spent roughly ten years practicing in the area of labor and employment law and related litigation matters. Has specialized for more than 20 years in the area of tax-exempt finance, serving as bond counsel in scores of bond transactions. Has also served frequently in bond transactions as borrower's counsel, issuer's counsel, underwriter's counsel, special disclosure counsel and bank counsel. Particular expertise in the area of tax-exempt bond financing for (i) clients in the higher education sector, both public universities and private colleges, and (ii) other 501(c)(3) nonprofit clients of all varieties, including museums, cultural institutions, YMCAs, private K-12 schools and similar organizations. Has participated in several transactions for charter schools, which have utilized tax-exempt bonds to finance facilities and related capital projects. Expertise in all aspects of municipal finance law including related tax and securities laws, interest rate swaps and other derivative instruments, public private partnerships and the like.

Experience

Professional Experience

King & Spalding, Atlanta, GA 1984 to 1986

Associate Attorney

Member of Firm's Litigation and Labor & Employment Law Practice Groups

Ice Miller LLP, Indianapolis, IN, 1986 to Date

Associate Attorney, 1986 to 1992

Partner, 1993 to Date

Member of Firm's Labor & Employment Law Practice Group, 1986 to 1993

Member of Firm's Municipal Finance Practice Group, 1993 to Date

Nonprofit Experience

Served for several years as President of the nonprofit House Corporation for Xi Chapter of Sigma Chi Fraternity at DePauw University in Greencastle, IN. Led an unprecedented capital campaign and associated multi-million dollar renovation project for the chapter house, including the creation of an affiliated 501(c)(3) foundation. In his legal practice, has represented and worked with nonprofit 501(c)(3) clients on virtually a daily basis for more than 20 years. Serves as a trusted advisor to upper level management of numerous nonprofits organizations and their governing boards. Has assisted with the low cost tax-exempt financing of dozens of significant capital projects on nonprofit campuses throughout the state of Indiana.

Other Skills and Experience

Served for several years on the hiring committee at Ice Miller, including the screening, interviewing, selection and hiring of job applicants, and participation in all aspects of the Ice Miller summer associate program, including mentoring and evaluating summer law clerks and hiring new law firm associates. Has served for several years on the Ice Miller paralegal review committee, including the compilation and delivery of performance reviews for paralegals and other practice group specialists, the establishment of compensation, and the crafting of annual performance goals.

Education

J.D., Law 1984

University of Chicago School of Law -- Chicago, IL

Bachelor of Arts, Economics 1981

DePauw University -- Greencastle, IN

Phi Beta Kappa

Magna Cum Laude

Affiliations

National Association of Bond Lawyers
Nation Association of College and University Business Officers
Indiana State Bar Association
Indianapolis Bar Association

Member

Our Lady of Mount Carmel Catholic Church, Carmel, IN

JILL HAUSER ROBISCH

13002 Brighton Lane – Carmel, IN 46032

317.258.5728

jhrobisch@gmail.com

EXPERIENCE:

The National Bank of Indianapolis October 2011 – Present Indianapolis, IN

Vice President, Nonprofit Services

- Responsible for developing and maintaining a \$140 million portfolio of nonprofit client relationships.
- Awarded Highest Number of Total Referrals and Highest Number of Successful Referrals amongst Nonprofit and Commercial Banking divisions in 2012, 2013, 2014, and 2015.
- Maintains and enhances nonprofit client relationships by being visible in the community and instrumental in orchestrating client/prospect outreach events for continued client education.
- Lead a team to reinvent the Bank's account offerings, online banking, and treasury management services for nonprofit clients.

M&I Bank/BMO Harris February 2008 – October 2011 Indianapolis, IN

Assistant Vice President

- Contributed to the profitability and growth of the Business Banking Group by building, developing, and managing new client relationships, focusing on businesses up to \$20 million in revenue.
- Ranked in Top 20% of all business bankers in the corporation for overall net contribution in 2009 and 2010.
- Named Indiana Regional Representative for ProCess (Professional Success Leadership Forum) 2008-2010.

Union Planters/Regions Bank November 2003 – February 2008 Indianapolis, IN

Assistant Vice President

February 2005-February 2008

- 2006 and 2007 Regions Best Nominee for Business Banking
- 2006 Pinnacle Sales Award Winner - Ranked 1st among Indianapolis Metro Market Business Bankers

Credit Analyst

November 2003 – February 2005

- Interacted with relationship managers to determine loan validity for existing and prospective clients by analyzing financial statements, cash flow analysis, and making credit risk decisions.

Merrill Lynch BFS November 2003 – February 2008 Chicago, IL

Credit Manager

June 2003 – November 2003

- First Credit Analyst to be promoted to Credit Manager from the 2002 College Training Program
- Managed two credit analysts in a team effort to maintain a client portfolio of 500 clients totaling over \$100 million in credit exposure.

Senior Credit Analyst

July 2002 – June 2003

- Completed a 4-month formal credit training program that included focuses on accounting, public speaking, and credit analysis, with rotations in the Small Business Credit Group, Core Group, and Middle Market Group.
- Maintained and managed relationships and client portfolios while monitoring day to day account utilization for over 250 accounts totaling \$40 million in facility limit.

EDUCATION:

Ball State University 2007 – 2010

Masters of Business Administration with concentration in Finance

Butler University 1998 – 2002

Bachelor of Science in Business Administration with concentration in Finance

INTERESTS:

Civic Collegiate Public Charter School (2016 – Present): Founding Board Member

Day Nursery (2013 – Present): Finance Committee

CICOA (2014): 40th Anniversary Celebration Planning Committee

Opportunity Indianapolis (Fall 2013)

Indianapolis Senior Center (2006 – 2013): Board President (2010 – 2012)

United Way Ardath Burkhart Leadership Series (2010 Graduate)

Kappa Kappa Gamma Indianapolis Alumni Association (2004 – Present)

Attachment 2
Head of School Resume



Luke Lennon

llennon@buildingexcellentschools.org

317.525.5255

1229 East Market Street

Indianapolis, IN 46202

PROFESSIONAL EXPERIENCE

Building Excellent Schools (Boston, MA)

July 2015-Present

Fellow

Building Excellent Schools (BES) trains leaders to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools. The BES Fellowship – a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership – has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions and governance.

Tindley Preparatory Academy (Indianapolis, IN)

June 2014-June 2015

Assistant Principal of Academics

- Accountable for weekly teacher observations, debriefs, and lesson plan feedback.
- Spearheaded the Response to Intervention (RTI) process, holding bi-weekly discipline and academic meetings.
- Charged with dissecting and disseminating data from external and internal assessments to teachers, leading them through monthly data dives and adjusting the curriculum appropriately.

Tindley Preparatory Academy (Indianapolis, IN)

June 2012-June 2014

Teach for America Corps Member

- Selected from a pool of 47,000 applicants to join national corps of teachers who commit two years to teach in low-income public schools.
- Managed four other teachers as 8th grade team leader. Tasked with providing feedback and creating grade-wide culture.
- Achieved 96% ISTEP+ pass rate for 2012-2013 school year; Achieved 93% pass rate for 2013-2014 school year.
- Averaged 3.1 years of reading growth based on NWEA data.
- Selected to lead professional development sessions focused on data-driven instruction, best classroom practices, student investment, and relationship building.

EdPower (Indianapolis, IN)

June 2013- July 2013

Curriculum Team

- Assessed the current course scope and sequence of the 8th Grade English curriculum for the EdPower Network.
- Created new units of study and assessments that incorporated the new Indiana State Standards.
- Expected to produce daily deliverables, and completed the 8th Grade English curriculum to be used during the 2013-2014 school year at the Tindley Preparatory Academy and the Tindley Collegiate Academy.

LEADERSHIP & MENTORING

Indianapolis Principals Fellowship- Teach For America

Aug. 2011-May 2012

Through a partnership with Columbia University, Teach For America Indianapolis sends between ten to twelve outstanding candidates to the Summer Principals Academy, where they earn a masters in education while working full time. Fellows commit themselves to Indianapolis for four years, a commitment they fulfill as a school leader within the city.

Co-Chapter Leader of Notre Dame Chapter of Students for Education Reform

Oct. 2010-May 2012

Co-Chapter Leader of the Notre Dame chapter, and liaison between the national Students for Education Reform (SFER) organization and the Notre Dame chapter. SFER is an organization that works to close the achievement gap and ensure an excellent education for all children by mobilizing the next generation of leaders in education reform. Developed excellent leadership and organizational skills, as well as an unwavering commitment to closing the achievement gap.

Nativity Miguel Middle School of Buffalo- Summer Service Learning Project (SSLP)

June 2010-Aug. 2010

The Center for Social Concerns at Notre Dame recruits Notre Dame students who are interested in expanding their education by working with, and learning from, persons who are marginalized in society. Served as role model, teacher, friend, mentor, and confidant to 60 inner-city children ranging from grades 6 to 8. Learned the value of patience, and the restlessness and passion that comes with the struggle for social justice.

EDUCATION

Columbia University, New York, New York July 2015
Masters of Education
GPA: 4.0

Marian University, Indianapolis, Indiana May 2014
Masters in the Art of Teaching
GPA: 4.0/4.0

University of Notre Dame, Notre Dame, Indiana May 2012
Bachelor of Arts, Major: The Program of Liberal Studies
GPA: 3.35/4.0 Major GPA: 3.64/4.0

Attachment 3

School Administrators' Resumes



3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. **NOTE: There is no page limit for this attachment.**

HEAD OF SCHOOL

The Head of School is responsible for managing the day-to-day operations of Civic Collegiate and is overseen by the Board. The Head of School is charged with setting the vision and direction of the organization in partnership with the Board of Directors. Each year the Head of School receives an annual evaluation from the Board of Directors based on the accountability plan outlined in the charter and any additional goals agreed upon by the Board of Directors. The Head of School reports directly to the Board and is the only staff member to do so.

Head of School Qualifications

- Strong commitment to, belief in, and alignment with school's mission and vision.
- Experience in leadership and management of both adults and students.
- Minimum of Bachelor's Degree; Master's or Advanced Degree preferred.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Knowledge of or experience in education, school finance, governance, management, or law.
- Experience in budgetary planning, accounting, and effective allocation of school resources.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Head of School Responsibilities

- Create, monitor, and sustain school culture of academic excellence through consistent implementation of systems, rituals, and structures to maximize student learning.
- Manage and work closely with the Dean of Curriculum and Instruction on all job responsibilities associated with the positions.
- Manage the Dean of Curriculum and Instruction, Students Supports Coordinator, Dean of Students, Dean of Operations as well the relationship with the back-office provider.
- Lead all student community meetings in coordination with the Dean of Students.
- Lead all staff development and administrative meetings in coordination with the Dean of Curriculum and Instruction.
- Lead and manage recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations. (Delegation of duties to Principals as hired in Y4.)
- Draft and provide evaluations of all staff members. (Delegation of duties to Principals as hired in Y4.)
- Oversee lottery, admissions, enrollment, and waitlist procedures for the school.
- Lead orientation, training and evaluation of all staff members. (Sharing and delegation of duties to Principals as hired in Y4.)

- Oversee all student discipline, code of conduct, and behavior standards in conjunction with other administrative and teaching staff.
- Review all student report cards before disbursement to families, or delegate to appropriate staff upon school growth.
- Serve as primary spokesperson for school to both internal and external constituents including media, community members, parents, political leaders and representatives, and visitors.
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
- Establish all annual financial priorities and allocate school resources, including financial resources, in alignment with values of school; work with the Director of Operations, back-office provider, and Finance Committee of the Board to evaluate the accuracy of all financial documents.
- Oversee the implementation of all fiscal policies and procedures including segregation of duties.
- Establish annual budget and ensuring healthy cash flow for each year of school operation.
- Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies.
- Work with Dean of Operations and Dean of Curriculum and Instruction to prepare or oversee and submit required reports, evaluations, and data to all external and funding sources.
- Continue to develop a financial plan for school's capital needs in order to secure permanent facility for school.
- Develop and execute fund development strategy as it relates to raising funds in the community.

DEAN OF CURRICULUM AND INSTRUCTION

Under the direct supervision of the Head of School, the Dean of Curriculum and Instruction (DCI) ensures that the educational program, including all curriculum and assessments, as outlined is executed with fidelity each day. Additionally, the DCI serves as the direct supervisor for all general education teachers in the school. The DCI reports directly to the Head of School.

DCI Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Minimum of three years working in urban education with history of significant gains in student performance and/or growth.
- Bachelor's Degree Required, Master's Degree preferred.
- Highly qualified status.
- Experience in leadership and management of both adults and students.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Strong knowledge of Common Core and Indiana Standards in all relevant grades and subjects.
- Knowledge of national content standards.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

DCI Responsibilities

- Embody mission, vision, core beliefs and strategic direction of the school.
- In consultation with the Head of School and Principals as hired in Y4, help to develop and monitor a curriculum (scope and sequence, planning, etc.) that maximizes and enhances student learning in all core subjects and which is fully aligned to national and state standards as required and as aligned to our mission.
- Plan and run staff professional development sessions as needed, and coordinate professional development sessions from outside resources.
- Serve as instructional coach for the faculty through regular observations, feedback, meetings, and additional metrics of support in order to provide a quality instructional program to students within the context of a disciplined school culture.
- Research and develop best practices to be implemented and supported in school.
- Analyze student achievement data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information to collaborate with Head of School and Principals as hired in Y4 on strategic plan and short- and long-term vision for school.
- Coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, interim assessments, and nationally normed assessments.
- Review report cards for every student and provide feedback to teachers before review by Head of School.
- Co-manage assigned aspects of school-wide routines such as lunch procedures, bus timetables, and before and after-school plans.

STUDENTS SUPPORTS COORDINATOR

The Student Supports Coordinator (SSC) is responsible for ensuring that all student subgroups (ELL, SPED, academically struggling) are reaching their goals within the least restrictive environment and in accordance with their IEPs. The SSC works with the DCI to create individualized remediation plans for all students that are not achieving their academic goals. This includes, but is not limited to: (1) creating small group instruction opportunities, (2) facilitating Saturday School, (3) conducting home visits, and (4) presenting weekly reports to the faculty about our at-risk students. The SSC reports directly to the Head of School.

SSC Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- Minimum of a Bachelor's degree.
- State certification in special education.
- Licensed ESL educator.
- Highly qualified status.
- Minimum of one year working in urban education with a history of significant gains in student performance and/or growth.
- Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences.
- Experience compiling and managing special education reporting data.
- Excellent verbal and written skills.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.



- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for student outcomes and achievement.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

SSC Responsibilities

- Draft and revise IEPs as necessary to ensure needs of special education students are being served.
- Deliver instruction using a variety of targeted learning modalities in order to develop necessary skills (motor, language, cognitive, memory) using methods to enhance student achievement.
- Maintain detailed student IEP and 504 records according to state and federal guidelines.
- Provide daily tutoring to special education and other students, in individual or small group settings.
- Work with contracted service providers to ensure all IEP requirements are met and that all students are being effectively supported to reach their goals.
- Oversee all language testing for and instructional supports provided to our ELL students.
- Embody mission and vision of school.
- Create standards-aligned curriculum including scope and sequence, annual plan, unit plans, and lesson plans; develop interim, midterm, and final assessments as needed.
- Develop and implement ambitious, and standards-aligned lesson plans targeted with end goal of student performance at or above grade level expectations.
- Teach and enforce school-wide systems, rules and consequences, disciplinary codes, and rewards at all times.
- Provide engaging, motivating, and rigorous instruction in whole-class and individual settings.
- Provide academic support and tutoring to small groups or individual students as needed/scheduled.
- Analyze student achievement data in collaboration with Dean of Curriculum and Instruction and Head of School.
- Implement data tracking system and use data to inform instructional development and delivery.
- Communicate regularly and proactively with students and families.
- Draft student report cards and revise as required.
- Collaborate with other staff members and actively participate in all professional development and learning activities.
- Work to continuously improve effectiveness on in all instructional practices, using school's teacher performance rubric as a guide.

DEAN OF STUDENTS

The Dean of Students (DOS) is responsible for ensuring that the highly structured culture of joy and urgency is maintained at all times. The DOS works with the Head of School and Principals as hired in Y4 to issue both positive and negative consequences across the school campus. The DOS works to support the teachers in creating an environment that eliminates off-task behaviors, and instead encourages students to maximize their learning time with positive incentives. The DOS works to engage families in the mission and vision of Civic Collegiate. The DOS reports directly



to the Head of School until a middle school Principal is named. At that point, the DOS would report to the Principal.

Dean of Students Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- Minimum of a Bachelor's degree.
- At least one year of experience managing student needs as a counselor or similar role.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Dean of Students Responsibilities

- Provide leadership to all staff and students in establishing a positive, structured, achievement-oriented, and joyful school culture.
- Lead the school's efforts to cultivate joy in the school.
- Coach teachers to improve their instructional practice, especially as it relates to issues of preparing middle school students for high school.
- Ensure that ALL students have excellent attendance and come to school on time; keeping extremely accurate attendance records and working aggressively with students and parents to ensure excellent attendance.
- Be highly present and visible during school hours, relentlessly ensuring the school has an amazing school culture.

DEAN OF OPERATIONS

The Dean of Operations is responsible for ensuring the school's systems and routines are executed at a high level each day. The Dean of Operations walks the facility each day to ensure all technology and facilities issues are addressed. The Dean of Operations handles external partnerships, including but not limited to (1) food service, (2) mail, (3) back-office coordination, and (4) technology. The Dean of Operations and back-office provider report directly to the Head of School. At this time, Civic Collegiate is working with Abacus Partners on all financial documents prepared in this application.

Dean of Operations Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Possession of, at minimum, a Bachelor's degree.
- Minimum of two years of experience in operations and finance preferred.
- Proficiency or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resources software (required).
- Knowledge of school finance, budgetary planning, and accounting principles (required).
- Excellent data management and reporting abilities.
- Demonstrated ability to multitask effectively and prioritize strategically.
- Prior leadership roles with demonstrated strong results.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Dean of Operations Responsibilities



- Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
- Ensure compliance with generally accepted accounting principles as well as all other requirements (federal, state, local, and suggested).
- Provide bookkeeping services to school using provided financial and accounting software.
- Provide regular feedback to the Head of School on tools and resources that may strategically improve financial management.
- Supervise daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources.
- Research and apply to grants in accordance with general school guidelines, and manage disbursement and reporting of activities in collaboration with Dean of Operations.
- Prepare and submit all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties.
- Report to and collaborate with Head of School and interface with external back office support throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
- Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with Head of School.
- Coordinate and implement strategy for teacher and student recruitment in collaboration with Head of School.
- Oversee resources provided to all staff, including classroom resources, copy machines, phones, computers and technology.
- Provide verbal and written financial report at all Board of Directors Finance Committee meetings, in coordination with Head of School.
- Serving as the liaison to the school’s parent organization.

LEADERSHIP TIMELINE

Upon authorization, the Board of Directors will hire the Head of School and will secure and secure the Walton Family Foundation Start-up Grant. The Head of School is responsible for creating marketing structures, conducting community outreach, and building local and national professional networks to recruit high-capacity individuals to round out the leadership team.

Civic Collegiate Leadership Team						
	Y0	Y1	Y2	Y3	Y4	Y5
Head of School	1	1	1	1	1	1
Middle School Principal	0	0	0	0	1	1
High School Principal	0	0	0	0	1	1
Dean of Curriculum and Instruction	0	0	0	1	1	2
Student Supports Coordinator	0	1 ¹	1	1	1	1
Dean of Students	0	1	1	1	1	2
Dean of Operations	.5	1	1	1	1	2
Total Administrative Staff	1.5	4	4	5	7	10

- In **Operational Year 0**, the Head of School will recruit, hire, and train a Dean of Operations, who will begin duties in April of 2017.

¹ The SSC will be a licensed special education teacher and will provide all special education needs in year one.



- In **Operational Year 1**, the Head of School will recruit, hire, and train a Dean of Students and Student Supports Coordinator.
- In **Operational Year 2**, the Head of School will recruit, hire, and train no new staff for the leadership team.
- In **Operational Year 3**, the Head of School will recruit, hire, and train a Dean of Curriculum and Instruction.
- In **Operational Year 4**, the Head of School will recruit, hire, and train a Middle School Principal and High School Principal. The Middle School Principal will oversee grades 6-8, and the High School Principal will assist the Head of School in opening the High School, which, in Y4, will only serve 9th graders.

LEADERSHIP RECRUITMENT PROCESS

Civic Collegiate Leadership Hiring Timeline		
Position	Search Initiated	Optimum Start Date
Head of School	N/A	Upon authorization
Dean of Operations	December 2016	April 2017
Student Support Coordinator	December 2016	July 2017
Dean of Students	December 2016	July 2017
Dean of Curriculum and Instruction	December 2018	July 2019 (Y3)
Middle School Principal	December 2019	July 2020 (Y4)
High School Principal	December 2019	July 2020 (Y4)

Building Partnerships. Much like our teacher recruitment strategies, we will build partnerships with local and national groups to access a strong pipeline of talent. Proposed Head of School Luke Lennon has professional connections to Teach For America, Marian University’s School of Education, Columbia University’s Summer Principal’s Program, and Building Excellent Schools. Each one of these programs focuses on school leadership development.

Building Presence at Universities. Marian University, IUPUI, Indianapolis University, and Butler all have schools of education. These universities are local and hold semi-annual career fairs for their students, and the Head of School is expected to attend and recruit for potential school leadership roles. Some leadership positions do not require the candidate have a background in education—the Dean of Operations, for example—and so the school leader will also attend career fairs at local law and business schools. In addition to this local recruiting, \$2000 has been allocated to paying for national candidates to fly in for interviews.

Building a Web and Print Presence. School leadership candidates can learn about our school through Facebook, Twitter, the school website, and the school blog. We will also advertise in local and national publications.

HIRING PROCESS

All candidates will be vetted through a robust, rigorous interview process that assesses aptitude, mission-fit, classroom management, written and oral communication skills, growth-mindset, and team-oriented mindset. These skills will be assessed in the following ways. **Aptitude.** We examine undergraduate and graduate GPA, ability to answer written and verbal questions at a high level, previous work experience, and references. **Content-knowledge (DCI).** Candidates



take a portion of the PARCC exam and discuss with Head of School how the tested skills would be taught in a daily lesson. **Mission-fit:** Head of School pushes candidate on answers concerning school culture, showing candidate video from excellent teachers and asking what makes them effective. **Written and oral communication:** Candidates provides a writing sample, respond to 10 fictitious emails from various staff members, and role-plays difficult conversations with parents and students. **Growth-mindset:** Candidates are put through several roleplaying activities and give feedback in the moment. Candidates are then expected to quickly internalize and execute on that feedback. Candidates are expected to work towards mastery, no matter how much iteration.

All candidates will: (1) Submit a resume, which is vetted by the Head of School and other current members of the leadership team, (2) Respond to written questions through an online application program, (3) Participate in a twenty-minute phone interview, (4) Participate in a one-hour in-person interview, and (5) Complete a performance task informed by the roles and responsibilities of the position.



Attachment 4

Governance Documents

501(c)(3), Letter of Determination, Articles of Incorporation, and Bylaws





Department of the Treasury Internal Revenue Service

Notice 1382

(Rev. October 2013)

Changes for Form 1023

- Mailing address
- Parts IX, X, and XI

Reminder: Do Not Include Social Security Numbers on Publicly Disclosed Forms

Because the IRS is required to disclose approved exemption applications and information returns, exempt organizations should not include Social Security numbers on these forms. Documents subject to disclosure include supporting documents filed with the form, and correspondence with the IRS about the filing.

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where To File*, has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

To file using a private delivery service, mail to:

201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov. In the top right "Search" box, type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year.

(Continued)

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and do not sign the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications postmarked after January 3, 2010.

1. \$400 for organizations whose gross receipts do not exceed \$10,000 or less annually over a 4-year period.
2. \$850 for organizations whose gross receipts exceed \$10,000 annually over a 4-year period.

For the current user fee amounts, go to IRS.gov and in the "Search" box at the top right of the page, enter "Exempt Organizations User Fees." You can also call 1-877-829-5500.

Application for reinstatement and retroactive reinstatement. An organization must apply to have its tax-exempt status reinstated if it was automatically revoked for failure to file a return or notice for three consecutive years. The organization must:

- (1) Complete and file Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section;
- (2) Pay the appropriate user fee and enclose it with the application;
- (3) Write "Automatically Revoked" at the top of the application and mailing envelope; and
- (4) Submit a written statement supporting its request if applying for retroactive reinstatement.

If the application is approved, the date of reinstatement generally will be the postmark date of the application, unless the organization qualifies for retroactive reinstatement. Alternate submissions and standards apply for retroactive reinstatement back to the date of automatic revocation. See Notice 2011-44, 2011-25 I.R.B. 883, at http://www.irs.gov/irb/2011-25_IRB/ar10.html, for details.

Changes for the Instructions for Form 1023

- Change to Part III. Required Provisions in Your Organizing Documents
- Clarification to Appendix A. Sample Conflict of Interest Policy

(Continued)

Changes to Instructions for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (Rev. June 2006)

Part III. Required Provisions in Your Organizing Document

Applicable to organizations in the state of New York. Changes are necessary to comply with Rev. Proc. 82-2, 1982-1 C.B. 367, to incorporate the state of New York as a jurisdiction that complies with the *cy pres* doctrine to keep a charitable testamentary trust from failing the requirement for a dissolution clause under Regulations section 1.501(c)(3)-1(b)(4), when the language of the trust instrument demonstrates a general intent to benefit charity. Therefore, the instructions on page 8, line 2c, after the third paragraph now include the state of New York in the state listing as an authorized state. Since the state of New York allows testamentary charitable trusts formed in that state and the language in the trust instruments provides for a general intent to benefit charity, you do not need a specific provision in your trust agreement or declaration of trust providing for the distribution of assets upon dissolution.

Appendix A. Sample Conflict of Interest Policy

Appendix A, Sample Conflict of Interest Policy, is only intended to provide an example of a conflict of interest policy for organizations. The sample conflict of interest policy does not prescribe any specific requirements. Therefore, organizations should use a conflict of interest policy that best fits their organization.

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

(00)

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Civic Collegiate Inc.		Luke Lennon	
3 Mailing address (Number and street) (see instructions)		Room/Suite	4 Employer Identification Number (EIN)
1229 East Market Street			81-1480548
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Indianapolis, IN, 46202		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 317.525.5255	
a Name: Luke Lennon		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: to be established			
b Organization's email: (optional) to be established			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		10 / 05 / 2015	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**

- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**

- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**

- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**

- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): AOI, pg. 1, Article IV

- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. AOI, pg. 1, Article IV
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
*See attachment			

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
*See attachment			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**

- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**

- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. Yes No
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. Yes No
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. Yes No
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. Yes No
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. Yes No
- 20 Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. Yes No
- 21 Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F. Yes No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From 2015 To 2016	(b) From 2016 To 2017	(c) From 2017 To 2018	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	250000	913484	
	2 Membership fees received	0	0	0	
	3 Gross investment income	0		0	
	4 Net unrelated business income	0	0	0	
	5 Taxes levied for your benefit	0	0	0	
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0	
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0	
	8 Total of lines 1 through 7	0	250000	913484	
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0	
	10 Total of lines 8 and 9	0	250000	913484	
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0	
	12 Unusual grants	0	0	0	
	13 Total Revenue Add lines 10 through 12	0	250000	913484	
Expenses	14 Fundraising expenses	0	0	0	
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0	
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0	
	17 Compensation of officers, directors, and trustees	0	60258	83893	
	18 Other salaries and wages	0	17969	457105	
	19 Interest expense	0		0	
	20 Occupancy (rent, utilities, etc.)	0	600	216600	
	21 Depreciation and depletion	0	0	0	
	22 Professional fees	0	12,500	60000	
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	4500	246,054	
	24 Total Expenses Add lines 14 through 23	0	95,827	1063652	

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

Table with columns for line number, description (Assets, Liabilities, Fund Balances or Net Assets), and amount. Total Assets and Total Liabilities and Fund Balances or Net Assets are both 0.

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. [] Yes [x] No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status.

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. [] Yes [x] No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). []

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. [] Yes [] No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. [] Yes [] No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? [] Yes [] No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. []

b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. [x]

c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. []

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. []

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

 (Signature of Officer, Director, Trustee, or other authorized official)

 (Type or print name of signer)

 (Date)

 (Type or print title or authority of signer)

For IRS Use Only

 IRS Director, Exempt Organizations

 (Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

(Signature of Officer, Director, Trustee, or other authorized official)

Luke Lennon

(Type or print name of signer)

3/10/16

(Date)

Incorporator

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
Indianapolis Public School System-Marion County-Indianapolis
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No
- Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.
- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory PolicyInformation required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) AOI, pg 1, Article IV
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law AOI, pg 1, Article IV
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

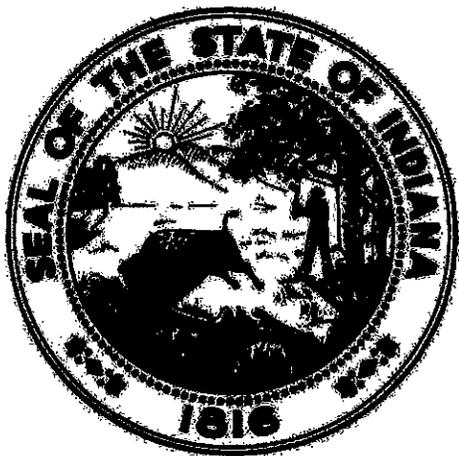
Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

State of Indiana
Office of the Secretary of State
CERTIFICATE OF INCORPORATION
of
CIVIC COLLEGIATE INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Saturday, October 03, 2015.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 05, 2015



Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
10/5/2015 9:13 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

CIVIC COLLEGIATE INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

LUKE LENNON
1229 EAST MARKET STREET, INDIANAPOLIS, IN 46202

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

LUKE LENNON
1229 EAST MARKET STREET, INDIANAPOLIS, IN 46202
Signature: LUKE LENNON

ARTICLE IV – GENERAL INFORMATION

Effective Date: 10/3/2015
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: No

The purposes/nature of business
EDUCATION.

Distribution of assets on dissolution or final liquidation

IN THE EVENT OF DISSOLUTION, ALL REMAINING ASSETS, AFTER ALL DEBTS AND LIABILITIES ARE SATISFIED, SHALL BE USED FOR EDUCATIONAL PURPOSES AND BE DISTRIBUTED TO A QUALIFYING 501(C)(3) ORGANIZATION. ANY REMAINING FUNDS RECEIVED FROM THE INDIANA DEPARTMENT OF EDUCATION SHALL BE RETURNED TO THE DEPARTMENT NOT MORE THAN THIRTY (30) DAYS AFTER DISSOLUTION.

BYLAWS OF
CIVIC COLLEGIATE INC.

1. General

- 1.1. Name. The name of the corporation is Civic Collegiate Inc. (the "Corporation").
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 1229 East Market Street, Indianapolis, IN 46202. The initial registered agent is Luke Lennon. Civic Collegiate Public Charter School (Civic Collegiate) may also have offices at such other places as the Board of Directors (Board) shall determine the business of Civic Collegiate requires; provided, however, that the registered office be registered with the Secretary of State of Indiana and the agent so registered be located at the same address, or otherwise provided by the Board of Directors.
- 1.3. The purposes for which Civic Collegiate is organized is to ensure high levels of achievement and build habits of excellence for all students in grades six through twelve, preparing them for success within the college of their choice and a life of active citizenship.
- 1.4. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.
- 1.5. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or (2) by a corporation, contributions to which are deductible under 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- 1.6. Dissolution. In the event of dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

2. Board of Directors

2.1. Directors.

- 2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall consist of at least seven (7) and not more than fifteen (15) members. All members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.
- 2.1.2. At a regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors shall elect a new director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than two (2) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective.
- 2.1.3. Following the expiration of a director's final term, at least one (1) year must elapse before he or she may again be elected to the Board of Directors.
- 2.1.4. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two directors who will serve a one-year term (ending in Spring 2017), at least two directors who will serve a two-year term (ending in spring 2018), and at least two directors who will serve a three-year term (ending in Spring 2019).

3. Meetings

- 3.1. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors.
- 3.2. Annual Meeting. The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least ten (10) other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board.

- 3.3. Special Meetings. Notwithstanding the preceding Section 3.1, the Board of Directors may hold special meetings for any lawful purpose upon not less than forty-eight (48) hours notice (excluding Saturdays, Sundays, and legal holidays), as described in Section 3.7. Special meetings may be called by the Chair of the Board or by two (2) or more members of the Board of Directors. A special meeting shall be held within the State of Indiana and the notice of the meeting shall specify the date, time, and place.
- 3.4. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a quorum shall be deemed an act of the Board of Directors.
- 3.5. Emergency Meetings. In the event of an emergency, including but not limited to (1) an act of god; or (2) serious danger or threat to students and/or staff, a special meetings may be called with little or no notice. Any actions taken by the Board will be treated as if taken at a regularly noticed meeting. A quorum must be present to initiate a vote.
- 3.6. Compliance with Indiana Open Door Law. Notwithstanding any other provisions of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.
- 3.7. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Board, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:
- 3.7.1. When received;
- 3.7.2. Five (5) days after notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current of records of the Corporation; or

3.7.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by, or on behalf of, the addressee.

3.8. Waiver of Notice. Notice of a meeting may be waived in writing if signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting and does not vote for or assent to any action taken at the meeting.

3.9. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described herein shall have the same effect as if approved at a meeting and may be described as such in any document.

3.10. Resignation, Removal, and Vacancies.

3.10.1. Any director may resign at any given time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt. The acceptance of a resignation shall not be necessary to make it effective.

3.10.2. Any director may be removed for a cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

3.10.2.1. Violations of applicable law, including (but not limited to):

3.10.2.1.1. Violations of the Indiana Charter School Law;

3.10.2.1.2. Violations of Indiana or federal laws; or

3.10.2.1.3. Any actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue

Service Code of 1986, is amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

3.10.2.2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

3.10.2.3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

3.10.2.4. Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty (50%) of such meetings within one (1) calendar year.

3.10.3. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

3.11. Members of the Board of Directors.

(A) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Civic Collegiate activities in accordance with Civic Collegiate Public Charter School Policies.

(B) Shall serve as the Civic Collegiate Charter School board member with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Civic Collegiate Public Charter School.

(C) All participants in Board work are bound by the Code of Conduct and Conflict of Interest statements.

(D) Shall have no direct or indirect financial interest in the assets or leases of the Civic Collegiate Public Charter School; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Civic Collegiate Public Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

4. Officers

4.1. In General.

- 4.1.1. There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.
 - 4.1.2. The Governance Committee shall present a slate of officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.
 - 4.1.3. The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.
- 4.2. President. The President shall preside at all meetings of the Board of Directors and shall be responsible for implementing policies established by the Board of Directors. The President shall perform such other duties as the Board of Directors may prescribe.
- 4.3. Vice President. The Vice President shall assist the President and shall preside in place of the President at meetings when the President is absent. The Vice President shall assume the duties of the President when the President's office is vacant. The Vice President shall perform other duties as the Board of Directors or the President may prescribe.
- 4.4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and maintain a record of the minutes of all meetings of the Board of Directors. The Secretary shall send meeting notices and any other correspondence on behalf of the Corporation, where applicable. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.
- 4.5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall maintain any checks distributed to the Corporation and shall be responsible for

drafting checks, where applicable, and until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall collect any revenue for the Corporation, where applicable, and deposit such revenue in the Corporation's designated financial account(s), until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall finish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

4.6. Other Officers. In the event that the office of the Chair becomes vacant, the vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of the Vice-Chair or Secretary-Treasurer becomes vacant, the Chair will appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

5. Committees

5.1. In General.

5.1.1. A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees.

5.1.2. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

5.1.3. The duties of the Governance Committee shall be:

(A) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions to the Board;

(B) to present a slate of nominees for Officers to the Board for election at the annual meeting;

(C) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;

(D) to provide ongoing orientation to Directors;

(E) to oversee a Director assessment process to ensure optimum performance;
and

(F) to recommend the appointment of a past Chair to the Board, if necessary,
in the interests of the community.

6. Indemnification

6.1. Indemnification by the Corporation. Civic Collegiate may, to the fullest extent now or hereinafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or interstate was a Director, Officer, employee or agent of Civic Collegiate. There shall be no indemnification in relation to matters as to which the Board finds that the employee, Officer, Trustee, or agent acted in bad faith or engaged in willful misconduct in the performance of a duty to Civic Collegiate.

7. Contracts, Checks, Loans, Deposits, and Gifts

7.1. Contracts. The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

7.2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

7.3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

7.4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank(s) or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

- 7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.
8. Rules of Order. In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Civic Collegiate.
9. Amendments. These Bylaws may be amended at a regular meetings by a two-thirds vote of all Directors than in office; provided that notice of the proposed amendment, together with a copy hereof, is mailed to each Board member at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

Date of this notice: 02-17-2016

Employer Identification Number:
81-1480548

Form: SS-4

Number of this notice: CP 575 A

CIVIC COLLEGIATE INC
% LUKE LENNON
1229 E MARKET ST
INDIANAPOLIS, IN 46202

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 81-1480548. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	04/30/2017
Form 940	01/31/2018

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945; CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

Page 2, Part IV

Civic Collegiate Inc. Narrative Description of Your Activities

1. What is the activity

Civic Collegiate is a tuition-free, public charter school for Grade 6 through Grade 12 students.

2. Who conducts the activity?

Upon authorization in May 2016 Civic Collegiate will be governed by a Board of Directors. These individuals will oversee the financial health and academic accountability of the school and uphold all components of the charter application.

3. When is the activity conducted?

Civic Collegiate is a proposed charter school. The Indiana Charter School Board will make a final decision in May 2016 whether or not the charter is granted. Should the charter be granted, the school be open for students in August 2017.

4. Where is the activity conducted?

Civic Collegiate will spend year one of operation (2017-2018) at 5326 Hillside Avenue Indianapolis, IN 46220. We are currently looking for permanent space and are dedicated to remaining within the 46220 zip code.

5. How does the activity further your exempt purposes?

Civic Collegiate will provide education to children, many of whom may be from low-income backgrounds.

6. What percentage of your total time is allocated to the activity?

Civic Collegiate will require oversight and management daily and the Head of School dedicate 100% of his time to this activity.

7. How is the activity funded?

As a public school, Civic Collegiate is funded primarily through Indiana taxpayer dollars; however, the school also receives federal monies, grant allocations and private donations.

8. List any alternate names.

- Civic Collegiate Public Charter School (official name on school documents)
- Civic Collegiate (day-to-day name)

Page 2, Part V, Question 1a

Name	Title	Mailing Address	Compensation
Kate Elliot*	Member, Board of Directors	1326 Hoyt Ave Indianapolis, IN 46203	\$0
Dave Humes*	Member, Board of Directors	6368 Harrison Ridge Blvd Indianapolis, IN 46236	\$0
Alison Kothe*	Member, Board of Directors	3855 Washington Blvd, Indianapolis, In 46205	\$0
Luke Lennon*	Head of School and Ex-Officio Board Member	1229 East Market Street Indianapolis, IN 46202	\$70,000
Michelle Mitchell*	Member, Board of Directors	1701 West 79th street Indianapolis., 46260	\$0
Dannielle Patterson	Member, Board of Directors	146 Kevin Court Zionsville, IN 46077	\$0
Todd Ponder*	Member, Board of Directors	11337 Abercain Court Zionsville IN 46077	\$0
Jill Robisch*	Member, Board of Directors	13002 Brighton Ln Carmel IN 46032	\$0

*Upon authorization of the Indiana Charter School Board and Civic Collegiate being chartered (projected May 25, 2016), the above listed founding team members have agreed to serve on the Board of Directors. Below are brief descriptions of their credentials and resumes can be provided upon request.

Question 3a.

Kathryn Hunger Elliott, *Implementation Consultant, Precision Dialogue Marketing* has four years of experience working with data in education. As a Teach For America corps member, Ms. Elliott was part of the beta test for the Kickboard data tracking software; she onboarded her teams to use granular data tracking for student performance. This led to her eighth grade Reading students out-performing all other TFA classes on the Reading LEAP in Louisiana. In 2012-2013, Ms. Elliott was the ninth grade team leader for Arlington High School in Indianapolis during the takeover transition. After her corps commitment, she worked for Quad Learning to establish an honors program for community college students as a College Admissions Counselor and

Associate Program Director where she focused on data driven recruitment models. Currently, she works for a Salesforce Marketing Cloud partner and has developed a deep understanding of data models. Ms. Elliott graduated *magna cum laude* with a Bachelor's of Arts from the University of Notre Dame.

David M. Humes, *Financial Advisor, Waddell & Reed* is a highly motivated, personable business professional with multiple college degrees and a successful 20-year track record of profitable business management. Mr. Humes left his business life behind to spend 4 years in the classroom teaching inner-city youth at the Elementary school level. He has a talent for quickly mastering technology. He's diplomatic and tactful with professionals and non-professionals at all levels. He has a demonstrated history of developing profitable businesses. A self-starter with outstanding communication skills, both written and verbal, and very persuasive. Mr. Humes is flexible and versatile – able to maintain a sense of humor under pressure. Poised and competent with a demonstrated ability to easily transcend cultural differences. He thrives in deadline-driven environments. He was appointed by Gov. Bayh to serve as a good will ambassador to Moscow, in an effort to secure a sister-city status for enhancing international trade with Indianapolis.

Alison Kothe, *Major Gifts Officer, Christian Theological Seminary*, has seventeen years of experience in the Development Field spending the majority of those years as Director of Development at Wabash College in Crawfordsville, IN. Ms. Kothe currently completed a \$1MM capital campaign for the Seminary and recently was assigned to become its Planned Giving Officer working with donors on estate plans and deferred gifts for the Seminary. Prior to working in the Development field, she spent seventeen years in banking with National City Bank and Merchants Bank. Ms. Kothe has a BA from Johns Hopkins University and an MBA from Simmons College School of Management.

Luke Lennon, *Proposed Head of School*, Mr. Lennon has served as a teacher and administrator in Indianapolis, teaching social studies and English to 7th and 8th graders at the Tindley Preparatory Academy. He has also served as an administrator where he created curriculum and assessments as well as coached teachers to drive student achievement. In 2014, Luke was named one of five Indianapolis Principal Fellows, a partnership between Teach For America Indianapolis and Columbia University's Teacher College. Most recently, Mr. Lennon was selected as a Fellow with Building Excellent Schools, a highly-selective Fellowship that trains leaders to design, found, lead, and sustain high-performing charter schools in high-need, urban neighborhoods across the country. Mr. Lennon holds a BA from the University of Notre Dame, an MAT from Marian University, and a M.Ed. from Columbia University.

Michelle Mitchell, *Community Outreach and Education Manager, St. Vincent Health*, has over 15 years of experience in non-profit management, communications, community relations and outreach. Ms. Mitchell manages outreach and education initiatives for St. Vincent Health by coordinating large scale volunteer opportunities, developing community partnerships and implementing evidence-based health education programs to increase healthy lifestyles for Central Indiana communities. Programs and initiatives reach over 3,500 individuals annually at 40 partner locations. She has championed statewide and national college access campaigns, implemented programs with partners in the areas of higher education, workforce development, service learning, mentoring and launched Indiana's College Success Coalition, a network of businesses, organizations and schools partnering together to support high-risk students. Ms. Mitchell graduated from Indiana University-Bloomington with two Master's Degrees in Social Work and Education.

Dannielle Patterson, *Brand Strategy and Operations, Men's Health at Lilly*, is a marketing professional with a strong business acumen and over 25 years' of brand management experience across several industries. She currently leads strategy operations and cross-functional brand strategy development and evolution for US commercialization plans. From directing teams through complex projects, launching new products and executing comprehensive, integrated mass media campaigns, she has been responsible for the commercialization, strategy and growth of several familiar mega brands found in the market place today. Through her personal marketing consulting business, OnEdge Marketing, Ms. Patterson has assisted several small and medium size companies in navigating the digital landscape and building their brands through search engine optimization and social media platforms. With a Bachelor's of Science from the University of Notre Dame, she also holds a MBA in Marketing from Indiana University's Kelly School of Business, Bloomington IN and a Global Marketing certificate from ESADE University, Barcelona, Spain.

Todd Ponder, *Partner, Ice Miller LLP*, has nearly 32 years of experience in the private practice of law, 30 of them at Ice Miller. He has been a partner at Ice Miller since 1993. Mr. Ponder spent roughly the first ten years of his career practicing in the area of labor and employment law and related litigation matters. Since that time, Mr. Ponder has specialized for more than 20 years in the area of tax-exempt finance. He has served as bond counsel in scores of tax-exempt bond transactions; however, he also has served frequently as borrower's counsel, issuer's counsel, underwriter's counsel, special disclosure counsel and bank counsel. Mr. Ponder has a particular niche in the area of tax-exempt bond financing for clients in the higher education sector, both public universities and private colleges. In that capacity, Mr. Ponder has had a hand in the low cost tax-exempt financing of dozens of significant capital projects on borrower campuses throughout the state of Indiana. He also has served as bond counsel in numerous transactions involving other 501(c)(3) nonprofit entities of all varieties, including museums, cultural institutions, YMCAs, private K-12 schools and similar organizations. Mr. Ponder has been involved in several transactions for charter schools which have utilized tax-exempt bonds to finance facilities and related capital projects. A native of Indianapolis, Mr. Ponder earned his BA degree in economics from DePauw University and his JD from The University of Chicago School of Law.

Jill Hauser Robisch, *Vice President, Nonprofit Banking, The National Bank of Indianapolis*, has over 12 years of experience in the financial services industry and in the areas of cash management, lending, budgets, and adhering to financial policies. Ms. Robisch is responsible for establishing, growing, and maintaining a portfolio of \$125 million in loans and deposits. She effectively builds relationships with the organizations that she serves by making prompt decisions and providing innovative solutions to meet the specific financial goals of each organization. Ms. Robisch is a graduate of Butler University with Bachelor of Science degree in Finance and earned her Masters of Business Administration at Ball State's Miller School of Business.

Page 3, Part V, Question 1c

Name	Title	Mailing Address	Compensation
Indiana Network of Independent Schools (INISchools)*	Back office provider hosting high-quality services that enable school administrators to improve cost efficiency and student achievement	1635 N. Michigan St. Indpls, IN 46222	\$65,000 (estimated)

*Upon authorization of the Indiana Charter School Board and Civic Collegiate being chartered (projected May 25, 2016), the Board of Directors will review and vote on a contract with INISchools. INISchools is a well-known provider of back office services (performance analysis, finance and accounting, state compliance and reporting, and special education) to independent and small charter schools in the state of Indiana.

Civic Collegiate, Inc. EIN: 81-1480548

Page 5, Part VI, Question 1a

Civic Collegiate will provide a quality, college preparatory education to all individuals enrolled as 6-12 students.

Page 6, Part VIII, Question 4a

Civic Collegiate, Inc. Fundraising Program

- **Mail solicitations**
Civic Collegiate will utilize direct mail services for purposes of recruitment, and promotion of events and activities, resulting in increased awareness of the school and potential donations.
- **Email solicitations**
Civic Collegiate will utilize email as a means to quickly distribute information about the school including particular fundraising needs. One purpose might be donations to provide transportation for our students.
- **Personal solicitations**
Individuals who have expressed support for Civic Collegiate will be approached individually about financial support for the school.
- **Foundation grant solicitations**
Civic Collegiate staff will be attuned to grant opportunities from a variety of sources and will be encouraged to submit proposals for funding when the grant opportunity will further the mission of the school.
- **Accept donations on the website**
When Civic Collegiate's website goes live in June 2016, there will be a secure way for visitors to make donations to the school.
- **Receive donations from another organization**
Civic Collegiate will continue to seek our partnerships with local agencies and likely will have relationships with other organizations and businesses who provided donated services to the students/staff.
- **Government grant solicitations**
Assuming the government grant furthered our mission and aligned with our educational/organizational efforts, Civic Collegiate would indeed apply.

Civic Collegiate, Inc. EIN: 81-1480548

Page 6, Part VIII, Question 4d

All fundraising will take place in Indianapolis, IN and will be for Civic Collegiate.

Page 9, Part IX

Civic Collegiate Inc. Financial Data

School year 2015-2016: \$0

School year 2016-2017: Year 0 (Planning Year) July '16 – June '17

Line	Explanation
1	\$250,000 from Walton Family Foundation
17	Head of School's salary + benefits (\$60,280) Number based on salary beginning 9/15
18	Salary + benefits for part-time School Operations Manager
20	Paying for office space
22	Professional fees to INISchools, the back office provider
23	Office supplies: 500 Board expenses: 800 Printing: 2000 Postage: 1200

School year 2017-2018: Year 1 (100 6th Grade Students)

Line	Explanation
1	State and Federal dollars
17	Head of School's salary (\$70,000) + benefits (\$13,893)
18	Salary and benefits for School Operations Manager, Office Manager, Student Supports Coordinator, Dean of Culture, 6 teachers
20	Includes: rent, gas/electric, water/sewer, grounds keeping, maintenance service, custodial, waste disposal, security system
22	Professional fees to INISchools (back office provider): \$60,000
23	Furniture & Equipment: \$50,000 Instructional Supplies: \$72,260 Support Supplies/Resources: \$26,860 Board Expenses: \$1,000

Civic Collegiate, Inc. EIN: 81-1480548

Printing: \$2,000
Travel: \$1,100
Postage: \$100
Food Service: \$77,634
Student uniforms: \$600
Telephone: \$2,500
Student Information System: \$12,000

Civic Collegiate, Inc. EIN: 81-1480548

Page 14, Section I, Question 1b

Civic Collegiate, Inc. School Description

Civic Collegiate is a public, tuition free proposed charter school for 6th through 12th grade students in Indianapolis. Civic Collegiate will open in August of 2017 to 100 6th grade students and will continue to add a grade level of 100 students a year until full capacity in 2023.

Civic Collegiate's mission:

Ensuring high levels of achievement and building habits of excellence, Civic Collegiate Public Charter School educates all students in grades six through twelve for success within the college of their choice and a life of active citizenship.

Page 14, Section I, Question 8

Upon authorization of the Indiana Charter School Board and Civic Collegiate being chartered (projected May 25, 2016), the Board of Directors will review and vote on a contract to work with INISchools, a back office provider supporting small and independent charter schools in the fields of finance, accounting, compliance, and special education population. At this point Civic Collegiate has been in communication with INISchools around services provided and support in the authorization process. A formalized agreement will not be put into place until after May 2016. In choosing INISchools as an organization to work with, Civic Collegiate talked to other independent, small charter schools in the city who consistently recommended the services of INISchools. At this point, there are no other organizations in the state that provide back office support to charter schools.

Page 15, Section II, Question 5

Civic Collegiate, Inc. Racial Composition

Civic Collegiate is a proposed charter school and will not open to student until the 2017-2018 school year.

Racial Category	Student Body Current Year (16-17 school year)	Student Body Next Year (17-18 school year) ¹	Faculty Current Year (16-17 school year)	Faculty Next Year (17-18 school year) ²	Administrative Staff Current Year (16-17 school year)	Administrative Staff Next Year (17-18 school year)
Enrollment	0	100	0	100	0	100
African American	0	80% (75)	0	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
Hispanic	0	5% (5)	0	0	0	1
White	0	15% (15)	0	5	1	2

¹ Using the most recent demographic data provided by the Indiana Department of Education in regards to the neighborhood in which Civic Collegiate intends to locate (Table A), the above numbers represent a rough estimate of the anticipated racial demographics of our students.

² The above numbers were determined using the anticipated percentages of teachers working in public education in Indianapolis. https://nces.ed.gov/surveys/sass/tables/state_2004_18.asp

Table A: Public Middle and High Schools In the Mid-Town Area

Local School Options							
School Name	Grade Levels	Enrollment	Letter Grade	ISTEP+ ELA/ECA%	ISTEP+ Math/ECA%	FRL%	Racial Demographics
KIPP: Indy	5-8	347	D	61.2	61.8	95%	94.2% Black, 2.6% Multicultural, 1.8% Hispanic, 1.3% White
Arlington HS	7-12	Data Unavailable	F	DU	DU	76%	87.2% Black, 5.5% Hispanic, 3.7% White, 3.7% Multicultural
Indianapolis Lighthouse	K-12	1,062	D	56.8	74.7	100%	88.8% Black, 4.6% White, 4.2% Multicultural, 2.6% Hispanic
Shortridge HS	9-12	367	C	53.4	81.8	53%	44.8% Black, 27.2% White, 20.1% Hispanic, 6.6% Multiracial
Broad Ripple MS	6-8	406	F	55.3	59.9	72%	65.9% Black, 22.2% Hispanic, 6.7% White, 6.2% Multiracial
Broad Ripple HS	9-12	502	B	74.5	92.7	72%	65.9% Black, 21.2% Hispanic, 6.7% White, 6.2% Multiracial

Page 15, Section II, Question 7a

Civic Collegiate, Inc. Board Members

Mrs. Kathryn Hunger Elliott
Mr. David M. Humes
Mrs. Alison Kothe
Mr. Luke Lennon, Ex-Officio
Ms. Michelle Mitchell
Mrs. Danielle Patterson
Mr. Todd Ponder
Mrs. Jill Hauser Robisch

State of Indiana
Office of the Secretary of State
CERTIFICATE OF INCORPORATION
of
CIVIC COLLEGIATE INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Saturday, October 03, 2015.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 05, 2015



Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
10/5/2015 9:13 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

CIVIC COLLEGIATE INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

LUKE LENNON
1229 EAST MARKET STREET, INDIANAPOLIS, IN 46202

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

LUKE LENNON
1229 EAST MARKET STREET, INDIANAPOLIS, IN 46202
Signature: LUKE LENNON

ARTICLE IV – GENERAL INFORMATION

Effective Date: 10/3/2015
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: No

The purposes/nature of business
EDUCATION.

Distribution of assets on dissolution or final liquidation

IN THE EVENT OF DISSOLUTION, ALL REMAINING ASSETS, AFTER ALL DEBTS AND LIABILITIES ARE SATISFIED, SHALL BE USED FOR EDUCATIONAL PURPOSES AND BE DISTRIBUTED TO A QUALIFYING 501(C)(3) ORGANIZATION. ANY REMAINING FUNDS RECEIVED FROM THE INDIANA DEPARTMENT OF EDUCATION SHALL BE RETURNED TO THE DEPARTMENT NOT MORE THAN THIRTY (30) DAYS AFTER DISSOLUTION.

BYLAWS OF
CIVIC COLLEGIATE INC.

1. General

- 1.1. Name. The name of the corporation is Civic Collegiate Inc. (the "Corporation").
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 1229 East Market Street, Indianapolis, IN 46202. The initial registered agent is Luke Lennon. Civic Collegiate Public Charter School (Civic Collegiate) may also have offices at such other places as the Board of Directors (Board) shall determine the business of Civic Collegiate requires; provided, however, that the registered office be registered with the Secretary of State of Indiana and the agent so registered be located at the same address, or otherwise provided by the Board of Directors.
- 1.3. The purposes for which Civic Collegiate is organized is to ensure high levels of achievement and build habits of excellence for all students in grades six through twelve, preparing them for success within the college of their choice and a life of active citizenship.
- 1.4. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.
- 1.5. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or (2) by a corporation, contributions to which are deductible under 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- 1.6. Dissolution. In the event of dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

2. Board of Directors

2.1. Directors.

- 2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall consist of at least seven (7) and not more than fifteen (15) members. All members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.
- 2.1.2. At a regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors shall elect a new director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than two (2) consecutive terms. Directors shall serve staggered terms to balance continuity with new perspective.
- 2.1.3. Following the expiration of a director's final term, at least one (1) year must elapse before he or she may again be elected to the Board of Directors.
- 2.1.4. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two directors who will serve a one-year term (ending in Spring 2017), at least two directors who will serve a two-year term (ending in spring 2018), and at least two directors who will serve a three-year term (ending in Spring 2019).

3. Meetings

- 3.1. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors.
- 3.2. Annual Meeting. The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least ten (10) other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board.

- 3.3. Special Meetings. Notwithstanding the preceding Section 3.1, the Board of Directors may hold special meetings for any lawful purpose upon not less than forty-eight (48) hours notice (excluding Saturdays, Sundays, and legal holidays), as described in Section 3.7. Special meetings may be called by the Chair of the Board or by two (2) or more members of the Board of Directors. A special meeting shall be held within the State of Indiana and the notice of the meeting shall specify the date, time, and place.
- 3.4. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a quorum shall be deemed an act of the Board of Directors.
- 3.5. Emergency Meetings. In the event of an emergency, including but not limited to (1) an act of god; or (2) serious danger or threat to students and/or staff, a special meetings may be called with little or no notice. Any actions taken by the Board will be treated as if taken at a regularly noticed meeting. A quorum must be present to initiate a vote.
- 3.6. Compliance with Indiana Open Door Law. Notwithstanding any other provisions of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.
- 3.7. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Board, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:
- 3.7.1. When received;
- 3.7.2. Five (5) days after notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current of records of the Corporation; or

3.7.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by, or on behalf of, the addressee.

3.8. Waiver of Notice. Notice of a meeting may be waived in writing if signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting and does not vote for or assent to any action taken at the meeting.

3.9. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described herein shall have the same effect as if approved at a meeting and may be described as such in any document.

3.10. Resignation, Removal, and Vacancies.

3.10.1. Any director may resign at any given time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt. The acceptance of a resignation shall not be necessary to make it effective.

3.10.2. Any director may be removed for a cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

3.10.2.1. Violations of applicable law, including (but not limited to):

3.10.2.1.1. Violations of the Indiana Charter School Law;

3.10.2.1.2. Violations of Indiana or federal laws; or

3.10.2.1.3. Any actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue

Service Code of 1986, is amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

3.10.2.2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

3.10.2.3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

3.10.2.4. Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty (50%) of such meetings within one (1) calendar year.

3.10.3. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

3.11. Members of the Board of Directors.

(A) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Civic Collegiate activities in accordance with Civic Collegiate Public Charter School Policies.

(B) Shall serve as the Civic Collegiate Charter School board member with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Civic Collegiate Public Charter School.

(C) All participants in Board work are bound by the Code of Conduct and Conflict of Interest statements.

(D) Shall have no direct or indirect financial interest in the assets or leases of the Civic Collegiate Public Charter School; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Civic Collegiate Public Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

4. Officers

4.1. In General.

- 4.1.1. There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.
- 4.1.2. The Governance Committee shall present a slate of officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.
- 4.1.3. The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

4.2. President. The President shall preside at all meetings of the Board of Directors and shall be responsible for implementing policies established by the Board of Directors. The President shall perform such other duties as the Board of Directors may prescribe.

4.3. Vice President. The Vice President shall assist the President and shall preside in place of the President at meetings when the President is absent. The Vice President shall assume the duties of the President when the President's office is vacant. The Vice President shall perform other duties as the Board of Directors or the President may prescribe.

4.4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and maintain a record of the minutes of all meetings of the Board of Directors. The Secretary shall send meeting notices and any other correspondence on behalf of the Corporation, where applicable. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

4.5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall maintain any checks distributed to the Corporation and shall be responsible for

drafting checks, where applicable, and until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall collect any revenue for the Corporation, where applicable, and deposit such revenue in the Corporation's designated financial account(s), until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall finish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

4.6. Other Officers. In the event that the office of the Chair becomes vacant, the vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of the Vice-Chair or Secretary-Treasurer becomes vacant, the Chair will appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

5. Committees

5.1. In General.

- 5.1.1. A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees.
- 5.1.2. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.
- 5.1.3. The duties of the Governance Committee shall be:
 - (A) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions to the Board;
 - (B) to present a slate of nominees for Officers to the Board for election at the annual meeting;
 - (C) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
 - (D) to provide ongoing orientation to Directors;

(E) to oversee a Director assessment process to ensure optimum performance;
and

(F) to recommend the appointment of a past Chair to the Board, if necessary,
in the interests of the community.

6. Indemnification

6.1. Indemnification by the Corporation. Civic Collegiate may, to the fullest extent now or hereinafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or interstate was a Director, Officer, employee or agent of Civic Collegiate. There shall be no indemnification in relation to matters as to which the Board finds that the employee, Officer, Trustee, or agent acted in bad faith or engaged in willful misconduct in the performance of a duty to Civic Collegiate.

7. Contracts, Checks, Loans, Deposits, and Gifts

7.1. Contracts. The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

7.2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

7.3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

7.4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank(s) or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

- 7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.
8. Rules of Order. In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Civic Collegiate.
9. Amendments. These Bylaws may be amended at a regular meetings by a two-thirds vote of all Directors than in office; provided that notice of the proposed amendment, together with a copy hereof, is mailed to each Board member at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

Below please find:

- (1) **Figure 4.1**—Certified Mail Receipt, with IRS mailing address and stamp signifying mail as outgoing.
- (2) **Figure 4.2**—Money Order Receipt of \$850.00, submitted to IRS for 501(c)(3) filing.
- (3) **Figure 4.3**—Package tracking information, detailing package arrived but was not received because business was closed. Package will be received on Monday, March 14.

Figure 4.1

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

COVINGTON, KY 41012

Certified Mail Fee	\$3.45
Extra Services & Fees (check box and fee \$ if appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$3.18
Total Postage and Fees	\$9.43

Sent To: **IRS**
Street and Apt. No., or PO Box No.: **P.O. Box 12192**
City, State, ZIP+4®: **Covington, KY 41012-0192**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Postmark: MAR 10 2016
Post Office: IN 46230-9998
Date: 03/10/2016

Figure 4.2

UNITED STATES POSTAL SERVICE®

CUSTOMER'S RECEIPT

SEE BACK OF THIS RECEIPT FOR IMPORTANT CLAIM INFORMATION

NOT NEGOTIABLE

Pay to: _____

Address: _____

KEEP THIS RECEIPT FOR YOUR RECORDS

Serial Number: **21830987698**

Year, Month, Day: **2016-03-10**

Post Office: **462201**

Amount: **\$850.00**

Clerk: **06**

Figure 4.3

Product & Tracking Information

Postal Product:
First-Class Mail®

Features:
Certified Mail™ Return Receipt

See tracking for related item: [9590940302795155462241](#)

DATE & TIME	STATUS OF ITEM	LOCATION
March 12, 2016 , 9:52 am	Business Closed	COVINGTON, KY 41011
<p>Your item is being held at the Post Office in COVINGTON, KY 41011 on March 12, 2016 at 9:52 am because the business was closed. The item will be delivered the next delivery day that the business is open. If this item is unclaimed after 15 days then it will be returned to the sender.</p>		
March 12, 2016 , 8:45 am	Arrived at Unit	COVINGTON, KY 41011
March 11, 2016 , 12:35 pm	Arrived at USPS Facility	CINCINNATI, OH 45235
March 10, 2016 , 7:09 pm	Arrived at USPS Origin Facility	INDIANAPOLIS, IN 46241
March 10, 2016 , 3:36 pm	Departed Post Office	INDIANAPOLIS, IN 46220
March 10, 2016 , 12:54 pm	Acceptance	INDIANAPOLIS, IN 46220

Attachment 5

Statement of Assurances



INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student'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.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

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

Signature from Authorized Representative of the Charter School Applicant

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

<u>PRINT NAME & TITLE</u>	<u>DATE</u>
Luke Lennon, Lead Founder	
<u>SIGN NAME</u> 	3/8/16

Attachment 6

Board Member Information



CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

My career has been in the charter sector and is mostly reflected on my resume. I've been through several startups as a business services provider, consultant, and board member. I served on two charter school boards in Colorado, one charter school finance committee in Chicago, and one other charter board in Indiana previously. Currently, this is the only board I serve on.

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

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

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

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

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

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

N/A. I / we have no such interest. Yes

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

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

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

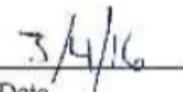
Does not apply to me, my spouse or family. Yes

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

Certification

I, Brian D. Anderson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.


Signature


Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

I believe I am well prepared to serve on the Civic Collegiate board because of my professional and educational experiences. Professionally, I am a member of the 2011 Teach For America corps. As a corps member, I taught 7th grade math, 8th grade Reading, and 9th grade composition in rural Louisiana and in Indianapolis. As a ninth grade teacher at Arlington High School in Indianapolis, I served as the ninth grade team leader during the takeover transition year. There, I learned the necessity of setting clear boundaries with students, developing quality curriculum, and setting consistent rules to guide student behavior in order to achieve strong academic outcomes. As a board member, I will look for all of these elements of a strong school in the foundation of Civic Collegiate.

I am especially passionate about treating teachers as professionals and providing them the necessary feedback to successfully iterate and improve. As ninth grade team lead, I led the 7th-9th grade teachers in learning about the Kickboard data tracking tool, which I was a pilot user of while teaching in Louisiana. With this data tracking, I was able to lead my students to immense growth, the most in South Louisiana, my first year teaching. I will be advocating for and insisting upon clear data tracking to understand student benchmark goals at Civic Collegiate.

After completing my Teach For America corps commitment, I served as the Operations Specialist for a turnaround charter school. In this capacity, I learned about state and federal data tracking for charter schools. As a board member, I will expect clear data reporting to the board and the state on: student counts, testing data, and IEP benchmarks, among other data points. As Operations Specialist, I also helped the charter school

transition Student Information Systems, where I witnessed the loss of historical data. I will be expecting Civic Collegiate's Student Information System to have a transfer plan in place and be able to store student data without loss.

After working at the turnaround charter school, I worked for the American Honors program at Ivy Tech Community College of Indiana as an Associate Program Director. In this capacity, I developed recruitment models, tracked data, recruited students, and helped develop program goals for the start up company. I will be able to use this knowledge to help prepare our students for college admissions. As a Board member, I will work towards executing a realistic and accurate recruitment model. I will also be helping to develop recruitment strategy based on regional data trends.

Currently, I work as an Implementation Consultant for Precision Dialogue Marketing. In this capacity, I help Salesforce Marketing Cloud customers develop a plan and implementation model for their marketing cloud activities and marketing data. I plan out relational data models, help marketing teams understand the system, and develop data tracking plans. This experience has given me a much deeper look into how data systems work and how to more accurately track individuals using a variety of data points. I will be using these skills as a board member to set up a data model that accurately depicts Civic Collegiate's students.

Besides professional experiences, my educational experiences have prepared me to be a board member. As a student at the University of Notre Dame, I completed my senior thesis on the political history of charter schools. This research taught me how charter schools are supposed to function within the educational landscape. As a board member, I have the context needed to help Civic Collegiate develop a plan to help the students of Indianapolis. Additionally, I have been reading the Charter School Board University materials to gain a real world understanding of the functions of a charter school member. These readings and subsequent discussions have provided me with the practical knowledge of board member governance, and the roles and responsibilities of all committees and officers.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
- Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the

answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

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

N/A. I / we have no such interest. Yes

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

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

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

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

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

Certification

I, Kathryn Hunger Elliot, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.

Kathryn H. Elliot
Signature

2/28/2016
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

I am a business professional with Bachelors degrees in Business Administration and Computer Science and Associate degrees in both Operations Management and Supervision, and Labor and Industrial Relations. I hold an Indiana Generalist Primary and Elementary Teacher License and an English as a New Language (ENL) license. I have four years of experience in the classroom, teaching traditionally underserved students at the Elementary school level, where my students consistently scored high on the ISTEP+.

One of the most valuable lessons I learned as a teacher and feel strongly that Civic Collegiate is committed to, is parental and community involvement. I know that our proposed school leader Luke Lennon fully understands that meaningful partnerships with parents and the community are paramount if students and the school at large are to be successful.

I bring a 20-year track record of profitable business management to the Board. My career began in data processing, where I worked as a computer programmer and left the profession as director of data processing. This background positions me well to inform decisions about data management at Civic Collegiate. I am also well-versed in what a startup looks like, as I have both started my own business and purchased and turned around other businesses, namely "Signs Now," and "iSOLDit on eBay."

While conducting staff, client and shareholder meetings, I've come to understand the critical difference between governance and management, and acknowledge how diligent Civic Collegiate has been in training its board

members, evidenced by the required reading, quizzes, written homework, and the use of Charter School Board University to better understand the school model and the clear distinction between governance and management.

Today, I serve a financial advisor for Waddell and Reed, a venture that allows me to bring financial and accounting expertise to the board.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

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

Certification

I, David Michael Humes, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.


Signature

February 26, 2016

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

I have worked for fifteen years in Development for Institutions of higher education. Twelve of those years were spent at Wabash College, a liberal arts college for men and three at The Christian Theological Seminary.

I know what happens to students who are not well equipped for college and am particularly sensitive to the challenges facing young men who have not been given the same educational opportunities as some of their higher socio economic classmates. Far too much time and resources are spent trying to get at-risk students up to speed and all too often the exercise is to no avail. I often found myself thinking, as the attrition rate climbed, "what if?" What if these students had been given the tools, discipline and support that their classmates who were lucky enough to live in a different zip code received? What if they had found a teacher who was willing to put in the extra time and effort to find that one spark of interest resulting in that student suddenly becoming eager to discover and learn and achieve. What if that student had been given an opportunity to flourish in an environment that required demanding standards but also offered supportive safety nets? I began to look into some of the charter schools that were beginning to plant their seeds in Indianapolis and into the work of the Mind Trust, realizing other educational options can be a viable alternative for families. In order to put all students on a path to college, something else is needed.

After successfully completing a capital campaign to increase the extracurricular offerings at Wabash I decided to join the Development effort at the Christian Theological Seminary where, much to my surprise, I discovered that even at a graduate degree level some of our students were not well equipped with the reading or writing skills

required of a Masters pursuit. And again, one can trace the missing pieces back to that person's K-12 educational experience.

This is an issue that must be addressed with urgency and with inspiration. All children can succeed if given the right kind of learning environment and I have a proven track record of being able to persuade people to contribute to an initiative that has demanding standards and proven outcomes.

Additionally, through the support of Building Excellent Schools and the Board's ongoing reading assignments, the Board has had thorough discussions on the roles and responsibilities of Board members and the common pitfalls of other charter school Board, which we will avoid.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
- Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contract with an education service provider or school management organization.
- I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Alison Kothe, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.



Signature

2/26/2016 _____

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

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

I have more than 15 years of experience working in education and community service. Currently, I work for St. Vincent Health as a community outreach and education manager. For the past four years, I have been responsible for managing provider and public relationships, coordinating community health events with businesses and community based organizations and responsible for providing health education to rural and suburban communities. Prior to my work in health education, I worked for six years at the Indiana Commission for Higher Education. During that time, I held two positions (i.e., Team Leader for Learn More Indiana and the Statewide Outreach Director) which afforded me the opportunity to lead a communications and outreach team, as well as the statewide outreach efforts centered on improving Indiana's educational attainment. More specifically, my responsibilities included managing print publications in partnership with the Indiana Department of Education, coordinating college access and workforce development campaigns with the Indiana Department of Workforce Development and coordinating partnerships between schools, local businesses and community based organizations.

For three years, I worked for Big Brothers Big Sisters of Central Indiana as a program director. During that time, I directed a mentoring program within Washington Township Schools, which recruited volunteer business owners to mentor at-risk middle school students. My responsibilities included volunteer management, recruitment, public relations and event planning and managing relationships between the students, families, volunteers and schools. Other professional work experience centered on community outreach and education include two years of employment at Atterbury Job Corps and two years of employment at Indiana University-Purdue University at

Indianapolis (IUPUI). In both roles, I was a program coordinator and responsible for partnering with community and civic based organizations to offer educational and character building programs for students.

Throughout my professional career, I have experience engaging community organizations and civic foundations in constructive partnerships, managing those relationships and creating programs between communities and schools. Through opportunities with the US Dept. of Labor and US Dept. of Education, I have launched pilot programs focused on employability skills and academic achievement with at-risk students. My professional experiences will help me contribute to board by utilizing my communication, public relations and community organizing skills to build a partnership base with community groups and local businesses with the school, ensure that Civic Collegiate has a visible presence in the community and ensure that the school stays in good standing with the community. Those skills will also help to maintain an effective board/administrator relationship, monitor student achievement, student enrollment and attrition and school leader effectiveness.

My passion for this work goes beyond my professional experiences. As a former low-income student and college graduate, I understand the challenges and environmental barriers students face which impede their ability to learn and set goals for life after high school. I attribute my academic success to my high school principal, who was a visionary leader with a personal interest in my future. With his help, I attended Indiana University on a special pre-college program for low-income, first generation college students. My personal experience fuels my desire to help prepare students for life and academic success. Civic Collegiate will fulfill that desire by offering students a challenging college preparatory curriculum, character education I literacy, community partnerships and active citizenship. I believe the students in Indianapolis will be better prepared for their future because of Civic Collegiate. I strongly believe in the lead founder, Luke Lennon, who has the skills and passion to empower students, implement a highly successful national school model and ensure the success of Civic Collegiate.

As a former board member for the local chapter of Zeta Phi Beta Sorority, and a standing committee member for Operation H.O.P.E., I have governance experience and understand the importance of functioning effectively. Within both volunteer positions, I learned the importance of good governance and how the board acts as a body in decision making; legal and financial oversight; in organizational planning; and in risk management. These experience and others will help me serve an ambassador for the school and contribute to an efficient, accountable and transparent board. Building upon this foundation, I aspire to bring my skills, passion and ideas to the Civic Collegiate Public Charter School Board to help maintain the school's excellence and deliver an educational experience that is personal, relevant and inspiring to each student. I appreciate the opportunity to share my experiences and passion for learning, while giving back to a school community that is preparing students for their future.

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

 4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

 5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

 6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

 7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, Michelle Andrena Mitchell, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.


Signature

3/11/16
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

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

As an experienced marketing professional, I have strong business acumen and over 25 years of brand management experience that spans several industries. From directing teams through complex projects, launching new products and executing comprehensive, integrated mass media campaigns, I've been responsible for the commercialization, strategy and growth of several familiar mega brands found in the market place today. To achieve goals, I've used tactics such as TV advertising, print, direct mail, email, search engine optimization, digital marketing, advocacy groups, webinars, and social media platforms just to name a few to help reach and make emotional connections with customers.

Possessing a strong entrepreneurial spirit, I have also ventured outside the traditional corporate career path, starting my own small marketing consulting firm, OnEdge Marketing. Similar to a new charter school and founding board, I know first-hand the challenges of starting a business, garnering support, and acquiring and retaining monetary resources in order to stay viable.

Currently, I'm the Brand Strategy and Operations Manager for Men's Health at Lilly responsible for the largest (in terms of revenue) and most profitable brands of the Company. At Lilly, I develop strategic plans to keep billion dollar brands thriving and growing from market introduction through patent expiration. To do this, I leverage analytics and insights from customers and market research and make recommendations to brand leaders on the most effective strategies, messaging and customer-centric solutions as well as how to best deploy funding to generate the highest return on investment dollars.

Not only do I have my Masters in Business Administration from Indiana University's Kelly School of Business, Bloomington IN, I also achieved a Global Marketing certificate from ESADP University, Barcelona, Spain and hold a Bachelor's of Science degree from the University of Notre Dame. My educational background has definitely contributed to my professional success and now my passion is service and giving back to my Indianapolis community. Born and raised in the targeted zip zone for Civic Collegiate, I know first-hand the needs and opportunities of the students in the area and believe in the difference Civic Collegiate can make.

While I had the privilege of serving on the board of the Gateway Homeowners Association as Co-President, during a time of transition from the property developer to the community, it's the insights I've gained from reading Charter School Board University and our founding Board retreat in February, supported by Building Excellent Schools, that has best prepared me for the founding board position for Civic Collegiate.

Our team has been meeting monthly since December to learn more about our roles and responsibilities as a governing body. We have had several units of training on charter school governance-related topics such as financial oversight, academic goals for our students, and compliance with regulations that impact public schools. We have discussed case studies about the best performing charters and most the effective charter school boards and we have had readings and discussions on sound governance principles and clear decision-making processes. The training I've received thus far from Civic Collegiate and Building Excellent Schools along with my professional experience and educational background will drive my contributions to the Board, help fulfill our role as a board, and help Civic Collegiate fulfill its mission.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
- Yes Don't Know/ Unsure

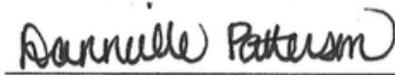
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contract with an education service provider or school management organization.
- I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Dannielle Patterson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.



Signature

03/12/2016
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

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

I am delighted to have the opportunity to serve on the founding team of Civic Collegiate Public Charter School, and am firmly committed to making a positive impact on the success of the school.

I am lawyer who has been engaged in the private practice of law for 32 years, the last 30 at Ice Miller LLP, a major Indianapolis law firm. For the past 23 years I have worked as a bond lawyer specializing almost entirely in the industry sectors of higher education and K-12 education. My clients include public universities, private colleges and universities, private K-12 schools and public charter schools. All of my clients, aside from the public universities, are 501 (c)(3) nonprofit organizations. I also serve other related 501(c)(3) nonprofits such as museums, cultural institutions, YMCAs and other similar organizations.

Given the nature of my legal practice, I have been involved for more than two decades, on virtually a daily basis, with advising 501(c)(3) nonprofit organizations and their boards. I am viewed by the vast majority of my long time nonprofit and 501(c)(3) clients as a trusted advisor and de facto member of their management team. From a purely technical viewpoint, I have a broad knowledge of legal issues relating to the nonprofit sector at large and the education sector in particular. This experience should enable me to serve as a valuable resource to the Civic Collegiate team. While I am not a CPA, my long-time experience as a bond lawyer also means that I have been intensely focused on finance matters for my clients, giving me a broad exposure to nonprofit financial statements, budgeting, borrowing and good financial stewardship in general. My many years of day-to-day

experience should enable me to spot issues, identify problems, and help in crafting thoughtful solutions as a board member and member of the finance committee,

I also have considerable experience with committee work at Ice Miller, serving for many years on either the law firm hiring committee or the paralegal evaluation committee. I have interviewed scores of job applicants and have been intimately involved in hiring decisions, mentoring, and the employee evaluation process. As a young lawyer I also worked for a full decade as a labor and employment lawyer and on related litigation matters. That experience has provided me with a useful background in the areas of hiring, firing, human resources and risk assessment and management.

I have relevant actual board experience as well, aside from providing legal advice. Most notably, I served for many years as President of the Xi Chapter House Corporation for the Sigma Chi Fraternity at DePauw University in Greencastle. Under my leadership as Board President, the House Corporation undertook an unprecedented fund raising campaign and successfully executed a transformative renovation project for the physical plant. I also gained valuable experience assessing, handling and defusing the numerous crises that came up from time to time during my tenure. Beyond that, I learned from experience that the most successful approach for any non-profit board is to provide governance and support, with an eye toward ensuring the desired outcomes, rather than to micro-manage day-to-day operations. The role of any effective board should be to identify a top-flight management team, to provide that team the tools and the support they need, to critically assess the results achieved, and to then take any corrective action, which may be required.

The importance of the distinction between management and governance has been underscored for our board through training and support we have received via Building Excellent Schools. As a group, we have been reviewing and discussing the roles and responsibilities for the board and its committees and the key indicators the board must stay focused on to provide effective governance and oversight.

Most importantly, I have a life-long interest in and passion for education, which has only been enhanced by my many years of legal work in the education sector. I am keenly aware of how fortunate I have been throughout my adult life, and how it all traces back to the solid educational foundation I received as a child. Like many of us, I have been frustrated for years by the decline in educational standards and the lack of high quality educational opportunities available to so many children in our community. I have long hoped that the right opportunity might present itself, which would enable me to jump in and actually make a difference; and then along came Civic Collegiate. At this point in my life you can rest assured that I am not pursuing this opportunity to build my resume or to exploit a networking opportunity or to somehow advance my own professional career. My only motivation is a genuine desire to give back and make a positive contribution to such a critically important endeavor. Civic Collegiate, in particular, strikes a real cord with me, since I was born and raised on the near north side of Indianapolis and grew up within just a couple of miles of the school's anticipated location. My parents continued to live in the same house where I grew up for another 30 years, so I have a very strong life-long connection to the neighborhood and surrounding community,

Lastly, while I have only recently become involved with Civic Collegiate, I am very impressed by what I have observed thus far. The need for a great new educational alternative in this area is obvious, and Civic Collegiate seems well positioned to succeed. Luke Lennon is an impressive leader and he has assembled a diverse and very talented Board, with expertise in a wide variety of important areas. Civic Collegiate is backed by Building Excellent Schools, which is a highly selective charter school support organization with a proven track record of nationwide success. The school's anticipated focus on civic education, service, leadership, high academic standards, and preparation for success in college also seems like exactly the right combination. I am highly optimistic that Civic Collegiate can and will provide a great new educational alternative for middle school and high school age students on the near north side, and I am very excited to be a part of this important new endeavor.

As a founding board, it is our responsibility to ensure that Civic Collegiate accomplishes the outcomes for which it was created, and second that at the school is prudent, ethical, and legal. I will use my financial background and previous board experience to ensure that I do my part to make Civic Collegiate successful.

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

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

N/A. I / we have no such interest. Yes

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

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

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

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

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

Certification

I, Todd W. Ponder, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.

A handwritten signature in black ink, appearing to read "Todd Ponder", is written over a horizontal line.

Signature

March 11, 2016

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

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

I am a Vice President in the Nonprofit Services division at The National Bank of Indianapolis. I assist nonprofit organizations, including several private and charter schools, with their cash management and lending needs to achieve their financial goals. Recognizing that about two-thirds of all charter school closures are related to financial problems, I will use my 13 years of financial management experience to help the school succeed financially while staying true to its mission.

Currently, I am serving on the Finance Committee at Early Learning Indiana, formally Day Nursery. Early Learning Indiana has a \$12 million annual budget and is a provider and an advocate for high-quality early learning education in Indiana. In this capacity, I work with the committee to review and approve the annual budgets for each Early Learning Center. In addition, we review and make recommendations as it relates to the investment portfolio and allocations for the organization.

Previously, I served on the board of the Indianapolis Senior Center, which was closed in 2012. I became a board member shortly after the organization went through a capital campaign and renovated its facility. Early on I became aware of the financial and governance issues of the organization. After serving on the board for 3 years, I became the board chair in 2011. I learned a lot about the mistakes made by boards before me and had to make tough decisions— including a reduction in staff and elimination of board members. I worked with an interim executive director to come up with a plan to reduce overall expenses by \$500,000 in an effort to save the organization. This plan allowed us to keep the center open an additional 9 months. During that time, I worked

with the United Way of Central Indiana to transition all vital services to other agencies. This experience taught me so much about governance and financial management. I recognize that in order for Civic Collegiate to be successful, our board will need to learn how to successfully navigate the intersection of governance and management.

I am confident in the abilities of the founding board for Civic Collegiate. We have been meeting since January and I feel privileged to be part of this team of diverse successful professionals that share the same vision for Civic Collegiate.

Additionally, our team has benefitted for support from Building Excellent Schools which has provided us with Charter School Board University and a study guide, seminal reading about charter schools, and numerous items to help us structure the work of our team including for example, job descriptions of all officers and committees. We have also received support to draft our Conflict of Interest Policy and held discussions to ensure that all board members understand the need to always put the interests of the school above their own and avoid any real or perceived conflict of interest.

As a founding board, it is our responsibility to ensure that Civic Collegiate accomplishes the outcomes for which it was created, and second that at the school is prudent, ethical, and legal. I will use my financial background and previous board experience to ensure that I do my part to make Civic Collegiate successful.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Jill Hauser Robisch, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Civic Collegiate Public Charter School is true and correct in every respect.

Signature 

Date 3/11/16

Attachment 7

Code of Ethics and Conflict of Interest Policies



Civic Collegiate Charter School

Article I Purpose

The purpose of the conflict of interest policy is to protect Civic Collegiate Public Charter School (“Civic Collegiate”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Civic Collegiate or might result in a possible excess benefit transaction and; to provide guidance on how to approve or disapprove a transaction that may be in the best interest of the organization. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment in any entity with which Civic Collegiate has a transaction or arrangement,
- b. A compensation arrangement with Civic Collegiate or with any entity or individual with which Civic Collegiate has a transaction or arrangement, or
- c. A potential ownership or investment in, or compensation agreement with, any entity or individual with which Civic Collegiate is negotiating a transaction or arrangement.

Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and vote on, the transaction or arrangement involving the possible conflict of interest.

- b. The interested person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
- c. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- d. After exercising due diligence, the governing board or committee shall determine whether Civic Collegiate can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- e. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Civic Collegiate's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

The Directors and Officers of the Civic Collegiate Public Charter School ("Civic Collegiate") shall serve without compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Civic Collegiate is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure Civic Collegiate operates in a manner consistent with charitable purpose and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the results of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Civic Collegiate's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Civic Collegiate may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement Civic Collegiate Public Charter School (“Civic Collegiate”)

1. Name: _____ Date: _____

2. Position: _____

3. Are you a voting Director? Yes or No
Are you an Officer? Yes or No
If you are an Officer, which Officer position do you hold? _____

4. I affirm the following:

I have received a copy of the Civic Collegiate Conflict of Interest Policy. _____ (initial)

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

I understand that Civic Collegiate is charitable and in order to maintain its federal tax exemption it must engage primarily in activities with accomplish one or more of tax-exempt purposes. _____ (initial)

5. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with Civic Collegiate? Yes or No

If yes, please describe it: _____

If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes or No

b. In the past, have you had a financial interest, including compensation arrangement, as defined in the Conflict of Interest policy with Civic Collegiate? Yes or No

If yes, please describe it, including when (approximately): _____

If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes or No

Signature of Director: _____ Date: _____

Date of Review by Governance Committee: _____

BOARD OF DIRECTORS CODE OF ETHICS

In addition to its Bylaws, Civic Collegiate Public Charter School (“Civic Collegiate”) will have the following policies related to ethics for the Board of Directors: Conflict of Interest Policy, Confidentiality, and Nepotism.

3.01 Conflict of Interest Policy

1. Board members shall serve without compensation, but may be reimbursed, with prior approval, for any necessary expenses incurred by them in performing their duties as members of the Board.
2. Any contract with the school involving a member of the Board, the Board member’s family, or the Board member’s place of work shall be considered by the full Board with the interested member abstaining. Each Board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest.
3. Salary and other remuneration received from the school by ex-officio Board members shall not be considered a conflict of interest for the purposes of this policy. However, *ex-officio* members shall abstain from votes involving the level of such remuneration.
4. A full Conflict of Interest Policy containing Board Member signatures shall be on file at all times.

3.02 Confidentiality Policy

It is the policy of Civic Collegiate that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Civic Collegiate to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Civic Collegiate has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a trustee or employee for Civic Collegiate. This policy is not intended to prevent disclosure where disclosure is required by law.

Directors and employees must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, trustees and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons.

At the end of a Director’s term in office or upon termination of an employee’s employment, he or she shall return, at the request of Civic Collegiate, all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.

3.03 Nepotism Policy

For purposes of this nepotism policy, the term *family members* shall be defined as any of the following: husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.

1. At no time shall more than one family member of the same family serve concurrently on the Board.
2. Board members and their family members will be excluded from consideration for employment by the organization.
3. Employees shall not hold a position with the organization while they or members of their family serve on the Board or any committee of the Board.
4. Employees may not hold a job over which a member of their family exercises supervisory authority.

Attachment 8

Course Scope and Sequence



As Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year.
NOTE: Limit attachment to thirty (30) pages.

Curriculum Instruction and Design

The mission of Civic Collegiate is to ensure that all students in grades six through twelve are prepared to graduate from the college or university of their choice. We will use a college preparatory curriculum aligned to Indiana State Standards and Common Core to prepare students for the rigors of college.

To ensure our students can succeed with a rigorous college-bound curriculum by the end of the twelfth grade, the core curriculum is crucial and students will receive double the instructional time than that of a traditional school. At the middle school level students will have ELA and Math instruction twice per day, and Social Studies and Science every day. At the high school level, students will attend their ELA and Math courses every day and all other classes every other day except for AP courses that they will attend daily. **Figures 8.1, 8.2, 8.3,** and **8.4** detail the scope and sequence for the four core subjects (ELA, Math, Science, Social Studies) from grades six through twelve.

Figure 8.1: English Language Arts

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Humanities 6	Humanities 7	Humanities 8	American Literature	World Literature	English 11 OR AP Language and Comp.	English 12 OR AP Literature

Figure 8.2: Mathematics

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math Procedures 6	Pre-Algebra	Algebra 1				Calculus OR
Math Problem Solving 6	Math Problem Solving 7	Math Problem Solving 8	Geometry	Algebra II and Trigonometry	Pre-Calculus	AP Calculus AB



Figure 8.3: Science

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Physical Science	Life Science	Physics	Biology	Chemistry	Environmental Science OR AP Biology	AP Environmental Science OR AP Chemistry

Figure 8.4: Social Studies

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Social Studies 6	Social Studies 7	Social Studies 8	World History	US History OR AP US History	AP Government OR Economics	AP Economics OR AP Psychology OR AP World History

Curriculum Development

In the first three years of the schools’ operation, the Head of School will oversee the development of the school-based curriculum scope and sequence and major assessments for each grade level and subject. The Head of School will lean on his background and experience in curriculum and assessment development along with his experience coaching a variety of subjects on curriculum, planning, and execution to aide in the development of the Civic Collegiate curriculum.

During the year prior to the school’s opening, the Head of School will create several curriculum materials for the middle school. The first item created will be a vertical alignment document for each core subject, English/Language Arts (ELA), Math, Science, and Social Studies. The Head of School will use resources like Engage NY and his connections to high performing schools such as BES schools Democracy Prep Public Schools, Liberty Collegiate Academy, and Nashville Prep when creating the curriculum. During the planning year, the Head of School will spend hours observing and working with curriculum coaches, especially around Mathematics, to gain greater expertise in various content areas, including working with his coach at Building Excellent Schools. The Head of School will also create vision and mission statements for each course, and a scope and sequence document that provides a high-level overview of the school’s curriculum.

The document will be a plan for teachers to follow that outlines what students will learn in each course for each year from sixth through eighth grade. This work of vertically aligning the courses will ensure an effective transfer of knowledge from grade to grade. Teachers in the previous grade level will be fully aware of how they are building the foundation needed for the next grade level. We want, for example, our



sixth grade math teachers to have a strong understanding of what their students need to know in seventh grade and use that knowledge to set goals for the year.

The Head of School will then create a series of assessments for the sixth grade including the End-of-Year pre- and post-tests and the Trimester Exams for all four core subjects. Released items from the ISTEP+ and other reliable assessment sources such as Engage NY, PARCC released items, and SAT/ACT assessment resources will be used in assessment development. Additionally, the Head of School will use resources gathered from various high performing charter schools during residencies and visits through the BES Fellowship. The Head of School will set the bar for rigor on assessments and outline for teachers what students should be able to know and do in order to have mastered the subject.

The Head of School will use the assessments to backwards plan a scope and sequence for each grade level that includes a pacing plan and explanation of which standard should be taught at which point during the year. Finally, the scope and sequence will be used to draft a Unit Plan for the first unit of each core subject. The Head of School will create the unit plan, example lessons from that unit, and the unit assessment. A Unit Template is provided in **Figure 8.5** and two Lesson Templates in **Figure 8.6**.

Figure 8.5: Unit Template

Unit: _____

Standards	Essential Questions	Essential Understandings	Devices	Content	Habits/Strategies:	Assessments
Standards	Description					



Monday	Tuesday	Wednesday	Thursday	Friday
Agenda:	Agenda:	Agenda:	Agenda:	Agenda:
Do Now:	Do Now:	Do Now:	Do Now:	Do Now:
Due:	Due:	Due:	Due:	Due:
HW:	HW:-	HW:	HW:	HW:
Culture Focus:				
Academic Focus:				

Figure 8.6: Lesson Template

Teacher:		Subject:		Lesson Plan Date:		Unit:	
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FIVE-STEP LESSON PLAN TEMPLATE

VISION-SETTING	<p>OBJECTIVE</p> <p>What is your objective?</p>	<p>KEY POINTS</p> <ul style="list-style-type: none"> • What key ideas and understandings are represented by this objective? • What knowledge and skills do students need to access these key ideas and understandings?
	<p>ASSESSMENT</p> <p>Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.</p> <p>Attach your daily assessment, completed to include an exemplary student response that illustrates the expected level of rigor.</p>	
	<p>CONNECTION TO THE CLASS VISION/GOAL</p> <p>How does the objective connect to the class vision?</p>	
DETERMINING METHODS	<p>4. OPENING (__ min.)</p> <p>How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen?</p> <p>How will you communicate its <i>importance</i>? How will you communicate <i>connections</i> to previous lessons?</p> <p>How will you engage students and capture their interest?</p>	<p>MATERIALS</p>
	<p>3. INTRODUCTION OF NEW MATERIAL (__ min.)</p> <p>How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?</p> <p>Which potential misunderstandings do you anticipate? How will you proactively mitigate them?</p> <p>How will students interact with the material?</p>	



<p>How/when will you check for understanding? How will you address misunderstandings?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	
<p>2. GUIDED PRACTICE (__ min.)</p> <p>How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?</p> <p>How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?</p> <p>How/when will you monitor performance to check for understanding? How will you address misunderstandings?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	
<p>1. INDEPENDENT PRACTICE (__ min.)</p> <p>How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment?</p> <p>When and how would you intervene to support this practice?</p> <p>How will you provide opportunities for remediation and extension?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	
<p>Exit Ticket: Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?</p>	
<p>5. CLOSING (__ min.)</p> <p>How will students summarize and state the significance of what they learned?</p> <p>Why will students be engaged?</p>	
<p>HOMEWORK (if appropriate). How will students practice what they learned?</p>	



Teacher:	Date:	Subject:
AIMS for the class (objectives/goals):		Key Points: What(what should students know/be able to do): Why(why is this important/relevant): How (how will they accomplish the what-process/method):
AGENDA with times for each item:		HOMEWORK:
Do Now/Hook (3):		
Directions:		
Review Agenda, Homework, and Aims (2):		
<ol style="list-style-type: none"> 1. Call students' attention using a visual or auditory cue (e.g. "eye contact in five..." / hand up). 2. Review agenda and homework. 3. Volunteers read aims. 		
Mini-Lesson ("I Do")		
<i>Directions:</i>		
Link/Transition:		
Guided Practice ("We Do")		
<i>Directions:</i>		
Link/Transition:		
Independent Practice ("You Do")		
<i>Directions:</i>		
Link/Transition:		
Exit Ticket/Assessment (directly aligned to aim)		
<i>Directions:</i>		



These resources will give teachers an exemplar to follow when creating their own materials for the year. The Head of School is spending an extensive amount of time during the BES Fellowship and the planning year studying other content areas by meeting with curriculum coaches of several successful charter schools, observing classrooms, gathering resources, and reading/researching best practices for specific subjects. **Figure 8.7** shows some of the supplemental materials that the Head of School and instructional staff will use for curriculum development.

The Head of School will also draw upon the experience of having coached teachers through planning and execution for all subject and content areas including reading, writing, science, social studies, physical education, music, and theatre arts.

When teachers come to the 17 days of summer professional development, the Head of School will provide the scope and sequence, copies of the End-of-Year and Trimester Exams for their particular subject, and the Unit 1 plan with sample lessons and assessments in each content area. The Head of School is using exemplar lesson plan structures from Uncommon Schools and BES school Liberty Collegiate Academy as resources for creation of the lesson plans given to teachers. We will require that teachers use the examples to then create all future unit plans, lesson plans, and assessments, beginning with the development of Unit Two assessments and then Unit Two lesson plans. Our teachers will create plans using McTighe and Wiggins' concept of *Understanding by Design*. This method of lesson planning, sometimes referred to as "backwards planning," begins with the standards and uses them to create meaningful assessments. With this end in mind teachers then write the lessons that allow students to master the content for the assessment.¹ Before the start of the school year, a full draft of all units will be turned into the Head of School, all to be revised and updated for additional review later into the year, and with a fully detailed Unit Two plan turned into the Head of School before the end of the summer training. The Head of School, and as hired the Director of Curriculum and Instruction and the Middle School and High School Principals, will give teachers feedback on these plans. After year one, plans will be turned into the instructional coach and/or manager of the respective teacher for feedback and, as needed, further reviewed by the Middle School and High School Principals. From that point on, Unit Plans will be submitted each trimester, and weekly lesson plans will be submitted before Thursday of the week prior to execution.

The creation of daily instructional materials will primarily be the responsibility of the teacher. Teachers will use a variety of resources when developing their instructional materials, and will adapt those materials to address the needs of students in their classrooms. Requiring teachers to create their own long term plans, unit plans, lesson plans, and unit assessments will ensure that they create a curriculum that best suits the needs of our students. We know that students will come into sixth grade having a wide variety of knowledge and skills and skill gaps from elementary school. We want our teachers be free of a set curriculum that allows them to differentiate for the students in the room. However, research shows that when leaders provide too much autonomy and insufficient guidance, new teachers often fail to plan effectively.² As such, in year one, our Head of School will provide teachers with planning supports through frequent feedback on lesson plans and unit plans. After year one, previously used scope sequence and pacing plans will be revised by the Head of School and Director of Curriculum and Instruction. During summer professional development, unit plans and lesson plans will be revised by the current teaching staff. Giving teachers a strong curriculum resource to use will allow for more time spent focusing on the instructional execution. By giving teachers the right amount of support we are encouraging ownership of their content while providing the infrastructure and guidance they need. Teachers will be given \$400 to purchase resources to assist in curriculum development. **Figure 8.7** details all supplemental programs and their grade levels.

¹ Wiggins, Grant. McTighe, Jay. *Understanding by Design*. Association for Supervision & Curriculum Development, 1998.

² Bambrick-Santoyo, Paul. "Leverage Leadership: A Practical Guide to Building Exceptional Schools." John Wiley & Sons, 2012.



Figure 8.7: Possible Supplemental Programing											
Instructional Resources	Subject(s)				Middle Grade Levels			High School Grade Levels			
	English	Math	Science	Social Studies	6	7	8	9	10	11	12
Accelerated Reader	X				X	X	X	X	X	X	X
Accellus	X	X	X	X				X	X	X	X
Achieve 3000	X	X	X	X	X	X	X	X	X	X	X
Adaptive Curriculum			X		X	X	X				
Apex Learning	X	X	X	X				X	X	X	X
BlueJ		X						X	X	X	X
College Preparatory Mathematics		X			X	X	X	X	X	X	X
Compass Learning/Odyssey	X	X	X	X	X	X	X	X	X	X	X
Dreambox		X			X	X	X				
Edmodo	X	X	X	X				X	X	X	X
EngageNY	X	X			X	X	X	X	X	X	X
ESL Reading Smart	X				X	X	X	X	X	X	X
FOSS Science Curriculum			X		X	X	X				
Fraction Planet		X			X	X					
FuelEducation	X	X	X	X	X	X	X				
Google Applications	X	X	X	X	X	X	X	X	X	X	X
Houghton Mifflin Harcourt Big Ideas Math		X			X	X	X	X	X	X	X
IXL		X			X	X	X	X	X	X	X
Khan Academy		X			X	X	X	X	X	X	X
Mathalicious		X			X	X	X	X	X	X	X
MY Access Writing	X							X	X	X	X
Newsela	X				X	X	X				
NoRedInk	X				X	X	X	X	X	X	X
Overdrive	X				X	X	X	X	X	X	X
Reading Mastery	X				X	X	X				
Reflex Math		X			X	X					
Revolution K12		X			X	X	X	X	X	X	
ST Math		X			X	X					
TCI Bring Science Alive!			X		X	X	X				
TCI History Alive				X	X	X	X	X	X	X	X
TenMarks		X			X	X	X				
Virtual Nerd		X			X	X	X	X	X	X	
Wordly Wise	X				X	X	X	X	X	X	X

These are some of the instructional resources that will be available to our teachers to purchase. Several resources will be particularly effective with a diversity of learners. For example, NewsELA will allow teachers to print the same nonfiction article at various reading levels to support multiple skill levels in one class. Programs like Khan Academy and TenMarks will be used for remediation of specific math topics that students are struggling with. Students will have access to additional interactive practice and videos on content topics to support students struggling with particular skills.

Each year an evaluation of the curriculum’s effectiveness and appropriateness will be conducted by the Head of School, Middle School and High School Principals as hired, Grade Level Leads, and Director of



Curriculum and Instruction(s) as hired. The team will look at academic data from the previous year on all major assessments including Trimester Exams, End-of-Year Exams, and PARCC results, as well as the alignment between academic data on major internal assessments including Trimester Exams, End of Year Exams, and Unit Tests and the results from state and national assessments. We will examine such data by standard, by subgroup of learners, and across grade levels. We will also draw input from end-of-year conversations with teachers, and resources that other successful schools are using. The beginning of the summer will be used to make major structural changes, for example, in a math class placing a unit on fractions in the first trimester if earlier in the year is necessary or in an ELA class a unit on short stories after the first novel if necessary based on results, and then teachers will use a portion of the 17 days of summer professional development days to adjust their own plans from the previous year.

Advanced Placement Courses

To ensure that our students upon graduation from high school are truly able to access the rigor of college courses, Civic Collegiate will offer Advanced Placement courses to students beginning in the tenth grade. Per our current plans, students will have an opportunity to choose from ten different options for Advanced Placement courses. Students will have the opportunity to experience the difficulty level of a college course and will also have several opportunities to earn college credit prior to college matriculation. **Figure 8.8** details the grade-level specific Advanced Placement options, which will be available.

Figure 8.8: Advanced Placement Courses in High School

Course	Grade Levels
AP Psychology	12
AP Language and Composition	11
AP Literature	12
AP Biology	11
AP Chemistry	12
AP U.S. History	10
AP World History	12
AP Calculus AB	12
AP Computer Science A	10, 11, 12

Course Overview: Grades 6-12

Grade 6

Mathematics Procedures and Problem Solving 6

In 6th grade Math students learn content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course plan will backwards-map from the CCSS and ISS 6th Grade Math standards. More specifically, the class will include the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving



fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. Math will be split into two separate classes, one focused on computation skills and the other on problem solving abilities. Both classes will cover the same standards in the same sequence but with different questions and lesson plans.

Humanities 6—Reading (English/Language Arts)

In 6th Grade Reading, students read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.³ The course will backwards-map from the CCSS ISS for 6th grade ELA. The class will focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator’s point of view. As part of the literature portion students will compare and contrast difference genres of literature related to how they are written and the experience of reading them, specifically poems, dramas, short stories, and novels. Students will also compare a reading the text with watching the film or listening to the audio text to analyze the difference in reader perception. The nonfiction portion of the course will focus on students’ ability to analyze the purpose behind the structure of the text, the author’s point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language students will learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals, The course aims for students to acquire and use grade appropriate vocabulary, therefore students will learn to determine unfamiliar word meanings through Greek/Latin roots/affixes, using context to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words. This course will also focus on interpreting figures of speech specifically in the context of personification. Sample authors and anchor texts from 6th Grade Reading: *Number the Stars* (Lois Lowry); *The Watsons Go to Birmingham* (Christopher Paul Curtis), *Esperanza Rising* (Pam Munoz Ryan), *Curveball: The Year I Lost My Grip* (Jordan Sonnenblick), “The Road Not Taken” (Robert Frost), *The Adventures of Tom Sawyer* (Mark Twain), *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry), “Letter on Thomas Jefferson” (John Adams).

Humanities 6—Writing (English/Language Arts)

In 6th grade Writing, students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course will backwards-map from the CCSS and ISS ELA Writing Standards. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper. Students will learn to write arguments to support a claim that is linked to evidence in the text, informative/explanatory texts to convey information and/or concepts, and narratives with a focus on engaging the reader by establishing context, using descriptive details and sensory language to describe the characters, setting, and plot, and organizing the event sequence to show character and plot development. The course will teach students to provide a conclusion that follows what was written,

³ http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.



create transition sentences leading from one idea to the next, and to establish a formal and consistent style throughout each piece. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be a requirement to use multiple sources with the focus on learning to use sources without plagiarizing in a research assignment.

Students will be required to type every writing assignment to ensure that students are becoming proficient in typing. Students will type assignments using GoogleDocs and ChromeBooks. Students will also be held accountable to all grammar related and vocabulary related standards referenced in the 6th Grade Reading course section.

Social Studies 6

In 6th grade Social Studies, the standards are bucketed into four distinct strands: (1) History, (2) Civics and Government, (3) Geography, and (4) Economics. Through History, students will explore key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. Through Civics and Government lessons, students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems. Through Geography lessons, students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere. And through Economics lessons, students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

Physical Science

In 6th grade Science students focus on Physical Science. The course will include the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes. This course will infuse the CCSS 6th Grade ELA standards in daily lessons and text selection to ensure that literacy is present in all courses. Students will engage with complex analysis of scientific texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure that the author uses to organize the text, and comparing and contrasting information gained from other readings or experiments conducted in class.

Introduction to Typing and Coding

The course aims to provide students with the fundamental knowledge and skills for further development in the area of Computer and Technology literacy. Students will learn basic typing, how to access and research on the internet, and how to use Microsoft Office to create written assignments, spreadsheets, and PowerPoint presentations. In Introduction to Typing, students will learn to type quickly and accurately by memorizing keystrokes using online typing programs. Students will also use Microsoft Office to create word documents, Excel spreadsheets, and PowerPoint presentations to ensure

proficiency in using Windows programs. The third portion of the class is dedicated to teaching students to use the Internet, create an email address, and to avoid using social media in reckless ways. In addition to these basic computer literacy, students are exposed to JavaScript and python, completing an end-of-year project that requires building a simple, small website.

Physical Education

In 6th grade Physical Education students learn various exercises and work-out methods to improve their ability to do push-ups, curl ups, and cardiovascular exercises. Students participate in workouts designed by the teacher that focus on cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. In addition to the workouts, teachers facilitate lessons on health and nutrition as they relate to being a physically fit person. The course covers the following topics and standards: understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety; develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others; work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved; understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.

Grade 7

Mathematics Pre-Algebra

In 7th grade Pre-Algebra, students learn the necessary skills to be ready to take Algebra I in 8th grade. This course will backwards-map from the CCSS and 7th Grade Math Standards. Topics will include but are not limited to: read, write, compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres. Math will be split into two separate classes, one focused on computation skills and the other on problem solving abilities. Both classes will cover the same standards in the same sequence but with different questions and lesson plans.

Humanities 7--Reading (English/Language Arts)

7th Grade Reading builds upon previously developed skills from 6th grade analyzing various nonfiction and fiction texts. In this course, students read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course will backwards-map from the CCSS and ISS for 7th grade English/Language Arts. An emphasis will be placed on being able to cite *multiple* pieces of textual evidence to support inferences and analysis, to analyze how the identified them is developed over time, to analyze how the elements of a story: setting, plot, character, action, interact and influence one another, to defend the structure of dramas and poems using meaning from the text and rhyming/repetition techniques, and compare multiple points of view in a single text. The course will also have students analyze similarities and differences between a piece of literature and a visual form of the same story, or to a historical account of the same time period in the fictional story. In the portion

of the course devoted to informational/nonfiction texts we focus on using multiple pieces of evidence to support analysis of what the text means, analysis of main idea development throughout the course of a text, how the interaction between characters evolves throughout the text, and how the author distinguishes his/her own point of view from others on the same subject. Students will also learn how to assess whether reasoning is sound and sufficient to support specific claims. Related to grammar and language students will learn to eliminate wordiness and redundancy, use commas to separate coordinating adjectives, determine incorrectly placed modifiers, use a variety of sentence structures appropriately and accurately, and explain the function of phrases and clauses in a text. Students will use strategies for vocabulary learned in 6th grade with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically when allusion is being used. Sample authors and anchor texts from 7th Grade Reading: *Absolutely True Diary of a Part-time Indian* (Sherman Alexie), *Animal Farm* (George Orwell), *Ask Me No Questions* (Marina Budlos), *By Any Means Necessary* (biography of Malcolm X) (Walter Dean Myers), *The Call of the Wild* (Jack London), *Farewell to Manzanar* (Jeane Watatsuki Houston), *The Giver* (Lois Lowry), *The Hobbit* (J.R. Tolkien), *The House on Mango Street* (Sandra Cisneros), *Iqbal* (Francesco D'Adamo), *Night* (Elie Wisel), *Of Mice and Men* (John Steinbeck), *Julius Caesar*, *A Midsummer Night's Dream*, or *A Merchant of Venice* (William Shakespeare), *The Red Pony* (John Steinbeck).

Humanities 7—Writing (English/Language Arts)

In 7th Grade Writing students will learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course will backwards-map from the CCSS and ISS ELA Writing Standards. Students will write for various lengths of time from in-class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th grade. The focus will be on clarity of topic introduction, cohesive writing especially with transitions, accuracy of the evidence used to support the claims, a written conclusion that supports the overall written piece, logical organization of evidence, use of point of view in the narrative piece, and the acknowledgement of opposing claims in argument piece. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be a requirement to use multiple sources with the focus on learning to cite sources and avoid plagiarism. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will also be held accountable to all grammar related and vocabulary related standards referenced in the 7th Grade Reading course section.

Social Studies 7

Like the 6th grade Social Studies standards, and in direct alignment with the ISS, our 7th grade Social Studies curriculum draws from four strands: (1) History, (2) Civics and Government, (3) Geography, and (4) Economics. Through History lessons, students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments. Through Civics and Government lessons, Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens. Through Geography lessons, students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships



within and between these regions and the rest of the world. Through Economics lessons, students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

Life Science

In 7th Grade Science students will focus on Life Science. The course will include the following concepts and skills: Classify organisms into kingdoms; recognize that all living organisms are composed of cells; describe that typical cell of organism contains genetic instructions that specify traits; recognize biological evolution accounts for diversity of species developed through gradual processes over many generations; study the structure and function in living systems; describe the flow of energy and matter through food chains and food webs; provide evidence that green plants make food and explain the significance of this process to other organisms; describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth and explain the need for a constant input of energy for living organisms; distinguish between chemical and physical changes; observe and describe properties of materials, such as density, conductivity, and solubility; describe the sources and identify the transformations of energy observed in everyday life. This course will infuse the CCSS 7th Grade ELA standards in daily lessons and text selection to ensure that literacy is present in all courses. Students will engage with complex analysis of scientific texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure that the author uses to organize the text, and comparing and contrasting information gained from other readings or experiments conducted in class.

Physical Education

In 7th grade Physical Education students will learn various exercise and work out methods to improve ability to perform exercise tasks, specifically push-ups, curl ups, and cardio. Students will participate in workouts designed by the teacher that focus on cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. In addition to the workouts, teachers will also facilitate lessons on health and nutrition as they relate to being a physically fit person. The following topics and standards will be addressed in this course: demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area; know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints; combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment; understand the relationship between physical activity and the prevention of illness, disease, and premature death; understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.

Computer Literacy I

This course is an introduction to computer programming, teaching students to develop and execute computer programs. As a basic level students will be able to read and write program code. The process will include analyzing a problem, creating an algorithm to solve the problem, and developing the code for the algorithm.

Grade 8

Mathematics – Algebra I

In the 8th Grade Algebra I class students learn content necessary for taking the Algebra I End of Course Assessment. This course will backwards-map using the CCSS 8th Grade Math Standards in addition to



some of the 9th Grade Math Standards related to Algebra I. The class aims to address students' conceptual understanding, problem solving skills, and procedural fluency. The course content includes but is not limited to: Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between two quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

Humanities 8—Reading (English/Language Arts)

8th Grade Reading builds upon previously developed skills from grades 6-7 analyzing various nonfiction and fiction texts. In this course, students read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature, including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course will backwards-map from the CCSS and ISS for 8th grade English/Language Arts. An emphasis will be placed on analyzing how characters, events, and ideas connect to one another and compare to one another in a text, how the theme relates to the setting, plot, and characters, how specific lines in the text influence action, the impact of word choice on meaning and tone specifically making analogies and allusions to other texts, comparing and contrasting the structure of multiple texts and they convey meaning, how differing points of view can lead to humor and suspense, and compare and contrast a modern work of fiction to a more traditional story or piece of writing. Students will also analyze a visual representation of text through film or video explaining any discrepancies between the two versions and evaluate why specific choices were made by the author or director. Specifically with nonfiction texts students will weigh the advantages and disadvantages to using different avenues to present information, recognize when evidence is irrelevant to supporting a claim, analyze the role each sentence plays in the development of ideas in a single paragraph, and compare two or more conflicting texts distinguishing factual evidence from evidence that is an interpretation of the text. Related to grammar and language students will learn how to appropriately use an ellipsis, to use a dash with pauses and/or breaks, to use the correct form of active and passive verb use, correct unintentional shifts in verb voice or mood, and explain the function of a verbal in a sentence or phrase. Students will use strategies for vocabulary learned in 6th and 7th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically when verbal irony is being used. Sample authors and anchor texts from 8th Grade Reading: *A Day No Pigs Would Die* (Robert Newton Peck), *A Raisin in the Sun* (Lorraine Hansbury), Anthony Burns (Virginia Hamilton), *Black Ice* (Lorene Cary), *Days of Grace: A Memoir by Arthur Ashe* (Arthur Ashe), *Elijah Of Buxton* (Christopher Paul Curtis), *Fast Food Nation* (Eric Schlosser), *Finding Fish* (Antone Fisher), *Flower for Algernon* (Daniel Keyes), *Life of Pi* (Yann Martel), *Lord of the Flies* (William Golding), *October Sky* (Homer Hickam), *Julius Caesar*, *A Midsummer Night's Dream*, or *A Merchant of Venice* (William Shakespeare), *Out of the Dust* (Karen Hesse), *The Pact* (Davis, Jenkins, Hunt), *Speak* (Laurie Halse Anderson), *The Pigman* (Paul Zindel), *The Secret Life of Bees* (Sue Monk Kidd), *There Are Not Children Here* (Alex Kotlowitz), *To Kill A Mockingbird* (Harper Lee).

Humanities 8 Writing (English/Language Arts)

In 8th Grade Writing students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course will backwards-map from the CCSS and ISS ELA Writing Standards. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building



upon previously taught standards from 6th and 7th grades. The focus will be on varying the use of language in transitions, using transitions to show the relationship between experience and events in a narrative, organizing ideas into broader topics when presenting information, and distinguishing your claim from others opposing the claim. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be a requirement to cite sources accurately using the standard form for citation, and to use the research project to generate more questions about your topic. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will also be held accountable to all grammar related and vocabulary related standards referenced in the 8th Grade Reading course section.

Social Studies 8

Like the 6th and 7th grade Social Studies standards, and in direct alignment with the ISS, our 8th grade Social Studies curriculum draws from four strands: (1) History, (2) Civics and Government, (3) Geography, and (4) Economics. Through History lessons, students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period. Through Civics and Government lessons, students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government. Through Geography lessons, students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development. Through Economics lessons, students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Physics

Physics is a laboratory-based science course that develops students' broad conceptual knowledge of the fundamentals of the physical world of matter, energy, basic mechanics, and particle physics. The course will cover key concepts such as: electricity and magnetism, interactions of matter and energy, conservation of mass and energy, conservation of momentum, waves, significant figures and SI units, and modern physics.

Computer Literacy II

This course will be a continuation from the 7th grade computer-programming course. Students will learn to develop and execute code at a higher level of complexity. The process will continue to be based on creating a solution to a problem using programming code. Students begin to explore the impact that computing has on society and the application of computing across career paths, building skills and awareness in cyber security. The course will culminate with the creation of a project, interactive artwork, or game.

Physical Education

In 8th grade Physical Education students will participate in workouts designed by the teacher that focus on cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. In addition to the workouts, teachers will also facilitate lessons on health and nutrition as they relate to being a physically fit person. The course will focus on student's ability to show growth in ability to perform



push-ups, curl-ups, and a mile run. By the end of the year students will also have the opportunity to design their own workout in groups. The course will also cover the following topics and standards: develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity; develop leadership, problem solving, cooperation, and team work by participating in group activities; Students will also become should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available; demonstrate the ability to locate physical activity information, products, and services; know some career options in the field of physical fitness and sports.

Grade 9

Geometry

In Geometry, students learn a balance of trigonometry and the application of algebra to geometry. The course will include the study basic geometry: angles, angle pairs, area and perimeter of complex figures, polygons, triangles, and segments in two and three dimensional planes. The course plan will backwards-map from the CCSS for Geometry/10th Grade Math, with focus on right triangles and the Pythagorean Theorem, trigonometric functions including sine, cosine, tangent, cotangent, cosine, and secant. (For Algebra I, see Grade 8.)

American Literature

9th Grade English/Language Arts I aims to build upon previously developed skills from 6-8th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course will backwards-map from the CCSS and ISS for 9th-10th grade English/Language Arts Standards. An emphasis will be placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise

This course will require students to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically with literary nonfiction texts students will recognize false statements and determine faulty reasoning within a text, and analyze U.S. seminal documents that address similar themes and concepts. Related to grammar and language, students will use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning, Students will use strategies for vocabulary learned in 6th-8th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. At the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th-8th grades. The focus will be on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the



audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text. Sample Anchor Texts from English/Language Arts I: *Fahrenheit 451* (Ray Bradbury), *The Color Purple* (Alice Walker), *When I Was Puerto Rican* (Esmeralda Santiago), *The Odyssey* (Homer), *Romeo and Juliet* (William Shakespeare), *The Tragedy of Macbeth* (William Shakespeare), "Farewell Address" (George Washington), "Gettysburg Address" (Abraham Lincoln), "Letter from Birmingham Jail" (Martin Luther King, Jr.).

Biology

The Biology course aims to focus on students' ability to conceptually understand broader science concepts. The course will cover the following concepts: cellular chemistry, cellular structure, matter cycles and energy transfer, interdependence, molecular basis of heredity, cellular reproduction, and evolution. Instruction will be infused with the CCSS ELA standards requiring students to read complex, nonfiction, scientific texts to reach a deeper understanding of concepts. At the end of the year students will take the End of Course Assessment.

World History

Global History and Geography aims to develop students' knowledge in the human history from early humans in the Paleolithic Era until the early 1700s. The course will use the Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. An emphasis will be put on making connections between migrations, multi-regional empires, conflicts, trade, belief systems, and cultural diffusion. Students will learn about topics such as, the development of the first civilizations, the expansion of trade networks and their global impact, and the examination of classical societies in Eurasia and Mesoamerica.

Physical Education

The Physical Education course aims to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

Latin

This course is an intensive introduction to Latin emphasizing communicative-based competencies and Latin language culture. Correlated to the curriculum are the broad goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities)⁴, which define the essential skills and knowledge that all students need to acquire. Students actively learn to greet others, tell date and time, express likes and dislikes, and ask and answer

⁴ http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf.



simple questions on a variety of topics. They will also learn to read, write, and conjugate verbs in different tenses in Latin. Students also begin to read fiction and nonfiction literature in Latin and orally present projects that demonstrate their language development.

Computer Graphics

Computer Graphics aims to provide students with the hands-on design experience of computer-generated and computer-manipulated images. Students will learn to use software to draw, scan, alter, and reproduce images while completing activities such as, logo design, digital photography, computer animation, and digital drawing.

Theatre Arts I

Theatre Arts I teach students the basic methods of acting. The course will focus on the development of voice and body using relaxation exercises, sensory awareness, on-stage behavior, improvisation, blocking, and creative interaction with other students in the course. A secondary aim is to build culture within the course by encouraging students to support one another in taking risks. Students will perform a monologue, a scripted scene in pairs, a scripted scene written by students, and an improvisation sketch.

Grade 10

Algebra 2 and Trigonometry

Algebra 2 and Trigonometry aims to build upon the knowledge and skills from Algebra 1 and Geometry. The course will backwards-map from the CCSS and ISS for 10th grade Mathematics Standards using a curriculum that prepares students to take Pre-Calculus the following year. Within the class students will expand their knowledge of functions to include absolute value, exponential, radical, polynomial, trigonometric, exponential, and logarithmic functions. Students will learn to solve problems using imaginary and complex numbers, direct and indirect variation. The course will also expand right triangle trigonometry to include circular functions and the use of trigonometric equations and identities.

World Literature

10th Grade World Literature aims to build upon previously developed skills from 6th-9th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course will backwards-map from the CCSS for 9th-10th grade English/Language Arts Standards. An emphasis will be placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise

This course will require students to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically with literary nonfiction texts students will recognize false statements and determine faulty reasoning within a text, and analyze literature and other seminal non-fiction texts that address similar themes and concepts. Related to grammar and language, students will use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning, Students will use strategies for vocabulary learned in 6th-9th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. At the high school level the ELA course will shift to

emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-9th grades. The focus will be on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text. Sample Anchor Texts from World Literature: "Night" (Elie Wiesel), "The Stranger" (Albert Camus), "Candide" (Voltaire), "One Hundred Years of Solitude" (Gabriel Garcia Marquez), "Hiroshima" (John Hersey), "A Long Way Gone: Memoirs of a Boy Soldier" (Ishmael Beah), "The Handmaid's Tale" (Margaret Atwood), "The Good Earth" (Pearl Buck).

Chemistry

The Chemistry course focuses on students' ability to conceptually understand broader science concepts. The course will cover the following concepts: the physical nature of matter, atomic concepts, nuclear chemistry, chemical bonding, periodicity, moles/stoichiometry, kinetics and equilibrium, and carbon and organic chemistry. Instruction will be infused with the CCSS ELA standards requiring students to read complex, nonfiction, scientific texts to reach a deeper understanding of concepts.

US History and Government

US History and Government aims to strengthen students' knowledge in the history of the United States through the study of five themes: The Continuing Struggle for Civil Rights, Wealth, Class, and Conflict in America, Technology and Social Change, America's Role in the World, and The American Land and the American People. The course will use the Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year.⁵ Building upon the content and skills learned in grades 7th-8th US History classes, students will begin with the colonial and constitution foundations and the development of the government structure, and move chronologically through history studying the challenges that our nation faced during various wars and conflicts, eras of development, and the expansion of government and evolution of social issues. Throughout the year students will explore the themes while looking at social, political, and economic trends through the history of the United States.

Physical Education

The Physical Education course aims to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts

⁵ <https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-9-12.pdf>.



emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

Latin II

This course builds on the communicative-based competencies, grammar, and Latin language culture learned in Latin I. Correlated to the curriculum are the broad goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. The course will require students to read more sophisticated literature in Latin and orally present projects to show language development. Students will use past, present, and future tenses when speaking on a variety of topics.

AP Computer Science A

AP Computer Science A is a college level course that aims to develop students' knowledge of problem solving and design using Java language. The course will include the following topics: design strategies and methodologies, organization of data, approaches to processing data and algorithms, problem solving, analysis of potential solutions, and the ethical and social implications of computing. The course requires that students spend a minimum of 20 hours in laboratory hands-on experience and that the solutions to all problems be written in the Java programming language.⁶ At the end of the year students will sit for the AP Computer Science A Exam and, depending on their score, earn college credit for the course as it is compatible with many Computer Science 101 courses.

AP US History

AP US history is a college level course that develops students' conceptual knowledge about US History from approximately 1491 to the present. The class will focus on the following themes: peopling; identity; politics and power; environment and geography; work, exchange, and technology; America in the world; and ideas, beliefs, and culture. Students will build the following historical thinking skills during the course and apply them as they are learning the content: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis.⁷ At the end of the year students will sit for the AP US History Exam, and depending on their score, earn college credit for the course.

Theatre Arts II

The Theatre Arts II course will build upon the knowledge that students learned in Theatre Arts I. Students will be required to memorize and perform longer and more complicated scenes. Students will now be scored on their performance based on use of voice, movement, believability, and overall performance. Throughout the course of the year students will perform a monologue, a two-person scene, a two-person student written scene, an improvisation sketch, and a larger culminating play at the end of the year where all students will participate.

Grade 11

English/Language Arts 11

11th Grade English/Language Arts aims to build upon previously developed skills from 6th-10th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction

⁶ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-computer-science-a-course-overview.pdf>.

⁷ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-united-states-history-course-overview.pdf>.



and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.⁸ The course will backwards-map from the CCSS for 11th-12th grade English/Language Arts Standards. An emphasis will be placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony. This course will require that students analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. Specifically with literary nonfiction texts students will describe and evaluate reasoning from US Seminal texts and analyze the purposes behind the documents, and read 17th, 18th, and 19th century documents to analyze themes and purposes. Related to grammar and language, students will learn to vary conventions and usage based on the context of the writing, use hyphenation correctly, and to vary syntax to create a desired effect for the reader. Students will use strategies for vocabulary learned in 6-10th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically hyperbole and paradox. At the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th-10th grades. The focus will be on the logical sequence of claims and evidence, the identification and use of only significant claims and evidence, varying syntax in linking sections to one another, using the most significant facts, definitions, and details when writing informative pieces, the use of analogies, metaphors, and similes, using a sequence to build toward a tone or outcome in a narrative, and ensuring that each element of the writing is building on the previous section, paragraph, or sentence. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text. Sample Anchor Texts from English/Language Arts III : *Common Sense* (Thomas Paine), "Society and Solitude" (Ralph Waldo Emerson), "Politics and the English Language" (George Orwell), *Brave New World* (Aldous Huxley), *The Namesake* (Jhumpa Lahiri), *Salvage the Bones* (Jesmyn Ward), *The Orphan Master's Son* (Adam Johnson), *One Flew Over the Cuckoo's Nest* (Ken Kesey), *The Jungle* (Upton Sinclair), *Black Like Me* (John Howard Griffin).

Environmental Science

The Living Environment course aims to focus on students' ability to conceptually understand broader science concepts. The course will cover the following concepts: scientific inquiry, origin of life, ecology, organization and patterns in life, homeostasis and immunity, reproduction and development, genetics and biotechnology, evolution, and human influences on the environment. Instruction will be infused with the CCSS ELA standards requiring students to read complex, nonfiction, and scientific texts to reach a deeper understanding of concepts. Throughout the year students will complete 1,200

⁸ http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.



minutes of laboratory time as required.

AP Biology

AP Biology is a college level course that aims to develop students' understanding of biology through analysis and investigations. Students will spend 25 percent of this class participating in laboratory work providing students with the opportunity to apply their knowledge and investigative skills. The course will cover the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.⁹

At the end of the year students will sit for the AP Biology exam and, depending on their score, earn college credit for the course.

Pre-Calculus

Pre-Calculus is designed to prepare students to take Calculus by providing an introduction to the topics of limits and derivatives, while also ensuring solid foundational knowledge in advance algebra and trigonometry concepts. The course will include topics such as, polynomial functions, logarithmic functions, limits, inequalities, rational functions, motion graphs, exponential functions, and introduction to Calculus.

AP Government

AP United States Government and Politics is a college level course that aims to help students understand general concepts of U.S. government and politics and analyze specific topics, including: constitutional underpinnings, political beliefs and behaviors, political parties, interests groups, mass media, institutions of national government, public policy, and civic rights and liberties.

At the end of the year students will sit for the AP Government exam and, depending on their score, earn college credit for the course.¹⁰

AP English Language and Composition

AP English Language and Composition is a college level course that aims to help students become skilled readers and writers. The course will require students to analyze nonfiction texts for their persuasive strategies and develop argumentative writing with analysis based on evidence. Students will be asked to write narratives, expository essays, and argumentative essays for a variety of topics and based on various readings from throughout the year. Students will also be taught to write through several stages with multiple drafts and revisions. The revising will focus on students using a wide variety of vocabulary, a variety of sentence structures, a logical organization of thoughts and events, a balance of generalization and specific details, and an effective use of rhetoric.¹¹ The course will have a strong focus on students developing their skills in writing research papers, which will benefit their writing at the college level. At the end of the year students will sit for the AP English Language Exam and, depending on their score, earn college credit for the course. Suggested texts for the course are: *On Self Respect* (Joan Didion), “Whistleblowing and Professional Responsibility” (Sissela Bok), “Future Shock” (Neil Postman), “Assorted Speeches” (Spiro Agnew), “Gettysburg Address” (Abraham Lincoln), *Shooting an Elephant* (George Orwell), *Killing Me Microsoftly* (Julia Keller), *Distancing the Homeless* (John Kozol), “Why Not a Football Degree?” (William F. Shurhart II), “A Proposal to Abolish Grading” (Paul Goodman).

Latin III

This course builds on the communicative-based competencies, grammar, and the Latin language

⁹ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/13b-7589-AP-Biology-ADA-v0.1.pdf>.

¹⁰ <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-usgopo-course-overview.pdf>.

¹¹ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-english-language-course-overview.pdf>.



culture learned in Latin II. Correlated to the curriculum are the broad goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. At this level students will be able to speak Latin conversationally. In addition to the use of present, past, and future tenses, students will be able to conjugate in the imperfect tense, conjugate in the future/conditional tenses.

AP Computer Science B

This course is currently in development for release during the 2016-2017 school year. We plan to implement the course when we expand to 11th grade at the high school level.¹²

Economics

The Economics course develops students' understanding of the free market economy in a global context while strengthening student understanding of their own personal finances. The course will use the Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. Students will study the following topics: supply and demand, the global nature of markets, the role of entrepreneurs in our economy, the impact of globalization, and the changes in the United States workforce. The course will include a project where students are required to draft out their own personal budget in the unit on personal responsibility and the economy.

Grade 12

English/Language Arts 12

12th Grade English/Language Arts III aims to build upon previously developed skills from 6-11th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.¹³ The course will backwards-map from the CCSS for 11th-12th grade English/Language Arts Standards. An emphasis will be placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony. This course will require that students analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. Specifically with literary nonfiction texts students will describe and evaluate reasoning from US Seminal texts and analyze the purposes behind the documents, and read 17th, 18th, and 19th century documents to analyze themes and purposes. Related to grammar and language, students will learn to vary conventions and usage based on the context of the writing, use hyphenation correctly, and to vary syntax to create a desired effect for the reader. Students will use strategies for vocabulary learned in 6-11th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically hyperbole and paradox. At the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing.

Students will write for various lengths of time from in class written summaries to long term paper

¹²<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-computer-science-a-course-overview.pdf>.

¹³http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.



assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-11th grades. The focus will be on the logical sequence of claims and evidence, the identification and use of only significant claims and evidence, varying syntax in linking sections to one another, using the most significant facts, definitions, and details when writing informative pieces, the use of analogies, metaphors, and similes, using a sequence to build toward a tone or outcome in a narrative, and ensuring that each element of the writing is building on the previous section, paragraph, or sentence. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks in class. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text.

Sample Anchor Texts from English/Language Arts IV : *Jane Eyre* (Charlotte Bronte), “Ode on a Grecian Urn” (John Keats), *Walden* (Henry David Thoreau), *The Things They Carried* (Tim O’Brien), *Hamlet* (William Shakespeare), *Death of a Salesman* (Arthur Miller), *The Catcher in the Rye* (J.D. Salinger), *Things Fall Apart* (Chinua Achebe), *Othello* (William Shakespeare), *Who’s Afraid of Virginia Woolf* (Edward Albee).

AP English Literature

AP English Literature is a college level course that aims to focus on how authors use language to convey meaning and pleasure. Students will engage in close reading and critical analysis of literature emphasizing structure, style, themes, figurative language, symbolism, imagery, and tone in the analysis. Students will participate in formal and informal writing prompts with the goal of students developing their own style. Students will read a variety of pieces from the US and abroad. At the end of the year students will sit for the AP English Literature exam where they may earn college credit for the course depending on their score.

Sample Anchor Texts from AP English Literature: *Brave New World* (Aldous Huxley), *The Catcher in the Rye* (J.D. Salinger), *A Doll’s House* (Henrik Ibsen), *Invisible Man* (Ralph Ellison), *Jane Eyre* (Charlotte Bronte), *Catch-22* (Joseph Heller), *Death of a Salesman* (Arthur Miller), *King Lear* (William Shakespeare), *Othello* (William Shakespeare).

AP Calculus

AP Calculus is a college level course that covers topics in differential and integral calculus. The course will cover the following topics: definite integrals, derivatives, concepts and skills of limits, and the Fundamental Theorem of Calculus. Throughout the year students will be explaining solutions to problems verbally and in writing, determine the reasonableness of solutions, use technology to solve problems and support conclusions, understand the meaning of the derivative and the definite integral and how they are related, and work with functions in a variety of ways: graphical, numerical, analytical, or verbal.¹⁴ At the end of the year students will sit for the AP Calculus AB exam where they may earn college credit for the course depending on their score. The Calculus AB course requires that students have completed four years of secondary math in order to have the foundational skill necessary to succeed on the AP Exam.

AP Psychology

¹⁴ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-calculus-ab-course-overview.pdf> .



AP Psychology is a college level course providing students an overview of the development of human behaviors and mental processes. The course will explore both the scientific and systematic study of Psychology. Throughout the course students will learn content associated with such topics as motivation and emotion, abnormal behavior and the treatment of abnormal behavior, social psychology, developmental psychology, research methods, biological bases of behavior, states of consciousness, sensations and perceptions, learning and cognition, and testing and individual differences. At the end of the year students will sit for the AP Psychology Exam and, depending on their score, earn college credit for the course, as it is compatible with many Psychology 101 courses.

AP World History

AP World History is a college level course develops students' conceptual knowledge about world history from approximately 8000 BCE to the present in the geographical areas of Africa, the Americas, Asia, Europe, and Oceania. The class will focus on the following themes: economic systems, social structures, state-building, cultures, and environment. Students will build the following thinking skills during the course: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis.¹⁵

Physical Education

The Physical Education course empowers students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

AP Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of departments, including geology, biology, environmental studies, environmental science, chemistry, and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that stress scientific principles and analysis and that often include a laboratory component; other courses emphasize the study of environmental issues from a sociological or political perspective rather than a scientific one.

At the end of the year students will sit for the AP Environmental Science exam and, depending on their score, earn college credit for the course.¹⁶

AP Chemistry

AP Chemistry is a college level course in which students explore topics such as; atomic structure, intermolecular forces and bonding, kinetics, thermodynamics, equilibrium, and chemical reactions. The course will be largely investigative and inquiry-based with twenty-five percent of the instructional time devoted to laboratory experiments. A heavy emphasis will be put on students' ability to use

¹⁵ <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-world-history-course-overview.pdf> .

¹⁶ <http://media.collegeboard.com/digitalServices/pdf/ap/ap-environmental-science-course-description.pdf>.



mathematic appropriately, plan and implement data collection. At the end of the year students will sit for the AP Biology exam and, depending on their score, earn college credit for the course.

AP Latin

AP Latin is a college level course that aims to develop students' communication skills in the Latin language and cultural understanding of both Latin historical and contemporary cultures. The course is structured around six themes: beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. Throughout the year students will use the Latin language in a variety of contexts while simultaneously learning about Latin culture and the content incorporated through the six themes. As with all AP foreign language course students will be engage in both spoken and written communication through presentations and learn information from a variety of resources in the Latin language. At the end of the year students will sit for the AP Latin exam and, depending on their score, earn college credit for the course.

Calculus

The Calculus course aims to prepare students to take a college level Calculus course. The course will include the study of limits, derivatives, indefinite integrals, and definite integrals. The course will use a similar curriculum to the AP Calculus course, but one that is less accelerated.

College Seminar

Every senior will take the College Seminar course that will assist students in navigating the college admissions process, the scholarship and financial aid application process, and how to persist in college. The course will begin the year with lessons on college selection and then dedicate the first few months of school to assisting students in applying to college. The course will then transition into lessons on financial aid packages and applying for scholarships. Teachers will work with students and families to assist in the application for financial aid. The second half of the year will be dedicated to teaching students the skills needed to successfully persist in college including basic financial literacy, how to be resourceful on campus, and how to adapt to diverse environments and interact with students from diverse backgrounds and experiences. Civic Collegiate will assist students in the application process and then provide students with follow on support during the summer before college begins and throughout the four years that alumni are attending college.



Attachment 9

Academic and Exit Standards



Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses	6 credits
Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits
	Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students

MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8
8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8
8.C.1: Solve real-world problems with rational numbers by using multiple operations.
8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .
8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.
8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.
8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).
8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

GEOMETRY AND MEASUREMENT

GRADE 8
8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.
8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.
8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.
8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.
8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.
8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.
8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8
8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y -intercept.
8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

Content Standards

Standard 1: Physical Science

Core Standard

Describe how atomic structures determine chemical properties and how atoms and molecules interact.

- 8.1.1 Explain that all matter is composed of particular arrangements of atoms and that there are approximately one hundred types of atoms (i.e., elements).
- 8.1.2 Understand that elements are organized on the periodic table based on atomic number.
- 8.1.3 Explain how the arrangement of atoms and molecules determines chemical properties of substances.
- 8.1.4 Describe the structure of atoms and relate the arrangement of electrons to how atoms interact with other atoms.
- 8.1.5 Explain that atoms join together to form molecules and compounds and illustrate with diagrams the relationship between atoms and compounds and between atoms and molecules.
- 8.1.6 Explain that elements and compounds have characteristic properties such as density, boiling points and melting points that remain unchanged regardless of sample size.
- 8.1.7 Explain that chemical changes occur when substances react and form one or more different products, whose physical and chemical properties are different from those of the reactants.
- 8.1.8 Demonstrate that in a chemical change the total numbers of each kind of atom in the product are the same as in the reactants and that the total mass of the reacting system is conserved.

Standard 3: Life Science

Core Standard

Understand the predictability of characteristics being passed from parents to offspring. (8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7)

Core Standard

Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. (8.3.8, 8.3.9, 8.3.10)

- 8.3.1 Explain that reproduction is essential for the continuation of every species and is the mechanism by which all organisms transmit genetic information.
- 8.3.2 Compare and contrast the transmission of genetic information in sexual and asexual reproduction.
- 8.3.3 Explain that genetic information is transmitted from parents to offspring mostly by chromosomes.
- 8.3.4 Understand the relationship between deoxyribonucleic acid (DNA), genes and chromosomes.
- 8.3.5 Identify and describe the difference between inherited traits and the physical and behavioral traits that are acquired or learned.
- 8.3.6 Observe anatomical structures of a variety of organisms and describe their similarities and differences. Use the data collected to organize the organisms into groups and predict their relatedness.
- 8.3.7 Recognize and explain that small genetic differences between parents and offspring can accumulate in successive generations so that descendants may be different from their ancestors.
- 8.3.8 Examine traits of individuals within a population of organisms that may give them an advantage in survival and reproduction in given environments or when the environments change.
- 8.3.9 Describe the effect of environmental changes on populations of organisms when their adaptive characteristics put them at a disadvantage for survival. Describe how extinction of a species can ultimately result from a disadvantage.
- 8.3.10 Recognize and describe how new varieties of organisms have come about from selective breeding.

Standard 2: Earth and Space Systems

Core Standard

Explain how the sun's energy heats the air, land and water and drives the processes that result in wind, ocean currents and the water cycle. (8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5)

Core Standard

Describe how human activities have changed the land, water, and atmosphere. (8.2.6, 8.2.7)

- 8.2.1 Recognize and demonstrate how the sun's energy drives convection in the atmosphere and in bodies of water, which results in ocean currents and weather patterns.
- 8.2.2 Describe and model how water moves through the earth's crust, atmosphere and oceans in a cyclic way as a liquid vapor and solid.
- 8.2.3 Describe the characteristics of ocean currents and identify their effects on weather patterns.
- 8.2.4 Describe the physical and chemical composition of the atmosphere at different elevations.
- 8.2.5 Describe the conditions that cause Indiana weather and weather-related events such as tornadoes, lake effect snow, blizzards, thunderstorms and flooding.
- 8.2.6 Identify, explain and discuss some effects human activities (e.g., air, soil, light, noise and water pollution) have on the biosphere.
- 8.2.7 Recognize that some of Earth's resources are finite and describe how recycling, reducing consumption and the development of alternatives can reduce the rate of their depletion.
- 8.2.8 Explain that human activities, beginning with the earliest herding and agricultural activities, have drastically changed the environment and have affected the capacity of the environment to support native species. Explain current efforts to reduce and eliminate these impacts and encourage sustainability.

Standard 4 Science, Technology and Engineering

Core Standard
Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics.

8.4.1 Understand how the strength of attractive forces among particles in a material helps to explain many physical properties of the material, such as why different materials exist as gases, liquids or solids at a given temperature.

8.4.2 Rank the strength of attractions among the particles of room-temperature materials.

8.4.3 Investigate the properties (i.e., mechanical, chemical, electrical, thermal, magnetic and optical) of natural and engineered materials.

Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.
- 8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.
- 8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

National Expansion and Reform: 1801 to 1861

- 8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
- 8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14 Analyze the causes and consequences of the War of 1812.
- 8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad
- 8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

War and Reconstruction Period: 1850 to 1877

Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.

Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.

Compare and contrast the three plans for Reconstruction and evaluate the merits of each.

Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

Standard 2 Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Foundations of Government

- 8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.
- 8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

- 8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

- 8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

- 8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

- 8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Physical Systems

- 8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Human Systems

- 8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
- 8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.
- 8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- 8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Standard 4 Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- * **traditional economy:** an economy in which resources are allocated based on custom and tradition
 - * **command economy:** an economy in which resources are allocated by the government or other central authority
 - * **market economy:** an economy in which resources are allocated by decisions of individuals and businesses
 - * **mixed economy:** an economic system combining private and public enterprise
- 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.
- 8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
- 8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

- 8.4.6 Trace the development of different kinds of money used in the United States.
- 8.4.7 Trace the development of the banking system in the United States.
- 8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
- 8.4.10 Compare and contrast job skills needed in different time periods in United States history.



GRADE 8 Exit Standards

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.¹*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

8.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

8.RL.3.1 Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

8.RL.4.1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.



READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

- 8.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 8.RN.2.1** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.2.2** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- 8.RN.2.3** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

- 8.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RN.3.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

- 8.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RN.4.2** Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.
- 8.RN.4.3** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.



READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 8.RV.1** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

- 8.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 8.RV.2.3** Distinguish among the connotations of words with similar denotations.
- 8.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 8.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

- 8.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RV.3.3** Interpret figures of speech (e.g., *verbal irony, puns*) in context.



WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ⁱⁱ*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

8.W.2 *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

- 8.W.3.1** Write **arguments** in a variety of forms that –
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.



8.W.3.2

Write **informative** compositions in a variety of forms that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3.3

Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

8.W.4

Apply the **writing process** to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.



The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1 Demonstrate command of English grammar and usage, focusing on:

8.W.6.1a **Pronouns –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1b **Verbs –**

Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

8.W.6.1c **Adjectives and Adverbs –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1d **Phrases and Clauses –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.1e **Usage –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

8.W.6.2a **Capitalization –**

Students are expected to build upon and continue applying conventions learned previously.

8.W.6.2b **Punctuation –**

Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

8.W.6.2c **Spelling –**

Students are expected to build upon and continue applying conventions learned previously.



SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*ⁱⁱⁱ

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

8.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

8.SL.4.3 *Students are expected to build upon and continue applying concepts learned previously.*



MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

8.ML.2.1 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.

8.ML.2.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.



Attachment 10

School Calendar and Schedule



School Calendar and Schedule

1. Provide, in **Attachment 10**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. **NOTE: Limit attachment to ten (10) pages.**

Civic Collegiate's school calendar, schedule, and school structure are all driven by our commitment to rigorous academics. Operating on a trimester schedule, we provide 189 days of instruction, including one week of student orientation.

We execute an extended day and extended year schedule to give students time to catch up to, and, eventually, accelerate past their peers. Monday through Thursday, students attend school from 8:00a.m.-4:30p.m., an eight and a half hour day. On Fridays, Civic provides instruction until 2:30p.m., at which point students leave for the day while teachers gather for targeted, data-driven professional development.

Figure 10.1 details the difference in the number of instructional days and daily instructional hours between the national average, Indianapolis Public Schools, and Civic Collegiate.

Figure 10.1: Annual and Daily Time Comparison

Annual and Daily Time Comparison 6-12			
	Instructional Days	Average Daily Hours	Total Annual Hours
National Average ¹	180	6.7	1206
IPS, as of 2015-2016	180	7	1260
Civic Collegiate	189	8.1	1531
Differences w/ National Average	+9 days	+1.8	+325
Differences w/ IPS	+9 days	+1.5	+271 ²

Annual School Calendar

The school calendar includes the following key elements to implement and maintain an achievement-oriented culture to support our mission and vision.

Extended Day and Year

We provide an extended school year of 189 days and an extended school day of an average of 8 hours and 30 minutes. All staff arrive daily by 7:00a.m. All students arrive between 7:20a.m. and 7:50a.m., at which point breakfast is available. On Friday, the school operates with a slightly truncated schedule. All students dismiss at 2:00p.m. to provide time for teacher professional development and collaborative planning. We know that students will arrive behind grade level, and we believe there is no magic to catching

¹ https://nces.ed.gov/programs/digest/d11/tables/dt11_176.asp.

² This calculates to approximately 38 additional instructional days per year.

them up—quality time with quality teachers is the only way to get our students on grade level and put them firmly on the track to college.

Daily, students receive 100 minutes of traditional ELA instruction, 100 minutes of math instruction, 50 minutes of social studies instruction, 50 minutes of science instruction, 30 minutes of Independent Reading, 50 minutes of enrichment, and 50 minutes of differentiated tutoring. On Wednesdays, students engage with our civics curriculum during their social studies block. Students also spend the first 90 minutes of Friday instruction on civics. In total, students spent 140 minutes weekly on an explicitly civics curriculum. **Figures 10.2 and 10.3**, on the next page, detail our weekly schedule.

Because we believe a strong social studies class mirrors the same instructional and curricular practices that underpin a strong English classroom, and because we believe independent reading is an integral part of a student’s literacy instruction, we include both these blocks when we count our time spent on literacy. With these two blocks included, Civic Collegiate offers every student at least 180 minutes of literacy every day. Should a student need tutoring or differentiated instruction in literacy during the FOCUS block, he or she would receive 230 minutes of literacy during the day. A litany of research prescribes extended time reading, writing, and discussing text. We have created a daily schedule that responds to this research and reflects our dedication to and love of literacy.

Six-week Diagnostic, Interim, and Final Assessments

At the beginning of the year, one week before the official start of school, parents are invited into our building to learn about our academic and behavioral philosophy. At this time, we will explain our assessment program, which begins immediately. After one week of orientation, students will complete the NWEA MAP assessments in math and English. NWEA is a nationally-normed assessment that provides a baseline understanding of student mastery and informs individualized learning goals for students. Therefore, NWEA provides a baseline from which we can measure growth throughout the year as well as provide daily, differentiated instruction. NWEA will be administered again in the middle of the year and for a final time two weeks before the end of school.

Parent Conferences and Trimester System.

Parent engagement and participation is integral to our success. We begin the year with two parent meetings to acclimate families to our culture and expectations. At the end of each trimester, and one week after our interim exams, parents are invited back into the building to pick up report cards and discuss student achievement and next steps for the following grading period.

Professional Development.

In addition to our weekly two and a half hours of professional development on Friday, staff receive, on average, one full day monthly to engage in data-driven professional development following interim assessments. Over the course of the year, staff receives 28 days of professional development.

Figure 10.2: Civic Collegiate’s Monday-Thursday Academic Schedule

Civic Collegiate—Daily Schedule—Monday-Thursday					
Block	Time	Indiana 6	Purdue 6	Notre Dame 6	U of Indy 6
	7:11 – 7:20	Staff Morning Huddle			
	7:25	Doors Open (Last Breakfast served at 7:50)			
	7:25 – 8:00	Arrival/Breakfast/Morning Work			
	8:00 – 8:30	Advisory/Homework Collection/Morning Work Review			
1	8:30 – 9:20	Humanities	Social Studies	Humanities	Science
2	9:20 – 10:10	Social Studies	Humanities	Problem Solving	Math Procedures
	10:10 – 10:25	AM Break / Healthy Snack/CNN Student News			
3	10:25 – 11:15	Math Procedures	Science	Math Procedures	Social Studies
4	11:15 – 12:05	Humanities	Problem Solving	Science	Humanities
	12:05 – 12:35	Lunch			
	12:40-1:10	Accountable Independent Reading (AIR)			
5	1:10 – 2:00	Problem Solving	Humanities	Humanities	Problem Solving
6	2:00 – 2:50	Science	Math Procedures	Social Studies	Humanities
	2:50 - 3:40	Enrichment			
	3:40 – 4:30	FOCUS			
	4:30 - 5:00	Capitols (Homework Detention)			

Figure 10.3: Civic Collegiate’s Friday Academic Schedule

Civic Collegiate—Daily Schedule—Friday					
Block	Time	Indiana 6	Purdue 6	Notre Dame 6	U of Indy 6
	7:11 – 7:20	Staff Morning Huddle			
	7:25	Doors Open (Last Breakfast served at 7:40)			
	7:25 – 8:00	Arrival/Breakfast/Morning Work			
	8:00 – 8:30	Advisory/Homework Collection/Morning Work Review			
1	8:30 – 10:00	Civics			
2	10:00 –10:40	Humanities	Humanities	Math Procedures	Math Procedures
	10:40 –10:50	Break/Healthy Snack			
3	10:50 –11:30	Math Procedures	Math Procedures	Humanities	Humanities
4	11:30 –12:20	Humanities	Humanities	Problem Solving	Problem Solving
	12:20 –12:50	Lunch			
5	12:55 – 1:35	Problem Solving	Problem Solving	Humanities	Humanities
6	1:35 – 2:05	FOCUS/AIR			
	2:10-2:30	Town Hall			
	2:30	Dismissal			
	2:30-5:00	Professional Development			



Figure 10.4: Civic Collegiate's Annual Calendar

Civic Collegiate 2017-2018 Academic Calendar

July 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15 PD Days / 0 Instructional Days

August 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 PD Day / 22 Instructional Days

September 2017						
S	M	T	W	Th	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 PD Day / 19 Instructional Days

October 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 PD Days / 18 Instructional Days

November 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 PD Day / 17 Instructional Days

December 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 PD Days / 15 Instructional Days

January 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 PD Days / 16 Instructional Days

February 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1 PD Days / 19 Instructional Days

March 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

0 PD Day / 17 Instructional Days

April 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 PD Days / 19 Instructional Days

May 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

0 PD Days / 22 Instructional Days

June 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 PD Days / 4 Instructional Days

Calendar Key	
	= Holiday Observation
	= Professional Development
	= First/Last Day of School
	= Staff Data Day (Staff Only)
	= NWEA Map Testing
	= Interim Assessments
	= Parent Nights/Parent Conferences
	= End of Trimester
	= Progress Reports Mailed
	= Final Exams

Days of Instruction: 18:189
 Days of Professional Development: 28

Trimester I = 66 days
 Trimester II = 57 days
 Trimester III = 66 days

Important Dates	
July	
July 6-31: Summer PD	
July 25-26: Family Orientation	
August	
August 1: First Day of School	
August 8-10: NWEA MAP Testing	
August 1-4: Student Orientation	
August 25: Staff PD, No Students	
September	
September 4: Labor Day	
September 12-13: Interim Assessments	
September 15: Staff Data Day, No Students	
September 19-20: Parent/Teacher Conferences	
October	
October 11-13: Fall Break	
October 16: Staff PD Day, No Students	
November	
November 7-8: Interim Exams	
November 10: End of Trimester I/Data Day	
November 14-15: Parent/Teacher Conferences	
November 22-24: Thanksgiving Break	
November 27: Staff PD Day, No School	
December	
December 19-20: Interim Exams	
December 22: Data Day	
December 25-January 5: Holiday Break	
January	
December 25-January 5: Holiday Break	
January 8: Staff PD Day, No School	
January 15: Martin Luther King Jr. Day	
January 16-18: NWEA MAP Testing	
February	
February 20-21: Interim Exams	
February 23: End of Trimester II/Data Day	
February 27-28: Parent Teacher Conferences	
March	
March 26-30: Spring Break	
April	
April 2: Staff PD Day, No School	
April 10-11: Interim Exams	
April 13: Data Day	
April 17-18: Parent/Teacher Conferences	
May	
May 15-17: NWEA MAP Testing	
May 28: Memorial Day, No School	
June	
June 4-5: Interim Exams	
June 6: Last Day of School	
June 7: Data Day	
June 8: Professional Development	



Attachment 11

Enrollment Policy



Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.
2. Provide, as **Attachment 11**, the school's Enrollment Policy, which should include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - c. Tentative lottery dates and procedures.
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

NOTE: Limit attachment to ten (10) pages.

ENROLLMENT PLAN

Civic Collegiate's enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Every aspect of Civic Collegiate's enrollment and recruitment practices will comply with Indiana State and federal standards.

Civic Collegiate will open in August of 2017 with 112 sixth grade students. Civic Collegiate will enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. Each year, Civic Collegiate will add an additional 100 sixth grade students.

Figure 11.1 reflects the full capacity of Civic Collegiate, reached in school year 2023-2024. In 2023, we can maintain 712 students. The small size of the middle school will allow Civic Collegiate to continuously and successfully strive towards our mission of ensuring that every child receives the highly rigorous instructional program necessary to prepare them for college and the professional world beyond. By growing deliberately, one grade at a time, we ensure our school culture is attained and sustained.

As outlined in **Figure 11.2**, and based upon the experience of similar schools, we anticipate an annual attrition of 7%, and will backfill students in all grades, pursuant to Indiana law. We will always work to backfill all grade levels in order to serve as many students as possible. **Figure 11.2** represents what Civic Collegiate would look like should no students apply for grade levels outside of 6th grade.

GRADE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6	112	100	100	100	100	100	100
7		112	100	100	100	100	100
8			112	100	100	100	100
9				112	100	100	100
10					112	100	100
11						112	100
12							112
Total	112	212	312	412	512	612	712



GRADE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6	112	112	112	112	112	112	112
7		104	104	104	104	104	104
8			97	97	97	97	97
9				90	90	90	90
10					84	84	84
11						78	78
12							73
Total	112	216	313	403	487	565	638

Understanding that many charter schools are challenged by enrollment, especially early on in the life of the school, Civic Collegiate has created a robust enrollment plan that aims to ensure strong enrollment starting in year one.

A. Admissions Requirements

Civic Collegiate will establish admission policies in full compliance with IC 20-24-5-4 and will not limit student admission in any manner that a traditional public school is not permitted to establish. We are non-selective, open to all applicants residing in Indiana, and will enroll any eligible student who submits a timely application for enrollment unless the number of applicants exceeds the availability. In this case, we will adhere to our lottery policies.

Pre-admission Activities

Parents and families are key members in our mission. The mission of our school is a promise to them, signifying the goals and opportunities that the school and its families wish for students. It is imperative that we engage with families from the outset of our relationship. A strong partnership with the school, we believe, leads to academic success for our students.

- **School Information Sessions**

Between May 2016 and December 2016, the Head of School will hold at least 25 school information sessions. These sessions will be hosted by community partners, held within the zip code of the school building and the other targeted zip codes surrounding the school, and are meant to teach the general public and potential families about the academic programs, enrichment opportunities, structured and routinized approach to culture, and the background of the Head of School. In Y0, the Governing Board supports these information sessions. In Y1 and beyond, school staff supports the Head of School.

- **Canvassing**

Between May 2016 and April 2017, Civic Collegiate, led by the Head of School, will hold monthly canvassing events to recruit students and inform neighborhood families about the school. The Head of School, supported by the Governing Board and volunteers, will spend two hours knocking on doors, handing out flyers, posting information in local businesses, walking through the local parks, and attending any special neighborhood events held that month. All of those individuals canvassing on behalf of the school will be coached to speak clearly and engagingly about the school, accurately answer common questions about the school design, and will be furnished with Civic Collegiate bookmarks and door hangers that include the location of the school, the proposed grade levels of the school, and ways to contact the Head of School for more information.

- **Home Visits**



Once we have reached the end of the enrollment process, the school will conduct home visits with every family intending to enroll their child at Civic Collegiate. These meetings will give the Head of School ample opportunity to explain the expectations of the school, provide families with the Code of Conduct, further introduce the Head of School, and answer any and all questions the family may have. During this time, the Head of School also provides families with a Community Contract. This contract does not need to be signed during the home visit, as it is discussed with the student's homeroom teacher during student orientation.

- **Community Contract**

The Community Contract tells families what they can expect from Civic Collegiate and what Civic Collegiate expects of families. It highlights the importance of the school/family relationship and must be completed by the end of a scholar's first week of school.

- **Family Orientation Sessions**

On July 25 and July 26 (and on similar dates each following year), Civic Collegiate will host families for two family orientation sessions. Families and students are required to attend one of the two sessions. During each 90-minute session, families are walked through a day in the life of a student, the parking lot procedures for pick-up and drop-off, uniform expectations, and a review of academic and behavioral expectations for students as outlined in the student handbook. Once the session is over, students and families are welcome to walk through the building and visit their homeroom teacher. Families leave with a copy of the Student and Family Handbook and school calendar refrigerator magnet.

Assurances. In full compliance with all state and federal laws regarding nondiscrimination, Civic Collegiate will not discriminate on the basis of disability, race, color, gender, national origin, religion, or ancestry or any other protected group.¹ Civic Collegiate will not discriminate in student enrollment practices against those who have or may appear to have disabilities. Civic Collegiate will not set any admissions criteria that are intended to discriminate or have the effect of discriminating on any of these bases.

B. Timeline and Procedures

- **Application Schedule**

We will begin accepting applications for the 2017-2018 school year on September 12, 2016. The application will be made available through our school website, facebook page, and twitter account, as well as distributed during school information sessions, canvassing, and community events.

- **Intent to Enroll Forms**

Once an intent to enroll form is received by the school, it is stamped with the date and time of day. The form is then filed into the school's enrollment organization system in the order it was received. Contact and family information will be stored in an online database that also logs the date and time received. The Director of Operations, Office Manager, and Head of School share this database.

- **Enrollment Deadlines**

Applications to enroll 6th grade students for the 2017-2018 school year will be accepted

¹ Retrieved from IC 20-24-2-2: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch2.pdf>.

until March 6, 2017. All applications to the school after this deadline will be added to our waitlist post-enrollment lottery on a day-stamped and time-stamped basis.

C. Lottery Dates and Procedures

Lottery Schedule

Pursuant to IC 20-24-5-5², should the number of applicants exceed the number of available seats, we will hold a random drawing in a public meeting for student enrollment two weeks after the application deadline. The lottery will be governed by the following principles:

1. All students who have submitted a formal application prior to the deadline will be allowed to enter the lottery. In 2017, this date is March 6.
2. All students drawn in the public lottery will receive an offer for a seat in the school until all available entry grade seats are filled.
3. Students who are drawn after all seats are filled will be added to an ordered wait list, and will come off the wait list once seats become available in the order they are listed.
4. Applicants who are siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade. Sibling preference is designed to ensure that all students within a family are able to, if desired, attend the same school. t
5. The lottery will be conducted within two weeks of the application deadline. In 2017, the lottery will occur on March 20 at a location to be determined but accessible by all.

In accordance with IC 20-24-5-5³, should a public lottery be required, admission preference is prioritized based on the following criteria:

- Students currently attending Civic Collegiate
- Siblings of students attending Civic Collegiate

D. Additional

Wait Lists

Applicant families will be notified of their student's available seat or wait list position no later than five business days after the lottery. Families will then have a period of two weeks (10 business days) from notification to confirm in writing their intent to enroll their student in Civic Collegiate and submit an enrollment packet including birth certificate, proof of address, and immunization records. During this time we will offer two dates for our Post-Lottery Enrollment Fair, which gives families an opportunity to stop by the school, finalize their paperwork, meet the staff, and begin to meet other new families. Any family who does not notify Civic Collegiate of their intent to enroll within this time frame will automatically relinquish their child's seat within the school, and the seat will be offered to the next student on the ordered wait list. In 2017, we will begin offering seats to wait listed students on April 8. Wait listed families offered a spot

² Retrieved from IC 20-24-5-5: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch5.pdf>.

³ Retrieved from IC 20-24-5-5: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch5.pdf>.

within the school will have a period of five business days to confirm their intent to enroll, after which their spot will be relinquished and given to the next family on the ordered wait list.

Figure 11.3: Year 1 Enrollment Process Timeline

Date	Step in Enrollment Process
September 12, 2016	Applications available
March 6, 2017	Application window closes at 5:00pm
March 20, 2017	Public lottery, if needed
March 25, 2017 (no later than)	Enrollment results mailed and families alerted
March 26, 2017	Post Lottery Enrollment Fair
April 3, 2017	Post Lottery Enrollment Fair
April 8, 2017	Deadline to confirm intent to enroll and submit enrollment packet

Student Withdrawals. If a student withdraws or is expelled from Civic Collegiate, his or her seat will be given to the next person on the waiting list.

Re-Enrollment. Students who have withdrawn from the school are sent to the bottom of the waiting list. Should these students wish to be readmitted to the school, they will be the last to receive a seat or granted a seat if there is one available.

Student Transfers. Students who would like a seat after the enrollment deadline has passed will be granted one if there are seats available. Should there be not seats, the student is placed on the waiting list in the next numerical order.



Attachment 12

Student Discipline Policy



Student Discipline Policy

Practices to Promote Good Discipline

Why We Have Rules

Having thoughtful rules, consequences, and motivators, and taking time to teach them and invest students and families in the benefit of working within them is vital to the success of every class and the school at large. They promote appropriate behavior, create order and predictability in the classroom, and reduce student misbehavior. Rules are positive expectations of how students should behave and help teachers to create the environment they want. Consequences outline what will happen if a student chooses to break a rule. Systems to reinforce good behavior reward the students who are doing it right. This combined approach paves the way for academic excellence.

Civic Collegiate Public Charter School Rules

- **Respect:** Respect Time: Come to School and Class Prepared to Succeed.
- **Integrity:** Make good choices, Apologize, Take responsibility.
- **Growth:** Listen, Participate, Volunteer, Ask Questions, Believe in Yourself
- **Hard Work** Set goals, Persevere through challenges, Do it again.
- **Teamwork:** Be kind to your community, Support your friends.

These rules are stated positively to make explicit to students what they should do. These rules, like procedures, need to be taught: explained, modeled, and enforced. We have clearly spelled out specific ways students can exceed these expectations and earn RIGHT Points, just as we have been clear regarding specific violations of these rules and their consequences. Of course, the teacher has full discretion to assign a positive or negative RIGHT point for additional behaviors as they deem necessary.

Choice

Middle and high school students are not in control of as many things as they would like. However, they are able to choose how they behave. Although there are many factors that influence any decision, our students make choices with regard to their behavior. Having a system based on choice empowers students and treats them like the young adults they are. Students should feel control over their actions and over their destiny. This balanced approach provides this.

Reinforcing Good Behavior

Positive Motivators

Students who choose to follow the rules choose:

Intrinsic Motivators

- to be a young adult of exemplary character,
- to be successful in school and life,
- to receive positive recognition: notes and phone calls home, awards, certificates, and stickers, etc.,
- to earn respect from teachers, peer, and self,
- to be a part of an exciting, achievement-oriented class and school community,

- to receive teacher specific intrinsic rewards (i.e. important class jobs).

Extrinsic Motivators

- to win the “Building Block Challenge” and receive special awards,
- to be the first class dismissed,
- to earn Positive RIGHT Points for use at the school store and RIGHT Auctions,
- to earn special invitations to school reward events, and
- to earn teacher-specific extrinsic rewards.

While some of these might not seem like they will interest students, we believe that each of our students really wants to learn and be successful; some just have not been shown how to yet. We believe that everyone wants positive reinforcement and to feel like they are doing good.

At Civic Collegiate, we have two school wide systems for reinforcing good behavior - the Building Block Challenge and the RIGHT Point System.

Building Block Challenge

The Building Block Challenge is a whole class, school-wide, positive incentive system. The system uses peer-motivation and inter-class competition to encourage students to meet high expectations for preparedness, respect, engagement, and professionalism.

In-Class Scoring in Middle School

- For each class, teachers determine whether each expectation is met. For each expectation the class meets (e.g., “Come prepared to learn”), the class earns that Building Block. A Block is earned only if there is **100% compliance**.
- Teachers score the class using the Building Block board. When a class earns a Block for Preparedness, the teacher places the magnetic Block P (letter P of PREP) on the board, in the top left corner. Students who fail to meet our high expectations (e.g., refuse to begin starter immediately and quietly, place foot on another chair, etc.) and therefore negatively affect the class score are issued a negative RIGHT point.
- When giving the score to the class, teachers explain why s/he assigned the score, with compliments and/or concrete ways students can do better next time. Generally this is done at the end of class.

In-Class Scoring in High School

- We believe the expectations for students in high school should be very different than those in middle school. For this reason, students will not use RIGHT points in the high school as a classroom point system. We focus more on individual accomplishments as it relates to academic achievement.
- The student Honor Roll for academic achievement will be updated after every report card. We will celebrate absolute achievement and student growth.
- Students maintain a GPA of 3.5 and above will be invited to participate in clubs such as the National Honor Society and Spanish National Honor Society.
- We build a culture of academic success on the very strong character education we have in the middle school.

Keeping Track



- During Afternoon FOCUS, the advisor adds the total number of Blocks earned for the day.
- At the end of the day, a grade level designee posts the scores for the day on the grade-level Building Block board.

Grade Level Competition

- The highest scoring class for the day is dismissed first.
- Classes “race” to five benchmarks.
- The first class in each grade to reach benchmark receives a reward.
- After the “race” is complete, the competition ends and begins again.
- Specific incentives might include:
 - 250 First Lunch
 - 500 School Supplies
 - 750 Popcorn and Movie Party
 - 1000 Field Trip

Positive RIGHT Points (Middle and High School)

Civic Collegiate’s RIGHT Point program acknowledges individual acts of good citizenship that promote a positive community. Students begin the week with 100 RIGHT points and gain or lose points based on their exhibition of or failure to show our values. Staff members can use this system to acknowledge positives by identifying specific students exceeding expectations. Students can earn RIGHT points from any staff member for a variety of reasons including:

- volunteering to help a student, teacher, or school
- taking initiative,
- showing courtesy,
- performing an act of kindness,
- outstanding effort or improvement, and
- doing what is expected when others are not.

Students receiving the most RIGHT Points will be recognized in Community Meeting. Students accumulate RIGHT Points over time and are able to spend them at the RIGHT Store for school supplies, free lunches, gift certificates, RIGHT Auctions, and a variety of other prizes.

Please and Thank You

Perhaps the most effective way to reinforce good behavior is to say please and thank you.

For example:

- “Thank you, Jason, for your excellent posture.”
- “I like the way Donald is sitting up straight.”
- “Great posture, Kendra, please continue.”

Using this type of language models politeness, reinforces good behavior, and helps modify other student’s behavior. Generally when students hear that someone else is receiving praise (which is also a reminder of what exactly they should be doing), they modify their behavior. This can be especially effective if it seems that many students are not doing the right thing.



Responding to Misbehavior

Negative Consequences

Students who choose to break the rules receive consequences. It is important that we communicate to our students that lack of academic progress is the most severe consequence. This can be conveyed with our words and our actions. When a student chooses not to learn, that student should know that we are disappointed, for his or her sake and the sake of the class.

Intrinsic Consequences

- to lose respect of self, peer, and teachers
- to be less successful in school and life
- to receive negative recognition: notes and phone calls home
- to detract from an exciting, achievement oriented class and school community
- to earn teacher-specific consequences

Extrinsic Consequences

The following list of behavioral infractions is not comprehensive; instead, it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, Civic Collegiate staff has sole discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation,
- during school-sponsored activities and trips, and
- during all other school-related events.

Students are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include, but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request or questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated.

At Civic Collegiate we seek to help students become mature young adults. To that end, while we will not tolerate disrespect, we do allow students to express disagreement in a respectful manner. The school has developed routines and procedures that enable students to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

The Importance of Consistency

At Civic Collegiate, we believe:

- If misbehavior goes unchecked at any time for any reason it becomes acceptable and undermines the system; this leads to confusion and future misbehavior.
- This system is only as good as its consistency.
- Studies show that it is not the severity of the punishment that deters people from breaking rules, but the **consistent** application of consequences.
- **All staff members** issue negative RIGHT points when students choose to break the rules regardless of when, where or how. It is our collective responsibility.



Delivering Consequences

It is all in the delivery. A RIGHT point can be a punitive, insulting consequence. It can also be a **pause**, an **acknowledgment** of digression, a **redirection** and a **starting point** for positive choices. Consider the following: “Delonte, guess what? Another negative RIGHT point, how many times do I need to tell you not to get out of your seat?” As opposed to: “Delonte, as you know in our class before you get out of your seat, you need to get permission from the teacher. You have not followed the procedure so you have earned a negative RIGHT point. Please try and make sure that doesn’t happen in the future. Now let’s get back to work.”

The Daily Ladder of Consequences

Although we have a school wide system for students who choose to not follow the rules, it is also necessary to have a way for staff members to deliver these consequences in a given class such that the student is redirected and, if the student continues to misbehave, the teacher can address this problem with the family directly. The family and student will know that the teacher or staff member is taking the problem seriously and that it needs to be resolved.

- **First Infraction:** Negative RIGHT point issued. Staff member redirects: positive, concrete steps for improvement are offered.
- **Second Infraction:** Negative RIGHT point issued. Student’s name is written on the Advisor Information Sheet. Student is reminded that the next infraction will result in a phone call home. Staff member redirects: positive, concrete steps for improvement are offered.
- **Third Infraction:** Negative RIGHT point issued. Staff member calls family later that day. Staff member redirects: positive, concrete steps for redirection are offered.
- **Fourth Infraction:** Student is told to leave class and report to the Head of School. Staff member calls family that day.

In case of severe behavior such as fighting students, students forfeit the right to move through the hierarchy of consequences. This behavior warrants immediate removal from class. In all other cases, teachers make every effort to handle all discipline in class. This reinforces the teacher as ultimate in-class authority. This also allows the teacher to build a relationship with the student and work on improving the dynamic with the offending student.

Civic Collegiate Rules (Offenses) and Code of Conduct

Consequence Ladder

Consequence Ladder	
Right Point Deduction	<ul style="list-style-type: none"> • Chewing gum, • Being out of uniform (e.g., shirt is not tucked in), • Arriving late to school or class, • Being unprepared for class, • Poor posture during class, • Making inappropriate noises during class, • Failing to follow directions or procedure of the class or school, • Talking out of turn, • Littering, • Not having student planner signed by parent/guardian, and • Other behaviors deemed inappropriate by school staff.
Detention	<ul style="list-style-type: none"> • Ending the week below 85 RIGHT points (Monday-Friday), • Disrespecting a fellow student, • Disrespecting faculty, staff or other member of the school community, • Disrespecting school property, • Deliberately disrupting class, • Engaging in physical contact or horseplay that causes a disruption, • Using a cell phone, pager or other electronic communication device during school, • Failing to return a signed progress report or report card the day after distribution, and • Chronic tardiness.
Out of School Suspension	<ul style="list-style-type: none"> • Gross disrespect of a fellow student, • Gross disrespect of faculty, staff or school transportation provider, • Damaging, destroying or stealing personal or school property or attempting to do so (including graffiti), • Using or possessing tobacco products, • Cutting school or class, • Skipping all or a portion of Mandatory Academic Support or Detention • Committing sexual, racial or any form of harassment or intimidation, • Using abusive, vulgar or profane language, • Making verbal or physical threats, empty or otherwise, • Setting off false alarms, • Gambling, • Forging or plagiarizing, • Cheating, • Leaving school grounds without permission, and • Being asked to report to the Dean of Students' office during class three times in a given week.
Expulsion	<ul style="list-style-type: none"> • Chronic flagrant disrespect and insubordination • Use of (or the providing of) explosive devices, such as fireworks • Stealing, malicious damage, or destruction of an individual student's or the school's property • Possession or use of tobacco, alcohol or drugs • Possession of weapons on campus • Hazing, racist acts or persecution of other students

Procedures for Disciplinary Action

The following section explains the logistics and procedures for consequences students may face for behavioral infractions.

Detention

Requirements

On Mondays-Thursdays, detention is served from 4:20PM – 5:00PM on the day the detention is earned, unless a detention is earned after 1:00PM, in which case the student will serve the detention on the subsequent school day. On Fridays, detention is served from 1:35 – 2:15PM, unless a detention is earned after 11:30AM, in which case the student will serve the detention on the subsequent school day.

Student Notification

If a student is required to serve for detention, he/she will be notified by his/her homeroom teacher during Afternoon Focus.

Family Notification

If a student is required to stay for detention, the school will do its best to contact the family by 2:30PM on Mondays-Thursdays, and by 12:30PM on Fridays. In the case that the school cannot directly reach the family, the student is still required to stay. It is imperative that the school always have correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

Out-of-School Suspension

At Civic Collegiate we believe in a strong culture, however, we believe that best way to educate our students is to keep them in class as often as possible.

When suspended, a student will be required to make up any missed assignments, presentations, or exams in a timeframe reflecting the length of the suspension. For example, if a student is suspended for one day, they will be given one day to make up their missed assignments. At the discretion of the Head of School or Dean of Students, the student may be placed in Homework Detention upon their return to school to ensure they have sufficient time and support to complete any missing assignments. Parents of a student who is placed on suspension will be notified. The Head of School may require that a parent conference take place before the student returns to regular school activities. Additionally, the Head of School may require the student to:

- write a letter of apology and publicly present this letter to Civic Collegiate staff and/or students and
- meet additional conditions as required by Civic Collegiate.

If the above conditions are not met upon the student's return, the student may be assigned to face other consequences. Additionally, the student may not be allowed to return to class until the above conditions are met.

Once the above conditions are met, the student is considered to have atoned for the misbehavior and will be welcomed back into the community.

Expulsions

Parents of students who are recommended for expulsion will be notified by the Head of School or by a delegated member of the administrative team.

Discipline and Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, Civic Collegiate will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Head of School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Appealing an Expulsion

A student who is expelled will be subject to due process under Indiana state law. At Civic Collegiate, the due process will be as follows (subject to legal review and Board approval):

- The Head of School will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
- All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
- The parent/guardian, the student or a teacher requested by the student can appeal the decision.
- Absent a timely request for appeal, the decision of the Head of School will be final.
- The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Head of School and a teacher who chooses to file an appeal.
- The Governing Board of Directors may affirm the decision of the Head of School, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

Parent Notification of Discipline Policies

Family Contact

As noted in the Daily Ladder of Consequences, teachers call families directly when student behavior warrants it. Communication with the families is our responsibility and usually the single most effective way to modify negative behavior and reinforce good behavior.

At Civic Collegiate, **teachers and staff members are expected to call the family if:**

- They assign a student three or more Negative Right points in one day.
- They assign an automatic detention.
- They send a student out of class or the student "walks out" of class for any reason.
- The student violates the school culture (disrespect to fellow student, threats and bullying).
- The student continuously doesn't complete homework (Advisor).
- Other concerns as necessary.

Teachers and staff also call home as often as possible to send good news and to support a student who has begun to make better choices. These are helpful in getting parents on board and showing students that you are fair and that you care.

For many reasons, it is vital that we keep records of our conversations with parents. We keep a log in our database, and include the time and date of the call, with whom the teacher spoke, generally what was discussed, and any additional information appropriate to put on record. It is the expectation that every staff member keep an accurate and complete log of his or her parent phone calls.

We firmly believe that parents are our partners in this work, and so we engage them proactively and often. Before school begins, the Head of School conducts home visits with each family to welcome them to the community, introduce them to the academic and disciplinary policies of the school, and answer any questions they may have about Civic Collegiate. Then, during family orientation, students, parents, and teachers all sign a “Community Commitment” that clearly explains the rules and expectations of our school.

When it pertains to our discipline policies, our goal is to ensure all families are fully aware of our consequence ladder and detention, suspension, and expulsion policies. Parents also receive weekly behavioral progress reports that detail a student’s RIGHT points total and infractions during the week. Finally, once students receive their Civic Collegiate handbook, they and their parents sign a form signifying they have read and understand all the enclosed material.



Attachment 13

Evidence of Support from Community Partners



Feb 29 2016

Dear Indiana Charter School Board Members:

I have been asked to write to you regarding the need for additional charter schools or an enrichment of the existing offering.

I spent a little time researching charter schools and what other states are doing and even the reviews found on-line from parents and students. From the information that I read, I can conclude that this is a program that needs to be expanded. The program is solid, the goals are clear and there has been some success realized by the participants. The graduates from the charter schools are successfully moving in to the higher education settings and completing those programs and reaching back to give credit to their charter school experience.

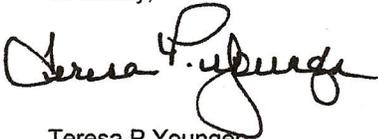
How can we not want that for all of our children?

As an employer, I continue to struggle with a limited number of good candidates. There are too many young adults with the average public school education experience that are just not suitable. The reading level is subpar, while they might be able to use technology, they are not able to work with it. They are not intuitive. They lack the discipline and understanding of the learning process so they are easily discouraged and don't want to spend the time with a task to become proficient. I think these are skills that are acquired through the higher education process. Every child should be encouraged to become a great learner!

On a personal note, what I saw in my local public schools for my children was a gap in the amount of interest shown to the students. The top ten percent of students were identified by test scores and grades and achievements and there was considerable investment from the school. Of course, the same could be said for the bottom ten percent. What about those students that were in that middle group? As a parent of student who was pulled out of an enriched program because of a good but not great score on one standard achievement test, there was no other program or schooling offered. I had no second choice within the same school system. My solution was an afterschool program that was expensive and not an option for every family. There is a need for that second tier of motivated, smart and willing students to find the same success as the academically elite.

Your consideration is appreciated. Thank you for your time.

Sincerely,



Teresa P Youngen
Controller Hendricks County





E. Lois Thomas, CPA

"Where doors are open new ideas and relationships are forged"

March 3, 2016

Dear Indiana Charter School Board,

I am writing in support of Mr. Luke Lennon and its founding board members in their efforts to start a new charter school, targeted to the urban youth of Indianapolis. ELT Accounting Services, LLC has been servicing Indiana Businesses and the governmental community for the past several years. But, principle owner, E. Lois Thomas, CPA, is a lifelong resident of the Indianapolis community, who believes that Civic Collegiate Charter School will have a positive impact in the targeted area of location and a positive long-term impact in the Indianapolis community as a whole.

Not only am I an advocate of quality schools, but I strongly support those educational institutions that cater to our inner-city youth. Civic Collegiate Charter School will provide a viable option for quality education, which is just what the area needs. With its focus on character building, civic service and post-secondary education, students who successfully complete the school's curriculum will have a greater opportunity of success, not just in the Indianapolis business community, but anywhere in our country.

I support Civic Collegiate Charter School! Please approve this charter.

Warmest regards,

A handwritten signature in black ink, appearing to read 'E. Lois Thomas', written in a cursive style.

E. Lois Thomas, CPA
Principle Owner
ELT Accounting Services, LLC

Board of Directors

Linda Hicks
Chair

Lisa Orr
1st Vice Chair

Courtney Brown
2nd Vice Chair

Ellen Humphrey
Governance

Lisa A. Sorenson
Development

Lori A. Ball
Secretary

Mandy Parris
Treasurer

Vicki Bohlsen
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Andrea Farmer
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Helen Kurlander Goldstein
Charlotte Hawthorne
Erin Huntington
Louonna Kachur
Kim Kean
Mary Beth Kohart
Andi M. Metzel
Chad Pittman

Patricia A. Wachtel
President & CEO



Inspiring all girls
to be strong,
smart, and boldSM

March 2, 2016

Dear Indiana Charter School Board Members:

Girls Incorporated of Greater Indianapolis has the mission of inspiring all girls to be strong, smart, and bold. We implement our mission by providing experiential learning programs at nearly 100 sites in and near Indianapolis. We are proud to number 80 schools of all types among our program partners. Through our programs, girls develop a strong future orientation and the ability to set and to work toward goals. Girls also learn more about healthy relationships including the ability to work in cooperation with their peers and teachers. In addition, we improve girls' self-esteem by teaching them to have a healthy body image. Our long term goal is to assist parents and educators in producing healthy, educated, and independent young women. We want a bright future for all girls, and quality education is essential.

I am a former member of the Indianapolis Mayor's Charter School Board, and I am familiar with the challenges facing start up schools. While the competition for students has intensified, I believe that parents deserve the opportunity to seek out the education model that best fits the needs of their children.

The Civic Collegiate Charter School proposal contains several elements that I believe are important to student success: the extended school day and year, the emphasis on independent reading, the use of chromebooks for all students, and required coding training for 6-8 students. I also commend the inclusion of required community service. Educating the "whole" child has to include character development, and community service is a practical way to develop a sense of social justice and empathy.

I have reviewed Luke Lennon's credentials, and I am well acquainted with two of the founding board members, Jill Hauser Robisch and Alison Kothe. They are brilliant, dedicated women who have significant knowledge of our community and how to secure financial and other resources. They also have much needed fiscal and general management skills for planning and oversight of operations. Civic Collegiate has assembled a very talented group of leaders, and I believe that bodes well for the future success of the school.

It is my pleasure to recommend this proposal for your serious consideration and approval.

Sincerely,

A handwritten signature in blue ink that reads "Patricia A. Wachtel". The signature is fluid and cursive, with a long horizontal line extending to the right from the end of the name.

Patricia A. Wachtel
President & CEO



Community Partner



7808 E. 96th Street
Fishers, IN 46037
317-845-0777
317-845-0784 (Fax)

February 26, 2016

Dear Indiana Charter School Board Members,

As a business owner and member of the greater Indianapolis community, I am writing in support of the Civic Collegiate Charter School. I firmly believe that the public school system is not functioning at a level that is sufficient for the urban community of Indianapolis. I have many friends who are teachers in the public school system and know of the difficulties they face on a daily basis.

I definitely feel that children in a charter school like Civic Collegiate would be getting a much higher quality of education that gives them a better opportunity to grow into well-rounded individuals both socially and academically. Civic Collegiate Charter School can make a huge difference in the lives of their students and the challenges they face on a daily basis.

I strongly support Civic Collegiate Charter School's application and hope that you will authorize them to move forward in establishing the school so that Indianapolis's most underserved children can benefit from the excellent education this school could provide.

Sincerely,

A handwritten signature in cursive script that reads "Lynn Hupp".

Lynn Hupp
President
J. L. Hupp Jewelers, Inc.



LEVEL PATHWAYS
COUNSELING SERVICES

March 3, 2016

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Indiana Charter School Board Members,

As an active community leader, business owner and educator, it gives me great pleasure to let you know of my strong support for Civic Collegiate. I believe that education and youth development are essential for student success. Because of this, Civic Collegiate will be an incredible asset and of great benefit to students, families, and the local community.

Civic Collegiate will fill a need in the community by providing a quality education for students in grades 6-12. Students will thrive in the learning environment at Civic Collegiate, which focuses on high achievement and active citizenship. Civic Collegiate will be a great opportunity for students to thrive academically and be on a path for post-secondary success.

I support the approval for Civic Collegiate Charter School and strongly urge you to accept this application. The students in Indianapolis will be better because of Civic Collegiate.

Sincerely,

Denise Newson

Denise Newson, President
Level Pathways Counseling Services

February 27, 2016

Dear Indiana Charter School Board Members:

My father ended his World War II military service on a Friday, or so the story goes, and on Monday opened the temporary Indiana Veterans Administration service center for returning veterans in the State Fairgrounds Coliseum. His career of public service included daily civics lessons for his large Roman Catholic family.

My father's daily testament to neighbors, neighborhood and country clearly molded my life. My start at age 12 as a block captain for Lyndon Johnson in the 1964 elections – born from my father's example and encouragement – would lead to a wonderful life as a Congressional staffer, the chief political reporter for *The Indianapolis Star* and decades as an advocate and active participant in the daily governance of American society.

That is why I am so excited by and supportive of the charter of the Civic Collegiate Public Charter School. "College" is a given imperative. Every school seeks to have every student achieve a successful college education. But Civic Collegiate seeks to ensure that our American society's most important values – "citizenship" – remains embedded in their students, notwithstanding their final academic achievement.

True citizenship expands the vision for what can be both for the individual and for all. Citizenship demands daily that we cherish every neighbor and every neighborhood. Citizenship teaches us to resolve our differences gently and in compromise as we pursue the "more perfect union." Citizenship builds on what we have blessedly been given by demanding our gentle steps to continue to improve.

Having been blessed by a full Catholic education, I have long and rightfully appreciated the debate, challenge and balance of taxpayer-funded education based on particular or narrow religious values. Civic Collegiate avoids that debate while developing the unchallenged values in its students so that they will "embody the fullest and truest role of citizenship within our democracy as well as within their communities, our state and our nation."

For too long, education has segregated "civics" to the last semester of a student's final year. Citizenship is a daily obligation and Civic Collegiate will provide the tools and develop the expertise of its students to fulfill that obligation.

How blessed can it be to both lower our voices while raising ourselves and our neighbor.

Best,



Patrick J. Traub
Vice-President, Governmental Relations
Scientific Games International, Inc. (SGMS)



IUPUI

**COUNSELING AND
PSYCHOLOGICAL SERVICES**

INDIANA UNIVERSITY-PURDUE UNIVERSITY

Division of Student Affairs
Indianapolis

March 1, 2016

Dear Indiana Charter School Board,

Greetings! My name is DeLynn Williams. I am an adult and child/adolescent psychiatrist contracted with Indiana University – Purdue University at Indianapolis Counseling and Psychological Services and Butler University Counseling and Consultation Services. I also work at Hancock Counseling & Psychiatric Services which provides mental health services to Hancock County residents, as well as others in surrounding counties including Marion County. I have years of experience providing mental health treatment, predominantly to many of the youth in Indiana. I understand the importance of good mental health in the development of a student's character and identity. Even more so, I understand the need for accessibility of quality education for students in underserved areas. I fully support the Civic Collegiate founding Board and the Head of the School, Luke Lennon, in their efforts to bring a higher level of education to urban youth. The school's model of building excellent character habits and focusing on civic service differentiates Civic Collegiate from other local charters and is just what the City of Indianapolis needs!

Sincerely,

DeLynn M. Williams, MD
Adult and Child/Adolescent Psychiatrist



Dear Indiana Charter School Board,

March 2, 2016

I am writing this letter in support of the Civic Collegiate Charter School.

I have spent my career creating and assisting in the development of programs that level the playing field of access to opportunities, resources, health care, and education for disadvantaged and marginalized populations. I currently work for Gennasaret Free Clinics, a consortium of clinics providing free health care to the homeless and working poor; I am Treasurer on the Board of Lutheran Child & Family Services, a treatment facility for the care of children who are wards of the state and who have severe behavioral and emotional challenges; and Founder & Director Emeritus of College Mentors for Kids! Inc.

Perhaps most importantly for this letter of support, I can speak to my experience founding a mentoring program in one of the neighboring zip codes where Civic Collegiate will be housed: 46205. College Mentors for Kids! Inc. (CMFK) is now a national initiative, partnering college students with elementary and early middle school-aged children in 9 states with 33 campus chapters. The Meadows community in 46205 was the first Indianapolis neighborhood from which we hand-picked children to be mentored by Butler University college student mentors, now 20 years ago. I spent a great deal of time in this and surrounding neighborhoods, namely 46218. While some improvements have been made in these communities over the years, 46218 is still among the most crime-ridden areas in Indianapolis with a 39.4% poverty rate, and 46205 still struggles with crime and a poverty rate of 21.3%. **These communities need Civic Collegiate**, and it is from exactly these areas, 46218 and 46205, that children will most likely be drawn to attend Civic Collegiate in the neighboring 46220.

I founded CMFK on the belief that if children would – in the earliest stages of their educational development – be exposed to opportunities typically unavailable to them, beyond their poverty-ridden environments, that they would make better and healthier life choices. Through CMFK this meant getting ‘at-risk’ kids out of their communities to the college campus. Indeed, our first CMFK child mentees, now 20 years later, are graduating from high school, getting advanced degrees, maintaining jobs and earning livable wages – at greater percentages than their peers. Perhaps most importantly, they are volunteering and giving back.

Similarly, the Civic Collegiate Charter School will be housed in the 46220 zip code that boasts much better demographic statistics than neighboring communities, and this is important because it is “outside and beyond” the impoverished communities from which many of the students will be coming. Also of note, Civic Collegiate will be within a distance, and on a bus-line (also offering bus tickets to those who need them) that will make attending possible, for kids who need it most.

Research clearly demonstrates that the curriculum criterion in the BES model are many of those that we know produce the most successful charter schools, for example it is non-profit – not *profit-driven*, has a

Administrative Office
615 N. Alabama Street
Ground Floor, Suite B
Indianapolis, IN 46204
Phone: (317) 639-5645
fax: (317) 639-5609

Dental & Wellness Clinic
725 N. Pennsylvania Street
Indianapolis, IN 46204
Phone: (317) 955-0217
fax: (317) 955-0641

Health Recovery Program
2401 N. Central Avenue
Indianapolis, IN 46205
Phone: (317) 920-1554
Fax: (317) 454-0997

Medical Clinics
St. Vincent DePaul Choice Food Pantry
Salvation Army, ARC
Westminster Neighborhood Ministries
St. Mary's Catholic Church

Medical Van Clinics
Cathedral Kitchen
Roberts Park UMC

Women's Health Initiative

Art For Beds



schedule for quality-driven growth – not *quantity*-driven, it requires a substantial number of children to be on free and reduced lunch programs – giving all students a diversity of peers from which to learn, etc. The importance that BES places on, on-going internal reflection of how their programs are working – and flexibility to keep changing as data directs to meet child achievement goals (e.g. feedback loop), the embedded values of civic responsibility and the building of discipline and character (which research shows have much more impact on success in life than test or IQ scores), are other very impressive curriculum components that stand out for me.

It is imperative that more high-quality schools, in strong neighborhoods are created. It is equally important that these schools stipulate a considerable percentage of enrollment be reserved for underserved children, who may have the opportunity to learn with students who are different from themselves, and who demonstrate alternative life choices, different family and community structures, and safe environments that permit them to achieve their full potential. Equally, it is important for children who come from more well-off environments, to benefit from the experience and insights of children different from themselves. ***During childhood, schools are perhaps one of the most profound tools we have to provide windows of opportunity to reverse the cycle of poverty.***

Beyond the excellence of the BES model, the leadership team is clearly exceptional. It is composed of individuals with diverse expertise, experience and most importantly, a great deal of compassion. They are a team that is well-equipped to make Civic Collegiate successful.

I support the application of the Civic Collegiate Charter school without reservation.

Please let me know if there is any further information I may provide to support my recommendation that Civic Collegiate be granted Charter status in Indianapolis, IN.

Respectfully,

Heidi Schmidt, MD, MPH, MS

Director of Philanthropic Giving
Gennasaret Free Clinics, Inc.

Treasurer, Board of Trustees
Lutheran Child & Family Services, Inc.

Founder & Director Emeritus
College Mentors for Kids! Inc.

Administrative Office
615 N. Alabama Street
Ground Floor, Suite B
Indianapolis, IN 46204
Phone: (317) 639-5645
fax: (317) 639-5609

Dental & Wellness Clinic
725 N. Pennsylvania Street
Indianapolis, IN 46204
Phone: (317) 955-0217
fax: (317) 955-0641

Health Recovery Program
2401 N. Central Avenue
Indianapolis, IN 46205
Phone: (317) 920-1554
Fax: (317) 454-0997

Medical Clinics
St. Vincent DePaul Choice Food Pantry
Salvation Army, ARC
Westminster Neighborhood Ministries
St. Mary's Catholic Church

Medical Van Clinics
Cathedral Kitchen
Roberts Park UMC

Women's Health Initiative

Art For Beds

February 24, 2016

Dear Indiana Charter School Board Members:

I am writing in strong support of the Civic Collegiate, the proposed 6-12 charter school.

I am aware that there is a tremendous amount of generational poverty in the area of the proposed school which will be located at 52nd Street and Keystone Avenue. This area suffers from the lack of a good educational system due to a mass exodus of quality teachers in Indianapolis.

I am familiar with Civic Collegiate and they have a stellar reputation. The benefits of a charter school are numerous and include smaller class sizes than found in public schools. This provides the student more one on one time with teachers thus assuring the student receives all they need to succeed in class.

The fact that financing is taken care of by the public is a valuable asset as many parents in the area do not have the means to pay tuition for their children to attend private schools. With a charter school they will be able to send their children to an excellent school where they will have many opportunities for success.

Charter schools provide a unique learning environment that cannot be offered at a traditional public school.

I strongly support Civic Collegiate's application and hope that you will authorize them to move forward to establishing the school. Thank you for your help in our effort to transform the lives of these young people.

Sincerely yours,


Sharon F. Lucas

16201 Etna Drive

Westfield, IN 46074

March 1, 2016

Dear Indiana Charter Board Members:

I am writing with support for the authorization of Civic Collegiate Public Charter School. As a resident of the Midtown Indianapolis neighborhood, an employee in the same zip code as this proposed school, and an advocate for education, I am excited for the opportunities awaiting these local students.

The majority of my career has been to support and grow educational organizations, specifically in higher education and custom international programs. Currently, as the Business Development Manager at SmallBox Marketing, I work with leaders of local educational organizations that create opportunities for students in our city. A great pillar of our work is to serve organizations that serve others, and we look forward to championing the success of students who attend school in the 46220 zip code. Some of those students, I hope, will be the children of my coworkers!

I also offer support for authorization as a Board Member of ACE Preparatory Academy, another Indianapolis charter school set to welcome its first students this fall. When I first heard ACE's founder, Anna Shults, speak about the school's mission, one comment remained with me for several days: "For these children, college will begin in Kindergarten." Reflecting on my education, the influential teachers who mentored and challenged me, the international opportunities made available by college programs, and the scholarships that supported these ventures, I want all students to have access to similarly transformative experiences.

I know Civic Collegiate will operate under an equally inspiring mission as our founders have shared similar paths – Teach for America participants, fellows for Building Excellent Schools, and dynamic classroom leaders. They have the passion and skills necessary to transform students, their families, and our neighborhood.

It is my hope that ACE Prep will serve as a strong feeder school to Civic Collegiate so these students can build upon their early educational foundation. Students from ACE will have been held to standards of rigorous academic instruction, explicit character modeling, and expectation of excellence. Civic Collegiate will build upon this foundation by incorporating civics instruction to teach students the importance and responsibility of participating fully in their communities.

As someone who has spent his entire adult life working to bring about positive change in my own communities, I applaud the effort of giving these young people the skills and knowledge required to be good citizens. I add my name and support to Civic Collegiate's authorization campaign with the confidence they will transform our school children and, in the process, our city.

Sincerely,

Mark Shreve
4039 Central Avenue
Indianapolis, IN 46205
shrevem@gmail.com



6219 Guilford Ave Indianapolis, IN 46220

317-254-0932

smallbox.com



March 11, 2016

To Whom It May Concern:

We are proud to support the charter application for Civic Collegiate Public Charter School ("Civic Collegiate") and the leadership of Luke Lennon as Lead Founder and proposed Head of School.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership.

Luke is a gifted, well-trained, and prepared school leader who brings instructional and school leadership experience, charter school training, and a leadership residency at and network with BES school Liberty Collegiate Academy Preparatory Charter – already recognized in for outstanding school design, leadership, and academic outcomes that rival those of some of the wealthiest communities in Tennessee. Luke brings additional networks of support from a vast number of high performing BES schools across the country. Working within such network, Luke is a thoughtful and relentless champion of best practices. Working with the Civic Collegiate team and Indianapolis community, he moves people forward, firmly grounded in his commitment, vision, and experience. He holds the bar high for himself and does not waver in his commitment to excellence. His ability to manage multiple priorities and stakeholders further evidences that he will be a highly effective school leader.

Luke's trained and committed leadership and his organizational capacity are strong, and his determination to bring a high quality, high performing middle and high school to Indianapolis is equally as strong. Luke will create an outstanding and seamless 6-12 college preparatory charter school for the families of his home town of Indianapolis, IN and we are committed to supporting those efforts every step of the way.

We are honored to work with Luke, and have complete confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for Civic Collegiate will lead to strong student achievement for the children of Indianapolis.

Respectfully,

Susan L. Walsh

Susan L. Walsh, Building Excellent Schools Senior Director



COLETTE FLUCKUS
Former Counselor and Administrator
MSD Decatur Township Schools

3/2/2016

«AddressBlock»

DEAR INDIANA CHARTER SCHOOL BOARD

As a former counselor and administrator at MSD Decatur Township and life-long professional in academia, I fully support the efforts of Luke Lennon and its founding board in providing a higher educational option to the underserved. The quality of education of our children is imperative as they are the future of our country. I believe in the pillars of Civic Collegiate's mission: college, character, and citizenship and want to see a school like this in Indianapolis. Please approve this charter.

Wishing

Luke and the Board success,

Colette Fluckus

David N. Shane
6355 Oxbow Way
Indianapolis, IN 46220
317-748-1102
David.Shane1948@gmail.com

March 2, 2016

To the Indiana Charter School Board:

I write in support of the application of the Civic Collegiate Public Charter School. I currently serve as the Chief Operating Officer of USA Funds, Inc., in Indianapolis; spent some 17 years helping lead LDI, Ltd. LLC; practiced education and employment law with what is now Faegre Baker & Daniels; served Governor Daniels as a senior advisor for education and workforce and Mayor Peterson as a member of the original Indianapolis Charter School Board; began my work life as a teacher; and have spent now over two decades in various civic capacities working to improve educational results in the city and state.

I of course leave to you the exercise of your responsibilities to ensure Civic Collegiate meets the various standards and expectations of a new charter school. And based on my prior involvement in public K-12 education I know both how hard the work is to build, lead and maintain effective schools and how important that work is, how essential it is that our purposes, methods and models in our schools fit the realities, needs and opportunities of the world today. I write in support of the Civic Collegiate application to highlight the importance of the multiple educational emphases the school will bring to the Indianapolis K-12 environment and to the students they seek to serve.

All students now need a preparation that supports their success in post-secondary and lifelong learning – hence the imperative of college preparation. But our city, state and country – our citizens and our students – equally need focus on building character and imbuing the capacity for and capability of strong character and effective citizenship. It is an exceedingly good thing that citizens of Indianapolis want to create a school with these emphases and give its benefits to rising students, including but not limited to those in our urban environment. The objectives reflected in Civic Collegiate’s mission, application, methods, approaches and intended outcomes are both aspirational and essential.

I understand Civic Collegiate will have a rigorous academic curriculum. It will emphasize student development of positive and strong character. Those will be unique and valuable in their own right. But, as its name confirms, Civic Collegiate will also incorporate a strong civics component to help students learn both the importance of participating in the democratic process to drive positive change in their communities and how to use their voices to engage in respectful, effective civil dialogue, engagement and action to do so.

I have known Alison Kothe, a Civic Collegiate board member for whom I have the utmost respect and confidence, for decades and have seen her do civic and charitable leadership work effectively in many contexts. Through Alison, I know of Luke Lennon and his educational passions, studies, experience and qualifications; his fellowship with Building Excellent Schools; and his current interest in launching Civic Collegiate.

I respectfully support their application. If I can be of further assistance, please let me know.

Sincerely,





EARLY LEARNING INDIANA

DAY EARLY LEARNING • CHILD CARE ANSWERS

February 29, 2016

Dear Indiana Charter School Board,

As President and CEO of Indiana's largest nonprofit early childhood education provider, Early Learning Indiana, I know how important it is for families to have great school options when their children are older. Schools should be thoughtfully-planned and led by talented, experienced educators. I believe the leaders behind the creation of Civic Collegiate have accomplished just that.

Our children need a holistic education that not only ensures that they can compete academically, but can also skills that enable them to participate in a democratic society. Too few schools and curricula focus on citizenship. We ignore this at our peril as more and more young people become disengaged and disconnected from public life and service.

A school model, like Civic Collegiate, that focuses on civics and community service could be a bright spot in the mixed educational landscape in Indianapolis. Our students need to be more engaged in their communities and understand their responsibilities as citizens of our city, state, nation and world. The model also emphasizes rigor in academics with abundant dedicated time to math and reading. Teacher development is a critical ingredient to quality schools, and Civic Collegiate's plan to dedicate 34 days per year is admirable and will pay off for its students.

Luke Lennon and the board of Civic Collegiate have developed plans for a school that holds promise for a strong future for its students. As a supporter of high-quality education at all levels, as well as the important role of schools in developing engaged citizens, I hope you will consider Civic Collegiate's application to the Charter School Board.

Sincerely,

Ted Maple, Ph.D.
President and CEO

**JULIA BIRGE
7501 N. Illinois
Indianapolis, IN. 46260**

March 2, 2016

Dear Indiana Charter School Board Members,

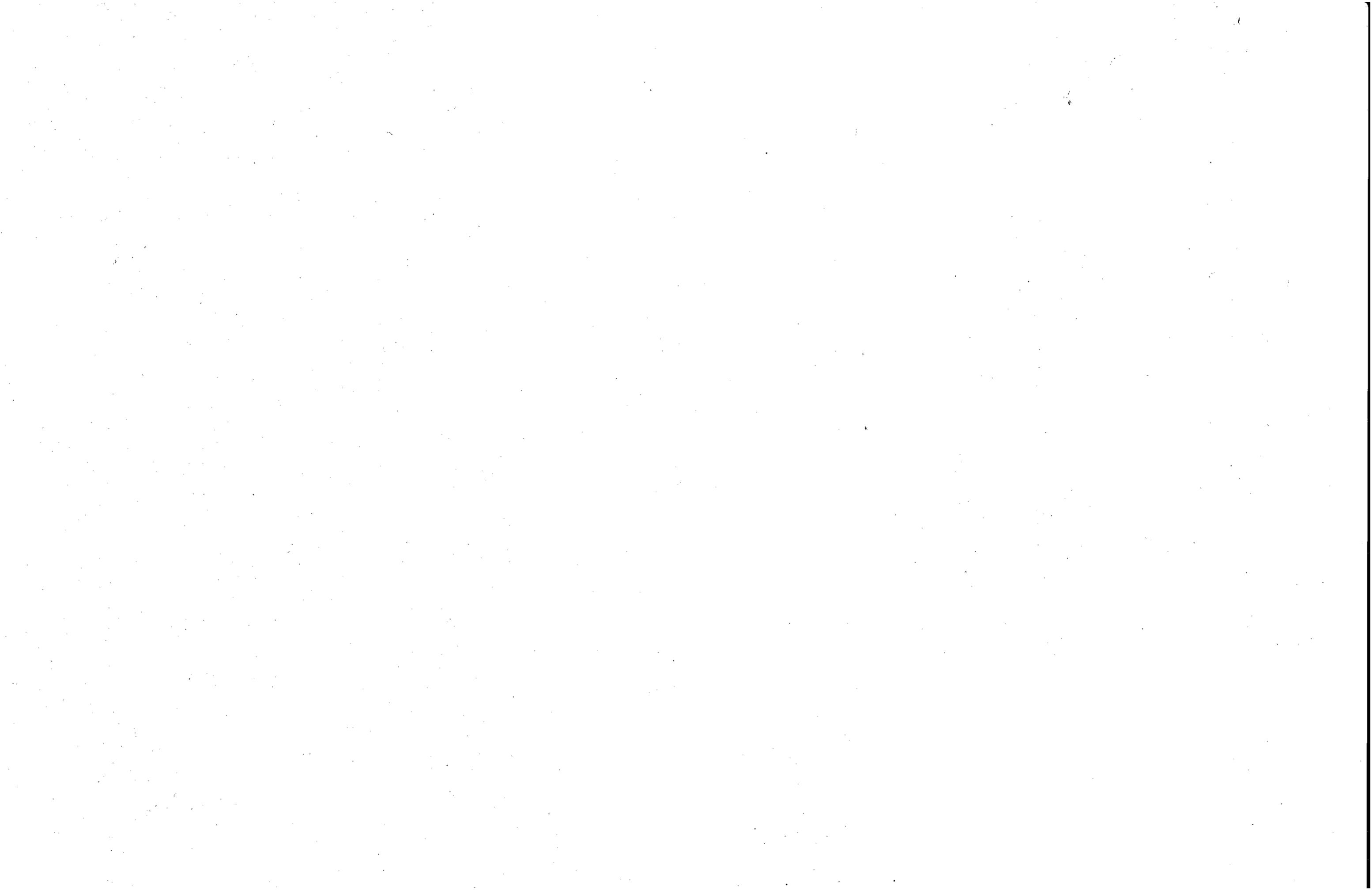
I am retired Government teacher who spent 47 years in a classroom and never regretted a minute. Though most of my career was at Cathedral High School, I taught in the Indianapolis Public Schools for seven years and would gladly have stayed if, in 1973, their system had offered part time work.

As I read Luke Lennon's vision for his school, I felt my excitement about teaching rekindle. Politicians may talk about change, but real change must spring from the hearts and minds of all our citizens. This year's primary season has shown the importance of informed voters and how dangerous a gullible electorate can be to a democracy.

Over the years, I have found an understanding of the Constitution and the political and intellectual foundations of our country are important, but so are the personal qualities Mr. Lennon identified in his DREAM acronym. Last year, Angela Duckworth, supported by a National Science Foundation Grant, found grit, determination and resilience as essential qualities for academic success. However, Mr. Lennon's educational goals go beyond academic achievement to the need for civic responsibility.

In our increasingly diverse and disconnected society, his vision, particularly for the student population he hopes to serve, is essential if the United States is to remain a world leader in the 21st century.

Judy Birge





Dear Indiana Charter School Board,

I am writing to express my support for Civic College's charter application and confirm the abilities of its proposed Head of School, Luke Lennon. As school leader of Liberty Collegiate, which scored in the top 5% of all Tennessee schools last year, I know what it takes to achieve instructional excellence for our students. Civic's application mirrors the best practices and beliefs that allow Liberty to grow its students at such a fast clip.

The proposed Head of School, Luke Lennon, completed an intensive leadership residency at Liberty. During his stay, I saw Luke's strong leadership and instructional abilities, and I am confident he will follow through on Civic Collegiate's mission.

Too many teachers leave the profession because they feel underdeveloped and unchallenged. This will not happen at Civic Collegiate. Luke has a sophisticated eye for curriculum, lesson planning, and coaching teachers, and there is no more important skill set in a school leader. Growing and coaching teachers is the number one thing school leaders can do to improve student achievement. Watching Luke work with our teachers at Liberty proved that each of Civic's teachers will benefit from his understanding of and dedication to student engagement and instructional rigor.

With its emphasis on college, character, and citizenship, Civic Collegiate can deliver game-changing results for the students of Indianapolis. Opening an excellent school is a herculean task, but I believe you have found a leader who will rise to the challenge in Luke. You won't be disappointed.

Best,

A handwritten signature in black ink, appearing to read "Annie Robison". The signature is fluid and cursive, written over the printed name.

Annie Robison

Principal

Liberty Collegiate Academy



TINDLEY PREPARATORY ACADEMY

3/11/2016

Dear Indiana Charter School Board,

I am writing on behalf of Luke Lennon and his proposed school, Civic Collegiate. Luke was both a teacher and administrator at Tindley Prep, where I currently serve as principal and head of school, and I have witnessed firsthand his capacity for leadership, dedication to student achievement, and ability to coach teachers.

At Tindley Prep, we understand the importance of clear expectations, a strong curriculum, and most importantly, excellent teaching. I see those same design elements in Civic Collegiate's charter. As a teacher, Luke created his own curriculum and assessments, working to build our curriculum on strong state and national standards. Luke's classroom was consistent. When I walked in, I knew I would see the same things each time: student's reading, writing, and discussing great books. Because of this purposeful, though simple, approach, Luke's students regularly scored high on ISTEP+ and showed some of the strongest growth in the school, based on NWEA MAP testing.

As an administrator, Luke continued to tweak curriculum and assessments, but focused more time on coaching teachers, who improved their craft under his guidance. Growing teachers is the most important job of a school leader. Without quality instruction, the school fails to serve its students. As a teacher coach, Luke helped fledgling teachers systematize their approach to planning and practice. I have full confidence that teachers will flock to Civic Collegiate because they want Luke's coaching.

Our city needs more quality schools. Knowing Luke well, and seeing his dedication and school acumen on display everyday in my building, I am confident he can deliver on the school he proposes in these pages. The plans for a school are important, but the leader who brings them to life is, without question, the key to success. Therefore, I ask that you approve Civic Collegiate's proposal and give this school to the students in our city.

With full confidence in Mr. Lennon

Patrick H. Jones II, MA

Principal and Chief Culture Curator
Tindley Preparatory Academy

One day, all children in this nation will have the opportunity to attain an excellent education.



March 11, 2016

Dear Indiana Charter School Board,

Every year Teach For America (TFA) recruits corps members nationwide to teach in high-poverty urban and rural areas. This past year, over 40,000 applied for 5,000 positions. We believe many of these people will go on to become great educational leaders. Such is the case with Luke Lennon. An Indianapolis native, Luke was a high-performing corps member and was selected as a Sue Lehmann regional finalist, an award that recognizes student achievement and transformational teaching.

After the corps, Luke was admitted to the Indianapolis Principal Fellowship program, a highly-selective, fully subsidized fellowship that affords educators the opportunity to study at the Columbia University Teachers' College in order to obtain an administrators license. In exchange, the fellows commit to serving as school leaders for at least 4 years in our city. TFA-Indianapolis is excited for Civic Collegiate, a proposed 6-12 charter school for students in our city; Luke has not only proven himself as an effective teacher and administrator, his dedication to educational equity in Indianapolis is clear.

TFA-Indianapolis has a deep belief in the need for higher quality schools throughout our city. We play a critical role in the collective efforts to help transform the state of our public education system. Since 2008, we have grown our presence in Indianapolis to over 550 corps members, alumni, and staff; with the help of parents and community partners, we've been able to impact thousands of students living in our city's lowest-income communities. TFA realizes the fight for educational equity is a wholly collaborative one; we must all work together to ensure all children have access to a high-quality public school.

Building Excellent Schools (BES), a national nonprofit with a proven track record, has produced leaders who go on to found schools generating dramatic results across the country. We are especially excited that Civic Collegiate adds a third key component to schooling: citizenship. Encouraging students to engage in dialogue about the world around them, providing them with service-learning opportunities, and teaching an explicit civics curriculum will give students at Civic the opportunity to build a sense of self-efficacy and an understanding of how they want to use their education, how their degree can help them effect change through their own voice.

We believe Luke's track record makes him a perfect candidate to lead a high performing school in Indianapolis. His leadership, record of success, and partnership with the highly-selective Building Excellent Schools program will make him a successful school leader. TFA-Indianapolis is committed to supporting Luke with a successful school launch in August of 2017, and we look forward to supporting his efforts as he designs, founds, and leads Civic Collegiate.

Sincerely,

A handwritten signature in black ink that reads "Rebecca Thompson Boyle". The signature is written in a cursive style.

Rebecca Thompson Boyle
Executive Director
Teach For America - Indianapolis



AN AMERICORPS PROGRAM

March 4, 2016

Indiana Charter School Board
143 W. Market Street, Suite 300
Indianapolis, IN 46204

Dear Indiana Charter School Board Members,

I am writing to express my support of the Civic Collegiate Charter School proposal. As a parent, I have struggled finding a public school able to help my children learn academically, as well as help them mature and understand their civic responsibilities. The Civic Collegiate Charter School is the answer. The school will focus on high academic achievement and develop active citizenship skills in students. It is very important for students to receive these skills and live as responsible citizens in their local communities.

I highly recommend Civic Collegiate's application and look forward to having my children as some of their first students in 2017.

Sincerely,

Nicole Newton

Nicole Newton
Future parent of Civic Collegiate students



February 23, 2016

Dear Indiana Charter School Board Members,

As the Clinical Director of the Christian Theological Seminary Counseling Center and a practicing Marriage and Family therapist, I encounter at risk children on a regular basis. I am aware of the systemic deficiencies in many of the schools that service these children and I am often struck by the notion that they deserve better. All too often it appears as if they get "lost" in the system.

I have recently been made aware of Civic Collegiate Public Charter School hoping to welcome its first class of sixth graders in the fall of 2017, adding one grade per year until it reaches the 12th grade in the year 2023. While the time line may seem long, I applaud the slow incremental approach ensuring that what they promise to deliver is in fact delivered before adding a new grade.

The school's success is based on three foundational pillars that may often be missing from schools serving at risk children: rigorous academic expectations, demanding character expectations, and the notion of an individual's civic responsibility which is woven into the curriculum of the school. All of these pillars will engage family members that they may provide reinforcement and encouragement. As a professional in the field of Marriage and Family Therapy, I am acutely aware of the importance of family inclusion in the education of a child. Civic Collegiate recognizes that many of its students will come from highly stressed family situations, but they believe that their emphasis on character development will give students the tools to work through those problems and will also keep family members involved in their students' lives through frequent communication and offering opportunities of partnerships which will help students succeed.

The extended school day and year, the offering of a breakfast meal and tutoring services will all help to shape an educational experience that will be of great value to these children as they matriculate the communities within which they grow.

Sincerely,

Christina Davis, Th.D., LMFT

Clinic Director of the Counseling Center and Assistant Professor of Pastoral Counseling

Christian Theological Seminary

FAITH IN ACTION

Faith Kimbrough
1090 Mistflower Way
Indianapolis, IN 46235

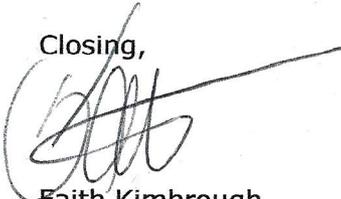
DEAR INDIANA SCHOOL BOARD MEMBERS,

I am a proud Community Advocate/Activist and owner of FAITH IN ACTION, a community based organization that's promotes goodwill for the greater good of Indianapolis. I am writing to show my sincerest support of Civic Collegiate, its Founding Board and the Head of the School, Luke Lennon in their efforts to advance quality education for the urban youth of Indianapolis.

What I love most about the Civic Collegiate curriculum is the plan to develop its students to think critically, to have a well thought-out point of view and to have a civic dialogue where they can respectfully disagree and challenge one's opinion and perspective without attacking one's person. This attribute of valuing diversity and inclusion and treating humanity with dignity and respect is lacking in today's society as evidenced by the current presidential debates and political landscape.

I sincerely support the school's efforts and hope you approve their charter as Civic Collegiate is for the greater good of Indianapolis.

Closing,



Faith Kimbrough
FAITH IN ACTION

Indiana Charter School Board
143 W. Market Street, Suite 300
Indianapolis, IN 46204

Dear Indiana Charter School Board Members,

I am writing to express my support of the Civic Collegiate Charter School proposal, which aims to open as a charter school focused on high achievement and active citizenship. As a youth advocate, I believe Civic Collegiate will prepare students academically and for active roles as concerned citizens in the communities they live within.

With a rigorous curriculum and instilling citizenship responsibilities in students, Civic Collegiate will greatly benefit the children and families of Indianapolis and increase the appreciation for civic service in the community. We look forward to working closely with Civic Collegiate to reinforce citizenship concepts and skill development.

We support the application for Civic Collegiate Charter School and highly recommend it for approval.

Sincerely,

Ruthie Walls

Ruthie Walls
NDCC Youth Director



Leading in Love Living in Revelation
Matthew 22:36-40: Acts 1:8

February 21, 2016

Dear Indiana Charter School Board,

This note is in support of Civic Collegiate, its Founding Board and the Head of the School, Luke Lennon in their efforts to advance quality education for the urban youth of Indianapolis. I am the proud owner of the TL Kimbrough Agency and the First Lady of New Revelation Church.

At New Revelation, we strive to help others grow in their faith and relationship with Jesus Christ. Like Civic Collegiate, we create opportunities for service that transforms our community. We believe and support Civic Collegiate's mission as they are creating humble servants given that community service is required at every grade level. The school's model of building character through habits of excellence will ensure a quality talent pool for future leaders of Indianapolis.

Thank you very much for your time and consideration.

Sincerely,

**Tonya Kimbrough Reynolds
New Revelations Church**

PASTOR RICHARD A. REYNOLDS, M.DIV.

www.newrevelationcc.com
6701 Oaklandon Road, Indianapolis, IN 46236
Phone: 317.823.7222 • Fax: 317.823.7227

Attachment 14

Organizational Charts



School Staffing Structure

1. Provide, as **Attachment 14**, an organizational chart for the proposed school at Year 1 and at Full Capacity. The chart should identify all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers.

NOTE: Limit attachment to five (5) pages.

Organizational Structure

The organizational structure of Civic Collegiate evolves as we grow to meet the needs of our student population, which, in accordance with our slow-growth model, expands by 100 students every year. Because we believe it is important our students receive instruction in every subject, every day, we do not ask teachers to split subject areas, and all grade levels are departmentalized. This allows teachers to flourish in their professional development and becomes experts in their field and in their craft. **Figure 14.1** outlines our staff structure from Y0-Y5. **Figure 14.2** provides an organizational chart showing the reporting structure in Y1. **Figure 14.3** provides an organizational chart showing the reporting structure in Y7.

Figure 14.1: Civic Collegiate Staffing Model

Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	0	<u>112</u>	<u>212</u>	<u>312</u>	<u>412</u>	<u>512</u>
Humanities	0	2	4	6	8	10
Math	0	2	4	6	8	9
Social Studies	0	.75	1.50	3	4	5
Science	0	.75	1.50	2	4	5
Physical Education	0	.25	.50	1	1	1
Theatre	0	.25	.50	1	1	2
Coding	0	.5	1	1	1	2
Foreign Language	0	0	0	0	1	1
SPED	0	0 ¹	1	2	3	4
Total Faculty	0	6.5	14	22	31	39
Head of School	1	1	1	1	1	1
Middle School Principal	0	0	0	0	0	1
High School Principal	0	0	0	0	0	1
Dean of Curriculum and Instruction	0	0	0	1	1	2
Student Supports Coordinator	0	1 ²	1	1	1	1
Dean of Students	0	1	1	1	1	2
Operations Manager	.5	1	1	1	1	2
Director of Development	0	0	0	0	1	1
Guidance Counselor	0	0	1	1	2	2
Teaching Fellow	0	0	0	1	2	4
Operations Fellow	0	0	0	0	1	2
Total Administrative Staff	1.5	4	5	7	11	19
Total Staff	1.5	10.5	19	29	42	58

¹ The SSC will be a licensed special education teacher and will provide all special education needs in year one.

² The SSC will be a licensed special education teacher and will provide all special education needs in year one.

Figure 14.2

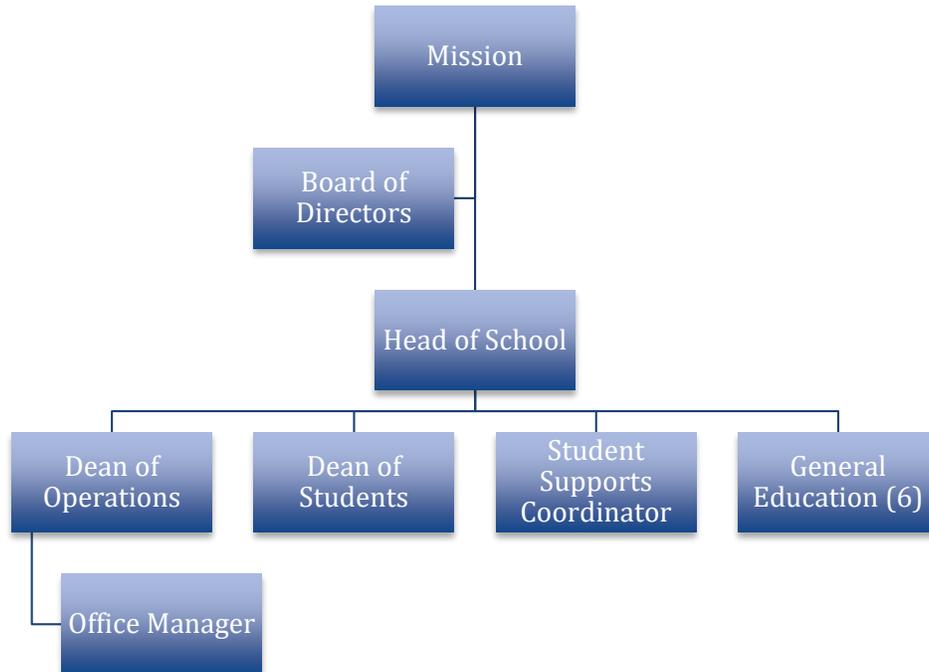
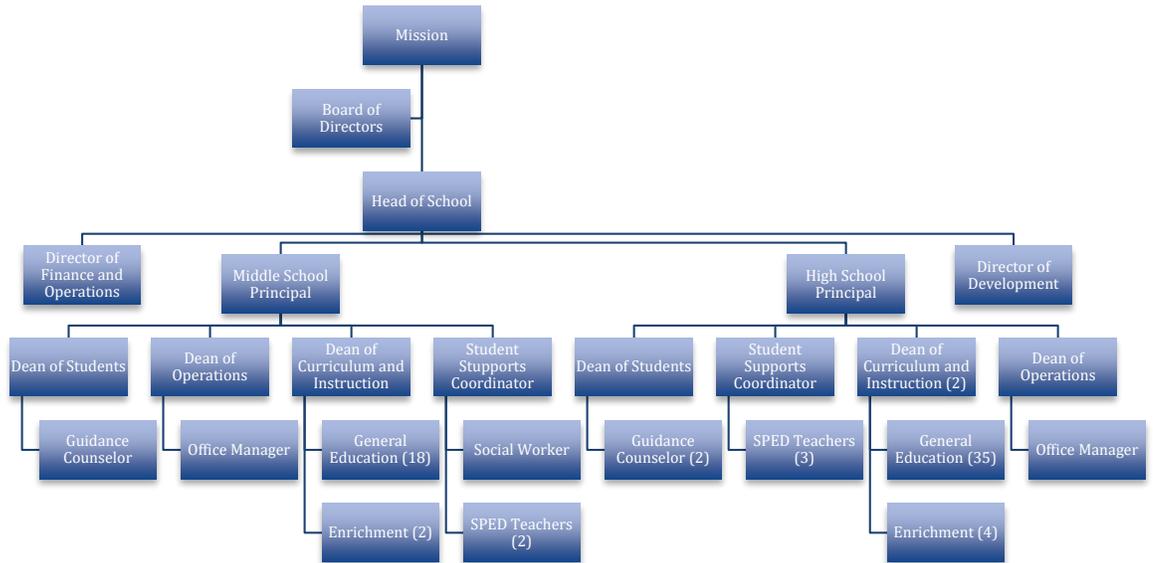


Figure 14.3



Attachment 15

Start-Up Plan



1. **Start-Up Plan.** Provide, as **Attachment 15**, a detailed start-up plan for the period leading up to the school's first day of student attendance. **NOTE: Limit attachment to ten (10) pages.**
 - a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
 - b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

HOS = Head of School
DOO = Dean of Operations
BD = Board of Directors
BES= Building Excellent Schools

Start Up Plan	Who	Date	Notes
Task/Planning Area			
Board Development and Governance			
Pre-charter, secure high capacity, diverse founding board members	HOS (proposed)	Sept. 2015	
Pre-charter, hold monthly founding board meetings	HOS & BD (proposed)	Oct. 2015	Ongoing monthly
Student Recruitment & Admission			
Marketing			
Design Informational flyer/packet	HOS & BD	Sept. 2016	
Post Flyers and leaflets in the communities	HOS & BD	Sept. 2016	
Identify community organizations to help with awareness generation	HOS & BD	Sept. 2016	
Work w/community organization to generate awareness/interest	HOS & BD	Sept. 2016	
Draft community outreach materials (e.g. tailored for community leaders, civic groups, etc.) to introduce school to community leaders	HOS	Sept. 2016	
Enrollment			
Design Student Enrollment Form	HOS	Sept. 2016	BES as consultant
Make enrollment form available	HOS & BD	Sept. 2016	
Post enrollment form on website	HOS & BD	Sept. 2016	
Information Sessions			
Secure locations for information sessions	HOS & BD	Sept. 2016	
Mobilize volunteers for community canvassing	HOS & BD	Sept. 2016	
Hold information sessions for parents and community stakeholder	HOS & BD	Sept. 2016	Ongoing monthly
Publicity Campaign			
Work with marketing partner for targeted press release	HOS	Oct. 2016	
Begin advertising in three local publications	HOS	Oct. 2016	Ongoing monthly
Admission Lottery and Enrollment			
Collect enrollment form	HOS & BD	Mar. 2017	
Final day for enrollment form submission	HOS & BD	Mar 6 2017	
Finalize lottery protocol	HOS & BD	Feb. 2017	

Highlight lottery date on website	HOS	Dec. 2016	
Post lottery details in local paper	HOS	Feb. 2016	
Practice lottery protocol	HOS	Jan. 2017	
Conduct admissions lottery	HOS & BD	Mar. 20 2017	
Notify families of status	HOS & BD	Mar 26. 2017	
Establish waitlist	HOS & BD	Apr. 2017	
Send enrollment report to local/state stakeholders	HOS & BD	Apr. 2017	
Confirm acceptance with home visit	HOS & HOS	May 2017	
Request student records	DOO	May 2017	
Receive student records	DOO	Jun. 2017	
Facilities			
Work with Charter School Support Services to locate, view, evaluate sites	HOS & BD	Oct. 2015	Ongoing
Negotiate lease	HOS & BD	Jan. 2018	
Sign Lease	BD	Feb. 2018	
Secure financing/permits	HOS & BD	March 2018	
Perform Renovations	CON	Apr-May 2018	Contractor
Pass final inspection and receive occupancy certificate	HOS & BD	June 2018	
Facilities Procurement			
Hire lawyer to structure contract w/costs	HOS & BD	Sept. 2017	
Preliminary inspection made	HOS & BD	Nov. 2017	
Procure and encumber furniture and materials (Consider equipment leasing)	HOS & BD	June 2018	
Prepare building Infrastructure	HOS & BD	Apr. 2018	
Obtain property insurance	HOS & BD	June 2018	
Post-Charter Board Governance			
Plan to move from Board of Directors to governing authority	HOS & BD	June 2016	
Board Expansion and Transition	HOS & BD	June 2016	
Recruit and nominate additional governing board members	HOS & BD	June 2016	Ongoing until 13 members
Ratify By-Laws	BD	June 2016	
Define role of Board members	HOS & BD	June 2016	
Define relationship of Board and Executive Director	HOS & BD	June 2016	
Define Communication methods	HOS & BD	June 2016	
Define decision making process	HOS & BD	June 2016	
Approve policies	BD	Aug. 2016	
Arrange Board and Officers insurance	HOS & BD	Aug 2016	
Receive tax-exemption status	HOS & BD	Oct. 2016	
Develop Board Calendar	HOS & BD	July 2016	
Board Structure			
Finalize job description for full board. Adopt as policy.	BD	June 2016	
Finalize job description for board members. Adopt as policy.	BD	June 2016	
Finalize job description for officers. Adopt as policy. Elect officers.	BD	Apr. 2016	
Finalize job description for committee chairs and	HOS & BD	Apr. 2016	



committee. Adopt as policy.			
Finalize written document that defines relationship between school leader and board.	HOS & BD	June 2016	
Finalize and approve standards of conduct for board members	HOS & BD	June 2016	
Finalize and approve Board members' handbook.	HOS & BD	June 2016	
Board Meetings			
Pick day and time to consistently hold meetings. Print schedule. Follow postings for Indiana Open Meeting Law.	HOS & BD	June 2016	
Develop agenda format.	HOS & BD	June 2016	
Develop consistent format for board meeting packets (which go out 1 wk prior to board meetings).	HOS & BD	June 2016	
Create mechanisms to keep track of attendance at all committee meetings and board meetings.	HOS & BD	June. 2016	
Create mechanism for tracking all official policies.	HOS & BD	Jan. 2015	
Create comprehensive list of all policies that need to be created before school opening.	HOS & BD	May 2016	
Head of School			
Create a job description for Head of School	BD	May 2016	BES as consultant
Determine performance and benchmarks/measures for HOS.	BD	Sept. 2016	BES as consultant
Create a clear process for evaluating Executive Director.	BD	Sept. 2016	BES as consultant
Set a salary range based on industry standards.	BD	Sept. 2016	BES as consultant
Hire Head of School	BD	May 2016	
Board Development			
Create a board development plan to include orientation of new members, retreats, workshops, etc.	HOS & BD	Nov. 2016	BES as consultant
Board Retreat.	HOS & BD	Dec. 2016	BES as consultant
Secure Public/Private Grant Money/Donations			
Write need statement.	HOS & BD	Nov. 2016	
Write and disseminate proposals to national and local government sources.	HOS & BD	Nov. 2016	
Write and disseminate proposals to local and national foundations.	HOS & BD	Nov. 2016	
Identify potential private donors and create internal fundraising plan/goals.	HOS & BD	Nov. 2016	
Administrative			
Data Management			
Create filing system.	DOO	Mar 2017	
Develop database for student reporting.	DOO	May 2017	
Train on student attendance reporting system.	DOO	May 2017	
Family Outreach			
Conduct Home Visits.	HOS	Apr.-May 2017	

Write family letter re: Parent Orientation.	HOS & DOO	Apr. 2017	
Mail family letter re: Parent Orientation.	HOS & DOO	Apr. 2017	
Call/visit all families re: Parent Orientation.	HOS & DOO	June 2017	
Prepare pre-opening Parent Orientation protocol and materials.	HOS & DOO	May. 2017	
Hold pre-opening Parent Orientation.	HOS & DOO	Jun. 2017	
Curriculum Development			
Fine tune curriculum and solidify academic vision.	HOS	Sept. 2016	
Ensure instructional program is aligned with mission/values	HOS	Sept. 2016	
Finalize all instructional staff job descriptions.	HOS	Sept. 2016	
Site visits and analysis of “best practice” charter/public school models.	HOS	Sept. 2016	
Attend national and local educational conferences.	HOS	Sept. 2016 and ongoing	
Finalize curriculum plans and timelines.	HOS	Sept. 2016	BES as consultant
Outline benchmarks aligned with state standards and curriculum frameworks.	HOS	Sept. 2016	BES as consultant
Develop scope and sequences for each subject.	HOS	Sept. 2016	BES as consultant
Procurement			
Procure and encumber materials and textbooks.	DOO	Apr. 2017	
Procure and encumber standardized testing materials.	DOO	Apr. 2017	
Assessment			
Define assessment strategy and timeline.	HOS	Dec. 2016	
Create diagnostic assessment and tools for data analysis.	HOS	Dec. 2016	
Special Education			
Recruit Student Support Coordinator.	HOS	Dec. 2016	
Identify, procure, and encumber specific texts and materials.	HOS	Mar. 2017	
Acquire student records – SPED records.	HOS	Aug. 2017	
Develop IEPs - if needed (update and review).	HOS	Aug. 2017	Once students enroll
Define service requirements for all SPSED students.	HOS	Aug. 2017	Once students enroll
School Culture and Behavior			
Determine school wide behavioral expectations.	HOS	Sept. 2016	BES as consultant
Determine expectations for routines around common student behaviors (lining up, hallway expectations, classroom transitions, bathroom use, celebrations, rewards, and consequences).	HOS	Sept. 2016	BES as consultant
Finalize daily schedule.	HOS	Sept. 2016	BES as consultant
Finalize discipline policy.	HOS	Sept. 2016	BES as

			consultant
Finalize school calendar.	HOS	Sept. 2016	BES as consultant
Create staff cultural binders defining all routines and systems.	HOS	Sept. 2016	BES as consultant
Create student culture orientation.	HOS	Sept. 2016	BES as consultant
Develop community meeting curricula.	HOS	Sept. 2016	BES as consultant
Financial Management			
Codify the fiscal controls and financial policies the school will employ to track daily operational finances, protect against financial fraud and theft.	HOS & BD	Nov. 2016	
Identify check signers.	HOS & BD	Nov. 2016	
Identify check writers.	HOS & BD	Nov. 2016	
Define signature policies.	HOS & BD	Nov. 2016	
Develop financial reporting templates (budget vs. actual) and policy.	HOS & BD	Nov. 2016	
Design process forms (purchase orders, expense forms) & policy.	HOS & BD	Nov. 2016	
Appoint Treasurer.	HOS & BD	Apr. 2016	
Develop segregation of funds policy (public/private).	HOS & BD	Nov. 2016	
Establish payroll.	HOS & BD	June 2016	
Develop schedule of Bard Financial reviews.	HOS & BD	Nov. 2016	
Bid and hire back office service provider.	HOS & BD	Aug. 2016	
Set up bank account.	HOS & BD	Nov. 2016	
Define investment/saving strategy (where will excess funds be placed?).	HOS & BD	Nov. 2016	
Finalize cash flow plan.	HOS & BD	Nov. 2016	
Personnel			
Refine org chart and job descriptions.	HOS	May. 2016	
Create job descriptions, flyers, and ads. Post for jobs.	HOS	Oct. 2016	BES as consultant
Design the interview process.	HOS	Oct. 2016	BES as consultant
Design compensation and benefits packages.	HOS & BD	Oct. 2016	BES as consultant
Design a filing/documentation process.	HOS	Oct. 2016	
Identify potential recruitment opportunities.	HOS	Oct. 2016	BES as consultant
Negotiate and sign agreements for contracted services.	HOS & BD	Oct. 2016	
Develop professional development plans.	HOS	Oct. 2016	
Define policies and procedures for evaluation of staff.	HOS	Oct. 2016	
Develop staff handbook.	HOS	Oct. 2016	
Have new staff fill out Employee information forms.	HOS	Jul. 2017	
Plan and hold staff orientation.	HOS	Jul. 2017	BES as consultant
Food Service			
Issue RFP.	HOS	Feb. 2017	

Define requirement (# of students- any religious/individ req).	HOS	May 2017	
Identify free/reduced lunch students.	HOS	May 2017	
Determine food service arrangement.	HOS & BD	April 2017	
Select vendor and draft contract.	HOS	May 2017	
Develop food service policies - (menu, delivery time, logistics, etc.).	HOS	May 2017	
Sign Contract.	HOS & BD	May 2017	
Safety			
Contact police and fire departments.	HOS & DOO	May 2017	
Undergo fire inspection.	DOO & CON	Jul. 2017	
Contact Board of Health.	DOO	Jul 2017	
Develop fire drill policy, schedule, route.	DOO	Jul. 2017	
Community Partnerships			
Identify community partnership opportunities.	HOS & BD	Sept. 2016	Ongoing
Meet with potential partner organizations.	HOS & BD	Sept. 2016	Ongoing
Devise performance measures for each strategic alliance.	HOS & BD	Sept. 2016	
Communication			
Design and develop website.	HOS & BD	Sept. 2016	
Set up nonprofit mailing status with Post Office.	HOS & BD	Oct. 2016	
Develop filing system to store student records.	DOO	Apr. 2017	
Define how information will flow within school (i.e. who is called when student is sick, who is contacted about discipline infractions).	HOS & DOO	Apr. 2017	
Define procedure for visitors.	HOS & DOO	Apr. 2017	
Develop forms necessary to track and monitor visitors.	HOS & DOO	Apr. 2017	
Select provider for Internet access (DSL, cable).	HOS & DOO	May. 2017	
Set up Intranet.	HOS & DOO	Jul. 2017	
Define how staff will communicate.	HOS & DOO	Jun. 2017	
Set up phone systems and answering services.	HOS & DOO	Jul. 2017	
Purchasing			
Create a comprehensive list of all items that need to be procured through Dec. of 1st year.	HOS	Nov. 2016	
Procure and encumber classroom equipment and furniture.	HOS & DOO	May 2017	
Procure and encumber office equipment and furniture.	HOS & DOO	May 2017	
Procure and encumber postage meter.	HOS & DOO	May 2017	
Procure and encumber restroom supplies.	HOS & DOO	May 2017	
Procure and encumber cleaning products.	HOS & DOO	May 2017	
Procure and encumber library materials.	HOS & DOO	Jun. 2017	
Procure and encumber PE equipment.	HOS & DOO	Jun. 2017	
Procure and encumber medical supplies & furniture.	HOS & DOO	Jun. 2017	
Procure and encumber office supplies.	HOS & DOO	Jun. 2017	
Contract Personnel			
Hire necessary contracted personnel.	HOS & DOO	Jun. 2017	No later than
Technology			
Create tech plan.	HOS & DOO	May 2017	

Procure and encumber computers for teachers and staff.	HOS & DOO	July 2017	
Procure and encumber cell phones for admin.	HOS & DOO	Jul. 2017	
Uniforms			
Select key vendors and place orders:	HOS & DOO	Mar. 2017	
-student uniforms;	HOS & DOO	May 2017	
-student folders.	HOS & DOO	May 2017	
Student Arrival – Day One of School			
Welcome students to school on Day One	HOS	August 01, 2017	



CIVIC COLLEGIATE



Our Mission

Ensuring high levels of academic achievement and habits of excellence, **Civic Collegiate Public Charter School** educates all students in grades 6-12 for a life of active citizenship and success within the college of their choice.

Our Promise

At **Civic Collegiate Public Charter School**, we believe that every child can and will succeed when given a rigorous, college preparatory education regardless of socioeconomic background, race, zip code, or home language. The path to college and a successful profession begins the moment students enter our school. At **Civic Collegiate**, we believe:



Literacy is the cornerstone of a successful educational career.



Character education is essential for success in college and life.



Longer school days give students the support they need to succeed.



Rigorous college preparatory education sets students up for lives of opportunity.



Families and community partners are critical to student success.



Active citizenship can and must be taught to every student.

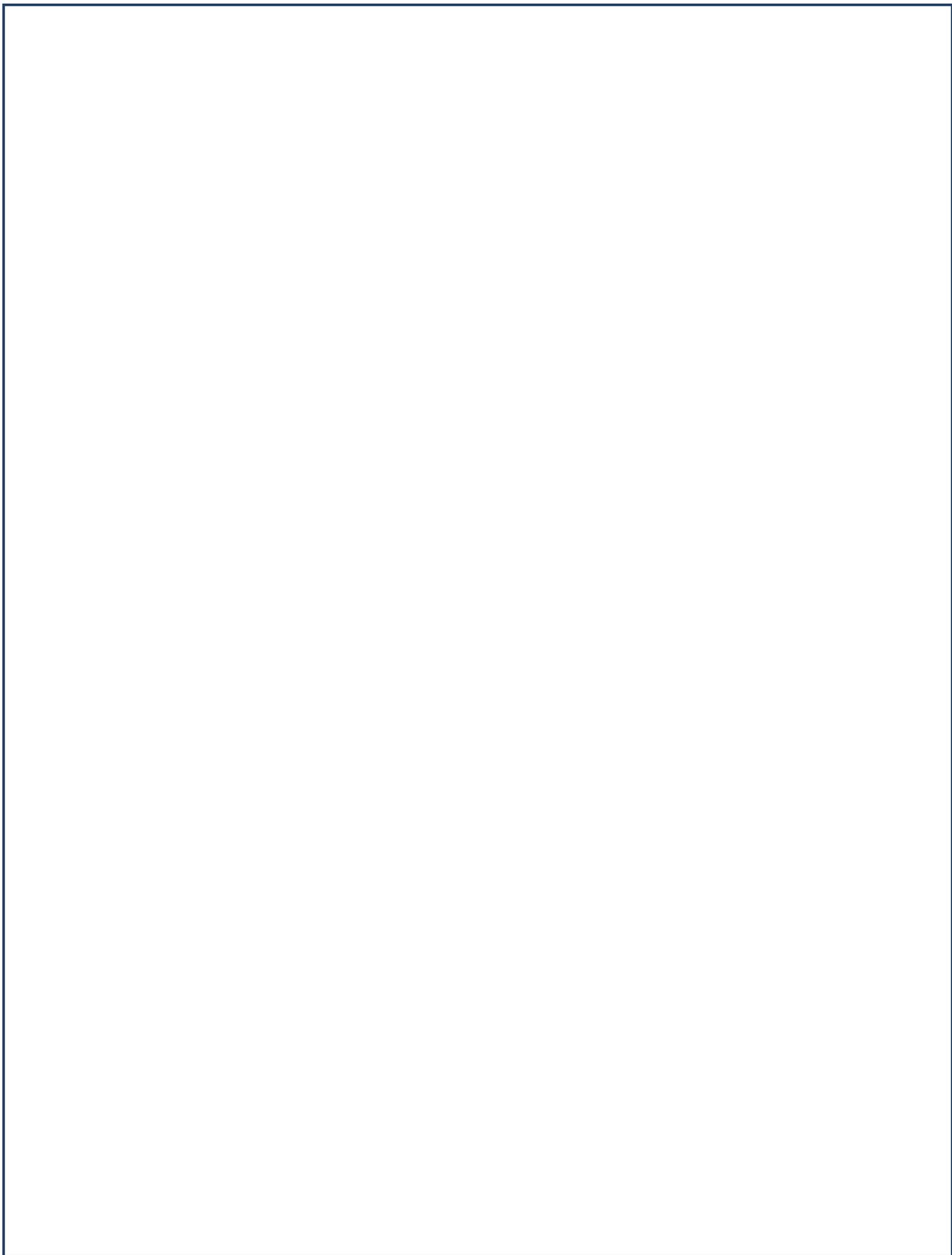
Your Support

Lead Founder Luke Lennon is driving the work of founding **Civic Collegiate Public Charter School** for the students of our city. To learn how you might support our efforts with your professional expertise, personal passion, and valued contribution, please contact:

Luke Lennon

317.525.5255

llennon@buildingexcellentschools.org



Attachment 16

Insurance Coverage



February 22, 2016

RE: Civic Collegiate
Broker of Record – Arthur J. Gallagher & Co.

To Whom It May Concern:

We are pleased to provide insurance services for Civic Collegiate. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Indiana as required by law.

Our program utilizes the following carriers which are admitted in the State of Indiana: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Civic Collegiate the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation	As specified by Indiana Statutes
Workers’ Compensation Part II (Employers’ Liability)	\$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability	\$1,000,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	



Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Indiana Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,650
Directors & Officers / Employment Practices / Fiduciary	\$ 5,300
Property	\$ 3,350
Excess \$10 million Limits (follow form over underlying)	\$ 1,000
Workers Compensation/Employers Liability	\$ 2,250
Cyber Liability Premium	\$ 1,298
Total Annual Premium	\$ 16,848

Premium estimates are based upon 1st year projections of 100 students, 10 staff members, \$450,000 payroll, \$50,000 contents, and less than \$2,000,000 in revenue. This includes an estimated building insurance premium of \$2,500 as a placeholder.

Please let me know if you have any questions.

Sincerely,

Martin S. Dezelan
Area Vice President
Arthur J. Gallagher Risk Management Services, Inc.



Attachment 18

Budget Narrative



Provide, as **Attachment 18**, a detailed budget narrative. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the budget narrative:

- a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

The Founding Board will demonstrate complete financial management, ensuring sound oversight of public revenues and the school's sustainable viability for the term of our charter and beyond. The annual budget aligns to the mission and vision of Civic Collegiate and demonstrates the school's financial viability. Civic Collegiate will take the following steps to guarantee and demonstrate sound financial management:

1. The Board of Directors will create from its membership a Finance Committee, chaired by the Treasurer, who brings deep professional finance experience. This committee is responsible for identifying and recommending for full Board approval an auditor to certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control.
2. Civic Collegiate will approve an annual budget, as well as establish monthly cash flow projections and a multi-year financial projection.
3. The Head of School and Dean of Operations will prepare the annual budget in coordination with third party provider INISchools and will work with the Finance Committee to ensure that the annual budget meets the programmatic needs of the school within the anticipated revenue. The Finance Committee will propose the annual budget to the Board for its review within a regularly scheduled Board meeting, and the Board will then discuss the budget, address any questions or concerns, and vote for its approval at the following Board meeting after its full review.
4. The annual budget will include all estimated revenues and expenditures for the year and provides for a positive cash balance at the end of each year as carryover, allowing the school to withstand unexpected financial challenges.
5. The Head of School ensures monthly financial reports, coupled with an income statement and balance sheet with sufficient analyses, are furnished to the Board.

Civic Collegiate plans to contract with a third-party back-office provider, INISchools, to manage and maintain the financial and accounting systems and reporting for Civic Collegiate. Because the Board is ultimately responsible for financial oversight, they will approve the annual contract and evaluate the financial services of the back-office provider. In partnership with INISchools, the Head of School and Treasurer will hold monthly meetings with the Finance Committee.



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Being mindful of challenges faced by local charter schools, we have budgeted a 2% contingency beginning in Y1, and have allocated significant funds to student enrollment efforts to ensure we hit our targets. Should public funding or entitlements be delayed, or should we be under-enrolled, we will cover expenses with a backline of credit. Understanding that charter schools can struggle with enrollment, we will be flexible in our hiring decisions, forgoing a leadership role or charging a leader, who will have a valid teaching license, to teach a subject area. This leaves our academic program, which is at the center of our mission, intact. Additionally, should we be severely under-enrolled, we would wait until the following year to move to a 1:1 technology model and seek pro bono or reduced rate services in lieu of our projected consultants and legal services.

Anticipated Expenses

- 1. Start-Up Costs.** The WFF has partnered with BES to supply each Fellow with \$325,000 in start-up funds. A letter from BES confirming these funds and their release to us upon authorization can be found at the end of this narrative.
- 2. INISchools.** Pending Board approval, INISchools will act as our back-office provider. INISchools will assist Civic Collegiate in the areas of finance and accounting, state reporting and compliance, and well as contracting services for special education based on our enrolled student's needs. A breakdown of the six-year budget can be found at the end of this narrative.
- 3. Transportation Costs.** Because busing is not provided to our students, we have not budgeted for transportation.

Figure 18.1: Civic Collegiate Staffing Model

Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	0	112	212	312	412	512
Humanities	0	2	4	6	8	10
Math	0	2	4	6	8	9
Social Studies	0	.75	1.50	3	4	5
Science	0	.75	1.50	3	4	5
Physical Education	0	.25	.50	1	1	1
Theatre	0	.25	.50	1	1	2
Coding ³	0	0	0	1	1	2
Foreign Language	0	0	0	0	1	1
SPED	0	0.5	1	2	3	4
Total Faculty	0	6.5	14	23	31	39
Head of School	1	1	1	1	1	1
Middle School Principal	0	0	0	0	1	1
High School Principal	0	0	0	0	1	1
Dean of Curriculum and Instruction	0	0	0	1	1	2
Student Supports Coordinator	0	1.5	1	1	1	1
Dean of Students	0	1	1	1	1	2
Dean of Operations	.25	1	1	1	1	2
Office Manager	0	1	1	1	2	2
Director of Development	0	0	0	0	1	1
Guidance Counselor	0	0	1	1	2	2
Social Worker	0	0	0	0	0	1
Director of Technology	0	0	0	0	0	1
Total Administrative Staff	1.25	4	6	7	12	17
Total Staff	1.25	11	20	30	43	56

³In Y1-Y2, this will be a small position paid through a stipend.
⁴The SSC will be a licensed special education teacher and will provide all special education needs in year one.
⁵The SSC will be a licensed special education teacher and will provide all special education needs in year one.



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March 11, 2016

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RE: Walton Family Foundation Charter School Start-up Grant

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To Whom It May Concern:

We are pleased to indicate that as part of the Building Excellent Schools Fellowship, Civic Collegiate Public Charter School is eligible for a \$325,000 Charter School Start-up Grant provided through the Walton Family Foundation partnership with Building Excellent Schools.

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This grant will be available to support the costs of charter school start-up, and are available contingent upon charter authorization of Civic Collegiate Public Charter School.

Respectfully,

Susan L. Walsh

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Susan L. Walsh
Building Excellent Schools, Senior Director



Attachment 19
Not Applicable

