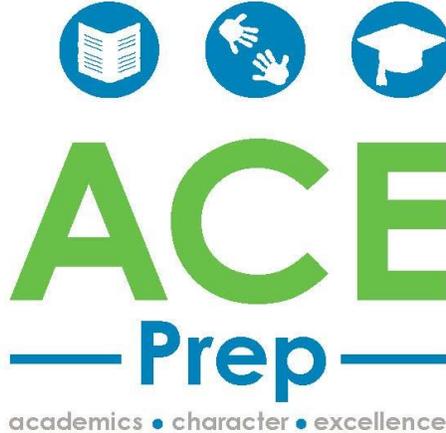


ACE Preparatory Academy Charter School Charter Application



A proposed K-5 charter school for Indianapolis

Respectfully submitted to the Indiana Charter School Board
on March 16, 2015 by the ACE Prep Founding Board

Anna Shults, Lead Founder, Proposed Head of School

Fellow, Building Excellent Schools

Amy B. Marsh, Founding Board Member

Director of College and Career Readiness Initiatives, The Indiana Chamber of Commerce

Andrea McGordon, Founding Board Member

Vice President, Private Banking Officer, The National Bank of Indianapolis

Curt Merlau, Founding Board Member

State Outreach Manager, Institute for Quality Education

John Shertzer, Founding Board Member

Chief Programs Officer, Kiwanis International

Chasity Thompson, Esq, Founding Board Member

Assistant Dean, Office of Professional Development, Indiana University School of Law

Elana Thompson, Founding Board Member

Program Director, Leadership Indianapolis

Roderick Wheeler, Founding Board Member

Director of Community Impact, Central Indiana Community Foundation

ACE Prep Contact Information

Email: ashults@buildingexcellentschools.org

Phone: 317-989-6988

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: ACE Preparatory Academy Charter School
("ACE Prep")

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: ACE Preparatory, INC.

Names, roles, and current employment for all persons on applicant team, including each board member:
Anna Shults, Lead Founder, Proposed Head of School
Building Excellent Schools
Amy B. Marsh, Founding Board Member
The Indiana Chamber of Commerce
Andrea McGordon, Founding Board Member
The National Bank of Indianapolis
Curt Merlau, Founding Board Member
Institute for Quality Education
John Shertzer, Founding Board Member
Kiwanis International
Chasity Thompson, Esq., Founding Board Member
Indiana University Robert H. McKinney School of Law
Elana Thompson, Founding Board Member
Leadership Indianapolis
Roderick Wheeler, Founding Board Member
Central Indiana Community Foundation

Designated applicant representative: Anna Shults, Lead Founder

Address: 2727 E. 55th Street, Suite 20069
Indianapolis, Indiana 46220

Office and cell phone numbers: 317-989-6988

Email address:

annashults@buildingexcellentschools.org

Planned opening year for the school:

(Fall 2016 or later)

Fall, 2016

Model or focus of proposed school:

(e.g., arts, college prep, dual-language, etc.)

ACE Prep is a proposed K-5 public charter school with a college preparatory focus.

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	K-1	144
Year 2	K-2	216
Year 3	K-3	288
Year 4	K-4	360
Year 5	K-5	432
At Capacity	K-5	432

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

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
MISSION AND VISION	1
EDUCATIONAL NEED AND TARGET POPULATION	2
COMMUNITY ENGAGEMENT	2
EDUCATION PLAN/SCHOOL DESIGN	2
VISION FOR GROWTH	5
GOVERNANCE AND LEADERSHIP	5
SECTION I: EVIDENCE OF CAPACITY	5
FOUNDING GROUP	5
<i>Founding Group Membership</i>	5
<i>School Leader and Leadership Team</i>	10
GOVERNANCE	15
<i>Legal Status and Governing Documents</i>	15
<i>Governing Board</i>	15
SECTION II: SCHOOL DESIGN	19
EDUCATION PLAN	19
<i>Curriculum and Instructional Design</i>	19
<i>Pupil Performance Standards</i>	22
<i>School Calendar and Schedule</i>	23
<i>School Culture</i>	25
<i>Supplemental Programming</i>	29
<i>Special Populations and At-Risk Students</i>	31
<i>Student Recruitment and Enrollment</i>	36
<i>Student Discipline</i>	37
PARENTS AND COMMUNITY	38
PERFORMANCE MANAGEMENT.....	40
SECTION III: IMPLEMENTATION PLAN	43
HUMAN CAPITAL.....	43
<i>School Staffing Structure</i>	43
<i>School Leadership and Staff Hiring, Management, and Evaluation</i>	43
<i>Professional Development</i>	45
START-UP & OPERATIONS.....	47
<i>Start-Up Plan</i>	47
<i>Start-Up Staffing and Costs</i>	48
<i>Transportation</i>	48
<i>Safety and Security</i>	48
<i>Technology Specifications and Requirements</i>	48
<i>Insurance Coverage</i>	48
FACILITY PLAN	48
BUDGET AND FINANCE.....	49

SECTION IV: INNOVATION50

FOUNDATIONS OF INNOVATION50

DESCRIPTION OF INNOVATION50

Teaching 50

Required Proposal Attachments	
Number	Attachment Name
1	Founding Group Resumes
2	Head of School/Principal Candidate Resume
3	School Administrators' Resume
4	Governance Documents <ul style="list-style-type: none"> • 501(c)(3) Letter of Determination • Articles of Incorporation • Bylaws
5	Statement of Assurances
6	Board Member Information
7	Code of Ethics and Conflict of Interest Policies
8	Course Scope and Sequence
9	Academic and Exit Standards
10	School Calendar and Schedule
11	Enrollment Policy
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	(If Applicable) Existing Non-Profit Entity Financials - NA
20	Entire Application



EXECUTIVE SUMMARY

Mission and Vision

Through rigorous academics, positive character development, and excellence in everything we do, **ACE Preparatory Academy Charter School** educates all Kindergarten through Grade 5 students for school success and lives of opportunity.

Every student is entitled to a rigorous, college preparatory education regardless of economic circumstances, zip code, race, or home language. Recognizing the academic challenges students face in the upper grades, the greatest opportunity to eliminate academic gaps and place students on a path to success in college is to have high quality, foundational instruction in the elementary years. Indiana State Board of Education member and President of Marian University Dan Elsener states, “I have witnessed first-hand the academic advantages provided to our students by a rigorous, challenging, and college-focused elementary and high school education. . . the development of our students’ abilities in the (college) classroom traces back to the preparation they received beginning in their earliest years of instruction.”¹

Designed with an extended school day and slightly longer school year, and with a focus on developing strong skills in literacy and numeracy, ACE Preparatory Academy Charter School (“ACE Prep”) proposes an academically rigorous curriculum that pushes students to engage deeply with text and to think critically about their learning in all content areas. Every instructional minute, students work to mastery of ambitious standards, based on the Indiana Academic Standards and Common Core State Standards, and all assessments are informed by rigorous national and state standards and well-respected national reading requirements. Support is immediately provided to students who demonstrate the need for extra assistance, further acceleration, or have individual learning needs.

In 2017, our inaugural classes will graduate from Kindergarten and Grade 1 with the core skills, content knowledge, and intellectual habits to move successfully to the next grade and with the academic performance rankings that place them in the upper quartile of national achievement in reading and mathematics. With our slow growth model adding one grade each year, our first class of fifth graders will enter middle school in 2022 with the academic and character strength necessary to obtain future school and life success and with academic performance results that outpace the local community and rival some of the strongest results across the state. In 2029, our first class of Kindergarteners will graduate from high school prepared to succeed in post-secondary education. In 2033, these students will graduate from a four-year institution and embark on careers of their choice, ready to fulfill a life of opportunity for themselves and their families. They will enter the world with the education and character, needed to build a life of promise and to make their communities better places for those around them – all grounded in a college preparatory education that began in Kindergarten. We will build, grow, and sustain ACE Prep with board members, school leaders, school staff, and families, we will invest all stakeholders in our school’s core beliefs, and our mission will drive all of our decisions.

¹ Mr. Elsener’s Letter of Support for ACE Prep can be read in its entirety in **Attachment 13**.

Educational Need and Target Population. ACE Prep is uniquely designed for and specifically driven by neighborhood needs within the Northeast Outer District, which comprises the core of the 46220 zip code. With a population in 2010 of 18,642, the one local public elementary school, Eliza Blaker, earned a failing performance rating for the third year in a row in 2013 and the district showed no impact on student growth in English Language Arts and Mathematics. A student growing up in this community and dependent upon the quality of local public schools will be challenged to build academic success, and, in too many instances, be resigned to a life of limited education and depressed economic opportunities. In our outreach to parents, we have heard three concerns about the state of education in Indianapolis, and in the Keystone corridor in particular: (1) disengaged staff lacking an enthusiastic belief in all students, (2) an absence of tutoring or extra supports, especially for those with special education and/or language needs, and (3) disorder in local schools, which are sometimes unsafe. Our model directly addresses these concerns. Serving families in the 46220 zip code who lack high quality, easily accessible public educational options, we uniquely offer an extended day and year, an enhanced staffing model to provide students, especially those with disabilities or language barriers, with individualized attention, and a structured school model with routine and order so that students feel safe and supported. As a charter, we will be sufficiently autonomous to implement organizational and instructional practices effectively, thus preparing students for high school, college, and career.

Community Engagement. Members of the local community and residents throughout the city have demonstrated enthusiasm for the proposed ACE Prep and a strong desire for the college preparatory focus it will provide. We have collected signatures from those who are meaningfully interested in enrolling their children, and we have received letters of support from individuals and organizations that align with our mission and believe in the students we aim to serve. We have conducted outreach meetings to solicit input or share information, and we have strategic plans for continued outreach going forward.

Education Plan/School Design. Our educational philosophy is informed by study of high performing, high poverty schools, and is based on research that indicates those levers that underpin achievement for some of our most at-risk and underperforming students.

College Begins in Kindergarten. Only 1 in 10 students from low-income communities will graduate from college.² With an unwavering mindset on college attainment and thus equitable access to life's opportunities, we begin executing on this deeply American promise from day one. Rigorous academics propel students on the path to college, as we believe that all children deserve to be prepared to succeed academically in post-secondary education. The reality is that far too often disadvantaged children are left out of the college education conversation, even as early as in the elementary grades. Attempts to remediate deficits and alter ambitions often occur much later, when it becomes more difficult to convince students that college is possible and to close the achievement gap that makes that reality attainable. All ACE Prep students will have a clear understanding that they are college bound. With a mindset and goal of college, we will ensure that all students are prepared for school and life success.

² Mortenson, Tom. "Family Income and Higher Education Opportunity." *Postsecondary Education Opportunity*. 2005.



Literacy is Everything. We place our emphasis on literacy instruction, the foundation upon which all future academic success is built. The students we aim to serve - those from low income households - arrive at school with academic challenges. On average, they have heard 30 million fewer words than their more affluent peers.³ This language exposure gap creates a large vocabulary and achievement gap before students begin their formal education. We have designed ACE Prep to close this gap for every student. Every day, Kindergarten through Grade 3 students receive 195 minutes of intensive, differentiated literacy lessons taught by two high-capacity teachers. In Grades 4 and 5, content experts provide students 175 minutes of daily literacy instruction. Using the Indiana Academic Standards and the Common Core English Language Arts and Literacy standards as a bar, and building curriculum from high achieving elementary schools, ACE Prep ensures that by third grade, every student is reading at or above grade level.⁴

Teachers Can Change the Game. ACE Prep makes it a priority to recruit, train, and keep the strongest teachers for our students.⁵ High quality teaching will be our hallmark, as we believe that teachers are the game changers that can alter the trajectory of our students' lives and put them on a path towards college. Research shows that teacher quality is the most significant indicator of a student's academic performance⁶: "students with great teachers learn three times as much material in one year as students with ineffective teachers."⁷ We will recruit bright, committed, capable teachers, attracting them with the promise of an environment that welcomes their contributions and invests deeply in their collaborative and individual professional growth through 35 days of annual training, two (2) hours of weekly professional development, and daily informal observations with coaching and feedback occurring throughout the year.

Data Drives Decisions. Committed to the academic success of every student, we value the data that is provided from frequent assessments. This allows us to first evaluate our daily, weekly, and yearly instruction and academic programming, as well as to determine whether and how a student needs academic intervention. Regular data analysis from frequently administered literacy-focused and standards-based assessments will allow teachers to quickly intervene, ensuring all students are mastering grade level standards. Our remediation system includes flexible and systematic components. Non-core academic blocks allow for daily opportunities to tutor and remediate students who demonstrate a lack of mastery of daily objectives. Students who enroll at ACE Prep after Kindergarten are provided individualized academic action plans to strategically support the scaffolding of their academic abilities to meet the high standards of our school.

Structured, Joyful Culture Promotes Academic Achievement. For a school to create and maintain a long-term track record of academic excellence, it must build a positive school

³ Hart, Betty, and Risely, Todd. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*. Spring 2003.

⁴ See the National Research Council stating, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade."

⁵ Lead Founder Anna Shults is the 2007 Indiana State Teacher of the Year (STOY) and has wide access to high-quality teachers across the state due to the STOY network and across the nation due to Building Excellent Schools.

⁶ Saunders, William L., and June C. Rivers. *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996, p.6.

⁷ Gates, Bill. *National Urban League Remarks*. 2011.



culture around character development. Within a structured and joyful school environment, we will establish clear behavioral guidelines, develop and reinforce strong character traits, and always sweat the details. We believe that a rigorous academic program must be delivered in a manner that maximizes enthusiasm and engagement and in which students rise to the expectations set for them. Every adult will embody what increasing numbers of educators are calling a “warm-strict” balance.⁸ Every adult will be consistent and clear, upholding expectations for student behavior, while also exuding a student-centered warmth and joy that must be present in adults educating children.

Character Development Must be Taught and Modeled. We will explicitly teach and model clear character expectations to create a positive, enthusiastic learning environment with no distractions. To ensure that students have the character needed for school and life success, we will explicitly promote the BE GREAT core values – Bravery, Enthusiasm, Growth, Responsibility, Endurance, Achievement, and Team. Language on the BE GREAT values will permeate every classroom throughout the day, and the discipline system is based on a student’s ability to demonstrate these core values throughout the day. We will teach and model these values within the framework of the academic curriculum, daily Morning Motivation, as well as through a weekly character development class. Through these lessons and practical application, students acquire the knowledge, skills, and attitude to impact their classrooms, school, and community.

More Time is Critical. Increased instructional time is at the core of our plan to address our students’ academic needs from the time they enter Kindergarten. At ACE Prep, we are unapologetic about the high academic goals for students. We maximize the daily schedule to provide enough instructional time and enough “time on task” for students to reach these goals. We have a school year of 181 days. Our school days are extended, from 7:45 AM – 3:45 PM, adding over an hour onto the day four days per week over what IPS provides maximizing opportunities to receive high-quality instruction and obtain mastery of content. If we are going to expect families and staff alike to commit to a longer school day, we have the responsibility to ensure that every minutes students have at school is maximized and worthwhile. We prioritize daily instructional time in literacy and math.

Families and Community Members are Essential. Beginning with Home Visits for every child and annual Orientations for every family, ACE Prep offers extensive support to families as they work to support their children’s academic achievement. We will provide frequent, proactive communication with families, and we will create regular opportunities for family involvement to support our college preparatory mission.

High-capacity Leaders Driven Towards Ambitious Goals. Strong leadership creates a clear vision for success defined by ambitious and measurable goals rooted in high professionalism and academic expectations. Strong leadership is driven, dynamic, highly

⁸ Through the BES Fellowship, Lead Founder Anna Shults was able to visit, study, and develop a deep understanding of nationally recognized, high achieving charter schools across the country that embrace a “warm-strict” balance such as DC Prep in Washington, D.C., Nashville Classical in Nashville, TN, and North Star in Newark, NJ. These schools are composed of primarily low-income, minority students and consistently score near 100% proficiency on state tests.



communicative, and growth-oriented.⁹ Leadership is responsible for developing a plan for and implementing the school's procedures, routines, policies, and curriculum. Leadership is responsible for all professional development, staff meetings, employee evaluations, teacher feedback and coaching, and regular conversations regarding the effectiveness of the school. ACE Prep recruits and develops leaders who embody our values, and who can, in turn, hire and train others to embody those values.

Vision for Growth. ACE Prep is a proposed college preparatory K-5 charter school uniquely designed to address the needs of students on the Northeast side of Indianapolis. We will open with 72 students in Kindergarten and 72 students in First Grade (6 classes of 24). We will grow one grade level per year, educating 432 students at full capacity in 2020.¹⁰ The school will be comprised of two academies: the Lower Academy (K-3) with 288 students, and the Upper Academy (4-5) with 144 students. By pacing growth deliberately, we will ensure school culture stays strong and academics remain rigorous. To educate every one of our students on the path to college, we begin in Kindergarten.

Governance and Leadership. Strong governance, community support, and committed leadership are crucial to a charter school's success. ACE Prep will be governed and operated by a diverse, high capacity team of business, education, and civic leaders from across Indianapolis. An experienced group with backgrounds that include education, finance, law, project management, community development, fundraising, and communication, the founding team will transition to the Governing Board, ensuring that ACE Prep has the resources, governance, and leadership to deliver on its mission, meet rigorous accountability goals, and uphold all aspects of the charter. ACE Prep's proposed Head of School Anna Shults brings the national support and training of Building Excellent Schools and as an honored Indiana State Teacher of the Year, she has distinguished herself as a high capacity educator at the local, state, and national levels. Ms. Shults worked at the IN Department of Education overseeing the policy, community outreach, and implementation of IREAD-3, stopping social promotion at the end of third grade if a child is unable to demonstrate grade level reading proficiency. Recognizing the effort necessary to accomplish the ambitious mission of ACE Prep, Ms. Shults has composed a diverse founding team of inspired, driven and high capacity individuals and has garnered strong and wide support from the greater Indianapolis community.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Key Members. ACE Prep is founded and will be governed and operated by a high-capacity team of civic, business, and education leaders. An experienced, well-rounded group whose expertise includes education, community outreach finance, fundraising, law, marketing/communication, targeted enrollment, project management, strategic

⁹ Collins, Jim. *Good to Great*. New York, NY: Harper Collins. 2001.

¹⁰ The slow growth model has been used successfully by BES, a national nonprofit that trains high capacity individuals to found and lead charter schools. Over 60 schools have opened as a result of the BES Fellowship, with vast majority outperforming district/state averages.

planning and business development, founding board members will protect the terms of the charter with every mission-aligned well-executed decision. They will ensure that ACE Prep has the resources, governance, and leadership to meet rigorous accountability targets, remain true to the charter's mission, be faithful stewards of public dollars, and ensure that the school is a financial and academic success. A brief description of each member is provided below, outlining their leadership capacity within Indianapolis. All resumes can be found in **Attachment 1** and all Information Sheets in **Attachment 6**.

Amy Marsh, Director of College and Career Readiness Initiatives, Indiana Chamber of Commerce, has been an educator in various roles for 18 years, all committed to getting students to and through college. Beginning her career in Special Education and transitioning to roles within the guidance department at two large Indianapolis high schools, Ms. Marsh has developed new student orientation programs, developed course scope and sequences designed to put all students on the path to college. As a local resident of the 46220 zip code, Ms. Marsh has deep connections within the community and a vested interest in changing the life trajectory for neighborhood students. As a valued Board member, she brings expertise in higher education, college preparatory curriculum and assessments, community outreach and business development.

Andrea McGordon, Vice President, Private Banking, The National Bank of Indianapolis, has over 25 years of experience in the financial services industry and in the areas of lending, budgets, and adhering to financial policies. Responsible for establishing, growing, and maintaining a portfolio of \$30 million in loans and deposits, Ms. McGordon is a Best and Brightest Nominee and a Center of Leadership Development Nominee for Best in Banking. With extensive governance and board experience, Ms. McGordon has taught Personal Finance, Management and Leadership, and American Business as an adjunct facilitator at Indiana Wesleyan University. She brings deep finance, including nonprofit finance, effective governance, and strategic planning expertise to the Board.

Curt Merlau, State Outreach Manager, Institute for Quality Education, is responsible for the creation, implementation, and management of grassroots efforts to inform and mobilize advocates for quality education policies throughout Indiana. As State Outreach Manager, Mr. Merlau has established best practices for collecting data and using it to inform decision-making; as a former fifth grade teacher in Indianapolis, he brings charter school teaching experience to the Board. Mr. Merlau will bring teaching experience, education policy, community development/outreach, technology skills and website design, and data analysis to the Board.

John Shertzer, Chief Programs Officer of Kiwanis International, is a Senior Director focused on the welfare of children and the character development of youth in a role that oversees all service leadership education programs. Mr. Shertzer brings extensive governance, fundraising, and volunteer management experience to the Board, having supported large fundraising goals and having managed a departmental budget over \$4.5 million, as well as strong community partnerships and experience in nonprofit management, having worked with Leadership Ventures and managing educational offerings for Indianapolis nonprofit community. Mr. Shertzer is graduate of the Stanley K.



Lacey Executive Leadership Series in Indianapolis. Mr. Shertzer will bring fundraising, grant writing, leadership and program development, and community outreach to the Board.

Anna Shults, Lead Founder and Proposed Head of School, is a highly-respected, life-long educator with classroom, state, and national education experience. During her twelve years as an elementary teacher in Hamilton Southeastern Schools, she was honored as Indiana's 2007 Teacher of the Year and was a candidate for National Teacher of the Year in 2008, an honor bestowed upon one educator nationwide by the U.S. President. Ms. Shults worked for three years at the IN Department of Education overseeing the policy, legislation, rule promulgation, assessment development, community outreach and implementation of IREAD-3 and for many, served as the face of the initiative which ended social promotion at the conclusion of third grade if a child is unable to demonstrate grade level reading proficiency. Recruited by Florida's Commissioner of Education, Ms. Shults served as the Deputy Chancellor of Strategic Initiatives at the FL Department of Education, a role that allowed her to oversee the state's Common Core transition and implementation plan. She was sought after by the Bill & Melinda Gates Foundation for a year-long opportunity to lead the Foundation's body of work pertaining to empowering and celebrating teacher-leaders. Ms. Shults is Fellow with Building Excellent Schools, a well-respected national non-profit that trains high capacity individuals to design, found, lead, and sustain high-performing charter schools in our country's most impoverished communities. Ms. Shults holds a BA from Anderson University in Elementary Education and MA from Indiana Wesleyan University in Curriculum and Instruction, is a Sagamore of the Wabash recipient and is a Distinguished Hoosier citizen. Ms. Shults brings deep education experience, superior knowledge of curriculum and instruction, and leadership as the Proposed Head of School and will work closely with the Board, its leaders and committees to ensure our academic and organizational success.

Chasity Thompson, Esq., Assistant Dean in the Office of Professional Development, Robert H. McKinney School of Law at Indiana University, serves as one of five representatives for the state of Indiana on the American Bar Association House of Delegates. In 2011, Ms. Thompson received a presidential citation for her service to the Indiana legal community. In 2012, she was named a Distinguished Fellow by the Indiana Bar Foundation. Ms. Thompson maintains her own legal practice while teaching an entrepreneurial law course at Indiana University Perdue University Indianapolis. Ms. Thompson brings legal expertise to the Board, as well as credibility in governance and higher education.

Elana Thompson, Program Director, Leadership Indianapolis, brings over 13 years of exemplary experience in educating, recruiting, training, and community outreach and is credited for increasing the African American enrollment by 42% while serving as the Assistant Director of School Relations for African American Recruitment at Murray State University. With deep experience in outreach activities, planning community events, production of publications and marketing strategies, fundraising, and public speaking, Ms. Thompson is a life-long advocate of continued learning and advancement. Ms. Thompson is a dedicated and involved community volunteer, a graduate of the Stanley K Lacey Leadership Series in Indianapolis, and a Pi Lambda Theta Educator Honor Society



member. She brings extensive recruitment, enrollment, fundraising, data analysis, and strategic planning experience to the Board.

Roderick Wheeler, Director of Community Impact, at Central Indiana Community Foundation, is a known leader in Indianapolis with experience in creating and leading nationally recognized multi-million dollar community leadership initiatives. He possesses a strong knowledge of public policy, measuring charitable impact, and community improvement strategies, including education reform, college readiness and success, crime prevention, workforce and economic development, health and human services, youth development and child welfare. Mr. Wheeler was appointed by Indiana State Representative Speaker of the House as Commissioner on the Commission on Disproportionality in Youth Services, introducing legislation that became law extending the Twenty-first Century Scholars program eligibility for foster youth. Mr. Wheeler brings extensive community connections, fund development, strategic planning, non-profit management, finance and grant writing to the Board.

2. Development and Planning Partners. We are grateful to many organizations, each a leader within their area of expertise, for their support during the planning process.

Building Excellent Schools. Lead Founder, Anna Shults, is Fellow with Building Excellent Schools (BES). The BES Fellowship is a full-time training program that supports high capacity individuals to design, found, lead, and sustain a high-performing charter school in our nation's poorest communities. Over the course of an intense 12-month period, BES trains, mentors, and supports Fellows to study the highest performing schools, refine elements of their education and business plan, build a strong founding team, and garner wide community support. The Fellowship grounds participants in best practices around: organizational development, instructional design, charter accountability, and leadership. Through a residency in a high-quality urban charter school, ongoing evaluation and consultation, and training specifically focused on school leadership, BES Fellows are prepared to begin the work of running successful schools. BES will provide ongoing support to ACE Prep throughout the planning year and during the first years of operation. BES will provide school and culture audits, which will inform the Board on the progress of the school, and consequently, the effectiveness of the Head of School.

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, allowing schools to become sustainable and self-sufficient while maintaining quality. Lead Founder Anna Shults has received over 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 for start-up and beyond. ACE Prep's proposed six-year budget was developed alongside Abacus' co-founder, who personally has experience and credibility as an external evaluator for ICSB applications, providing financial due-diligence for proposed out-of-state operators.

Charter School Support Services.¹¹ (CSSS), a national nonprofit, provides the services needed to support the school's operational and financial goals. CSSS has acted as a

¹¹ Further information about Charter School Support Services can be found on their website: www.csssinc.org.



strategic partner to ACE Prep leading all aspects of facility search and acquisition. CCSS will purchase and up-fit the Hillside property offering comprehensive facility development and acting on behalf of ACE Prep in construction meetings, inspections, and warranty reviews. CCSS will acquire and lease FFE and technology based on the school model and provide property management services. Rent will be scaled to match yearly enrollment, with the goal of full property ownership transferring to ACE Prep by Y5. CCSS will also provide general problem solving and ongoing consulting on school operations.

INISchools. The Indiana Network of Independent Schools (INISchools)¹², a local nonprofit organization under Goodwill Education Initiatives, will provide back-office support to ACE Prep beginning in the planning year in the areas of accounting and finance, data management and 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 ACE Prep has the tools, systems, and procedures necessary to be fully compliant on all state and federal accountability measures. **Figure 1** outlines contracted services provided by INISchools, all of which have been accounted for in the budget unless otherwise noted.

Figure 1: Back-Office Support		
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 IRS tax forms • Review accounting records for annual audit 	<ul style="list-style-type: none"> • Preliminary consultation to assess school's needs in YO • Review of internal SPED organization system • Evaluation of state/federal compliance • Speech/language service¹³ • Additional therapies to support student needs¹⁴ • 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"> • Set up of calendar system for state, federal and authorizer reporting • Set up 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 Group's Circumstances and Motivations. Anna Shults assembled the Founding Group starting in October 2014; each member was selected based upon mission alignment, commitment to the greater Indianapolis community, and a professional skill set that could contribute to the successful founding and governance of

¹² Further information about INISchools can be found on their website: www.inischools.org.

¹³ Provided by INISchools or an approved third party on an as needed basis and not included in budget.

¹⁴ Provided by INISchools or an approved third party on an as needed basis and not included in budget.



a charter school. Epitomizing active and effective representation of key stakeholders, the Founding Board is comprised of a diverse, talented group of professionals, including community, education, business and civic leaders, one we will name as Head of School. These individuals bring technical and professional skills in areas such as law, finance, marketing and community development and a powerful belief in the promise of every child and the critical role that elementary grades must play in the successful school and life trajectory of every student. This group has reviewed, contributed to, and supported all aspects of the charter application and school design, has engaged in community outreach events with the Lead Founder, and is in continued, productive conversations with additional high-quality, mission-aligned candidates for the founding team.

The Board of Directors uses the following criteria to identify potential Board candidates: (a) Expertise aligned with the needs to the Board at any given time including: Law, Finance/accounting, Senior management, Strategic planning, Community outreach, Development, Marketing/PR, Governance, Human resources, Education, Facilities/real estate; (b) Alignment with ACE Prep's mission and educational approach; (c) Commitment to the proposed community; (d) Availability and energy to participate fully in Board meetings, retreats, and school and community events; (e) Access to personal networks capable of supporting/assisting with ACE Prep's development; and (f) Ability to work well with others and to put the school's goals before personal agendas.

School Leader and Leadership Team. The Head of School is critical to the success of ACE Prep; the Board takes the appropriate measures to ensure the candidate hired in this position is aligned to the mission of the school, qualified per all hiring criteria, and able to execute on details that will ensure the realization of the mission and vision of the school.

1. Identified Head of School and Leadership Training. Anna Shults, Lead Founder and proposed Head of School, is a highly-respected, life-long educator, with classroom, state, and national education experience. During her twelve years as an elementary teacher in Hamilton Southeastern Schools, she was honored as Indiana's 2007 Teacher of the Year and was candidate for the National Teacher of the Year award in 2008. Further detail on Ms. Shults' qualifications can be found in **Attachment 2**.

Training and Development of Head of School. **Figure 2** outlines critical topics addressed during the course of the BES Fellowship.

Figure 2: Building Excellent Schools Training and Development		
<p>Educational Purpose</p> <p>Mission/Vision/Philosophy Program Teaching Learning Theory Child development Purpose of Education</p>	<p>Fiscal Management</p> <p>Banking Fund Development Grant Writing Establishing a Non-Profit Budgeting/Financial Planning Internal Financial Controls</p>	<p>Human Resources</p> <p>Retention Recruitment Compensation Personnel Policies Hiring and Promotion Performance Evaluations</p>
<p>Outreach/Public Relations</p> <p>Parent Involvement Community Involvement Recruitment and Enrollment</p>	<p>Assessment</p> <p>Assessment/Accountability Performance Standards PARCC/Data Analysis</p>	<p>Data and Technology</p> <p>Data Collection and Analysis Technology in Schools Management/Technology</p>



Charter School History Needs Assessment No Child Left Behind History of Charter Schools History of Education Reform	Infrastructure and Facility Transportation Facility Financing Food Nutrition/Heath Communication System	Curriculum Curriculum Special Education/ELL High-Ability Students Below-Grade-Level Learners
School Culture Supervision School Culture School Growth Use of Time Professional Development Discipline/Code of Conduct	Planning and Renewal Action Planning Charter Renewal Strategic Planning Accountability Planning	Ongoing Training Residency/School Visits Board of Directors Writing Workshops Computer Technology Community Development Community Leadership

2. Immediate Staffing and Compensation Plan. Ms. Shults will work full-time throughout the authorization process and lead the development of ACE Prep after approval. Building Excellent Schools (BES) will continue to provide Ms. Shults a stipend through August of 2015, after which a planning grant through the Walton Family Foundation (WFF) will provide compensation until the 2016-2017 school year begins. The WFF is a BES grant partner and provides start-up funding to BES Fellows upon authorization. Ms. Shults' qualifications can be found in **Attachment 2**. BES letter regarding the WFF partnership/grant funding can be found in **Attachment 18**.

3. Responsibilities and Qualifications of School's Administrative/Management Team. A strong leadership team is a driving force behind successful schools and outstanding academic achievement. The Board delegates all management and administrative responsibilities to a high capacity, mission-driven Head of School. The common requirements for any member of the leadership team are: Deep belief in the mission; Alignment with our BE GREAT values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, Team; Unwavering belief that all children, regardless of demographics, can achieve at high academic levels; Growth mindset with an ability to self-reflect, an openness to feedback, and a commitment to personal and professional growth; Outstanding work ethic, ability to take responsibility for and perform several tasks, to a high quality; Team orientation with sense of humor and the ability not to take one's self too seriously; Love of children coupled with passion for challenging children to perform at their best; Ability to work in a fast-paced, flexible, high-stress environment; and Demonstrated ability to work diligently through challenges as a problem solver.

Figure 3 outlines the leadership team through full K-5 enrollment. With each progressing level of organization, the school has adjusted staffing needs and responsibilities.

Figure 3: Leadership Team					
Position	2016-17 Y1	2017-18 Y2	2018-19 Y3	2019-20 Y4	2020-21 Y5
Head of School	1	1	1	1	1
Operations Manager	1	1	1	1	1
Dean of Culture	1	1	1	1	1
Development and Community Outreach Coordinator	.5	.5	1	1	1

Coordinator of Special Education	.5	1	1	1.5	2
Director of Lower Academy (Gr K-3)					.5
Director of Upper Academy (Gr 4-5)					.5

Brief description of administration/management, including the roles and responsibilities of the school leader and additional key personnel are listed below. Further information on qualifications and responsibilities for each position can be found in **Attachment 3**.

The **Head of School** is the school's chief executive officer and is responsible for the success of the school's academic program, financial management, and organizational health. The Head of School is entrusted with advancing the school's mission, maintaining the organization's financial viability, and determining the future direction of the school in accordance with the mission. The Head of School works closely with the Board and all of its committees to ensure the success of the organization. The Head of School is the only staff member hired by, reporting to, and evaluated by the Board. The **Operations Manager** works closely with the Head of School to ensure that all operations effectively and efficiently support the mission. With the guidance of the Head of School and support of a back-office vendor, the Operations Manager develops and implements the annual budget, coordinates all external and internal operations, manages vendor relationships and procurement requirements, and in collaboration with the Head of School supports fundraising and grant writing. The Operations Manager is hired by, reports to, and is evaluated by the Head of School. The **Dean of Culture** works closely with the Head of School to ensure that the school culture is one of structure and joy. With the guidance of the Head of School, the Dean of Culture trains staff, families, and students on our BE GREAT core values; maintains student's behavioral records; ensures attendance and Life Work (homework) are accurately recorded; serves as the first point of contact for parents; ensures appropriate notification is given to parents regarding all non-academic student matters. The Dean of Culture is hired by, reports to, and is evaluated by the Head of School. The **Development and Community Outreach Coordinator** oversees enrollment and the lottery, managing relationships with families throughout this process including all intake requirements. S/he seeks collaborative opportunities with community partners and, with the guidance of the Head of School, conducts fundraising efforts aligned to annual goals set by the Board. The Development and Community Outreach Coordinator is hired by the Head of School, reports to the Operations Manager, and, with input from of the Head of School, is evaluated by the Operations Manager. The **Coordinator of Special Education** is a licensed special educator who oversees the targeted academic needs of all students, and particularly those with disabilities. Working with the Head of School and Dean of Culture, the Coordinator oversees the delivery of all special education services and the IEP process, ensuring all regulatory compliance, provides specialized instruction and targeted supports as needed, and works to ensure the success of every student at a high level. The Coordinator of Special Education is hired by, reports to, and is evaluated by the Head of School.

At full capacity, ACE Prep will be divided into two Academies: the Lower Academy for Grades K-3 and the Upper Academy for Grades 4-5. Each Academy will have a part-time Director, serving half the day in an instructional capacity and half the day responsible for overseeing curriculum development and lesson plan review, teacher



coaching, and facilitation of professional development directly aligned to teacher needs. Both of these positions will be cultivated from talent within our staff and Directors will be compensated on a different scale for each portion of their day.

Governance

Legal Status and Governing Documents. ACE Prep registered its name in September, 2014 and filed Articles of Incorporation in Indiana under ACE Preparatory, Inc. in February, 2015. ACE Preparatory, Inc. is the legal entity that will establish and operate the school. ACE Prep is fully incorporated with Bylaws and has filed for federal tax-exempt status from the IRS by submitting a 501(c)(3) application. The governance documents can be found in **Attachment 4**. The Statement of Assurances can be found in **Attachment 5**.

Governing Board

1. Governance Structure and Composition. The Board of Directors will serve as the school's governing body and will consist of no fewer than seven (7) and no more than fifteen (15) members. The control and governance of ACE Prep 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. As a governing body, the Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of ACE Prep. As the key volunteer leadership of the school, Board members commit to: Developing and providing oversight of policies and procedures for the school; Managing resources effectively; Monitoring educational programs, ensuring alignment w/mission and goal execution; Selecting, supporting and evaluating the Head of School; Ensuring effective long-term business and organizational planning; Supporting the organization financially; Taking initiative in connecting the organization with opportunities for funding; and Enhancing the school's image in the community

The Founding Team has eight members; seven will serve on the Governing Board and one we intend to name as Head of School. This group has reviewed, contributed to, and supported all aspects of the charter application and school design. The Board continues to develop its membership, and is in productive discussion with additional candidates. Founding Board membership, outlined in **Figure 4**, includes a diverse array of Indianapolis's civic leadership. Skills include curriculum, instruction, assessment, data analysis, operations, accounting, finance, fundraising, community development, law, education policy, marketing, and governance. Lead Founder Anna Shultz is the proposed Head of School; all other members will transition to the Governing Board upon charter authorization. Board member information Sheets can be found in **Attachment 6**.

Figure 4: Founding Board Expertise

Founding Board Member	Area of Expertise
Anna Shults Lead Founder, Proposed Head of School Building Excellent Schools Fellow	Leadership, Education Policy, Curriculum, Instruction, Assessment, Data Analysis
Amy Marsh Director of College and Career Readiness Initiatives, IN Chamber of Commerce	Community Outreach, Business Partnerships, College Advising, Curriculum/Assessment



Andrea McGordon VP of Private Banking, Bank of Indianapolis	Finance, Accounting, Budgets, Governance
Curt Merlau State Outreach Manager, Institute for Quality Education	Community Outreach, Education Policy, Curriculum/Instruction, Assessment/Data Analysis, Recruitment/Enrollment, Community Development, Technology
John Shertzer Chief Programs Officer , Kiwanis International	Community Outreach, Program Development, Fundraising, Governance, Grant Writing, Curriculum, Instruction, Leadership
Chasity Thompson, Esq. Assistant Dean, Office of Professional Development IU School of Law	Law, Higher Education, Leadership, Small Business Owner, Governance
Elana Thompson Program Director, Leadership Indianapolis	Fundraising, Recruitment, Enrollment, Marketing/Advertising, Data Analysis, Community Development, Community Outreach, Leadership, Higher Education
Roderick Wheeler Director of Community Impact, Central Indiana Community Foundation	Community Outreach, Finance, Fundraising, Grant Writing, Human Resources, Governance, Leadership Development

2. Pre-Existing Nonprofit Organization – Not Applicable.

3. Governing Entity’s Responsibilities. A Board of Directors will govern ACE Prep. It will hold the charter and ensure accountability to its mission, financial viability, and adherence to the charter’s terms. The Board will maintain officers, conduct work through a committee structure, and maintain an odd number of members for voting purposes. Upon charter approval, the Board will hold an organizational meeting and officially transition to a Governing Board. Operating in accordance with its Bylaws and Conflict of Interest Policy, the Board will hire its chief executive, approve key policies, and approve the upcoming calendar of meetings. The Board will immediately share the calendar to comply with Open Meeting Laws and consider community participation during the start-up year. The Board’s work will be led by its officers and executed largely through its committee structure and will fully comply with the Open Meeting Laws. The Governing body will post notices 48 hours in advance of Board meetings, place the agenda at the entrance of the meeting’s location prior to the meeting, and make available copies of the meeting’s memoranda within 72 hours after the meeting.

Officers are elected by the Board and include Chair, Vice-Chair, Secretary, and Treasurer. New officers may be added and filled at any meeting of the Board. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the Directors is present. In drafting and approving school policies, the Board of Directors will adhere to the following decision-making process: conduct Board level discussion; assign member to draft policy; write first draft of policy; and present policy to Board for approval.

ACE Prep will implement financial policies and practices to ensure the long-term viability of the school, including maintaining a balanced budget and conducting an annual audit of financial statements. The Board will create and maintain a comprehensive



budgeting process and a system of fiscal checks and balances. The Finance Committee will work closely with the Head of School and external finance back office provider to develop and execute responsible fiscal policies and practices. Every month, the Finance Committee will report to the Board on the financial health of the school using all meaningful financial statements and in collaboration with the back office provider.

4. Procedures. Initial members of the Founding Board began to meet in November, 2014, and the entire team has been meeting monthly in formal meetings since January, 2015 to address the authorization process, start-up activities, and community outreach. We held our first Annual Board Retreat in January, a seven-hour meeting facilitated by Ms. Shults. Topics discussed at length included key principles of school design, needs of the surrounding community, enrollment targets, and the role of the Board during various stages of ACE Prep's development. In February, the Founding Board voted unanimously to approve ACE Prep's proposed Bylaws and Conflict of Interest and Code of Ethics policies. In March, the Board initiated the process of obtaining 501(c)(3) status from the Federal Government, with all paperwork completed by our Board attorney and filed on March 9, 2015. See **Attachment 4** for ACE Prep's bylaws and **Attachment 7** for our Conflict of Interest and Code of Ethics policies, as well as verification of 501(c)(3) filing.

The Founding Team communicates weekly through formal group emails, and more frequently regarding community outreach events ongoing via shared documents and shared calendar. Upon authorization, the group will continue to meet monthly for ninety minutes at least 10 times per year in a public space accessible by the community with pre-announced meetings, in accordance with Indiana Open Meetings Law. The Board will record minutes of all meetings and make these publicly available on our website, in addition to other necessary documents, in accordance with the IN Public Access Law.

The Board of Directors will have several standing committees dedicated to oversight. Committees may be added as needed through the formal resolution process by the Board. The initial standing committees of the Board include Governance, Academic Performance, Finance, with a sub-committee dedicated to Fund Development. Each committee conducts the work of the Board, and serve as reporting and advisory bodies to the Board as a whole, as the Board is charged with taking votes and making decisions as a body. These committees will also meet monthly, between Board meetings, will be goal-driven, and will present formal reports to the Board each month in public meeting.

The **Governance Committee** builds and maintains an effective Board for the charter school. Specifically, the Governance Committee: identifies, recruits, and nominates persons to serve as members and officers of the Board of Directors; orients and trains new and current Board members; supervises adoption and implementation of Board policies, bylaws, and due diligence functions; and oversees annual evaluation processes of each Board member and the Board as a whole as measured against Board responsibilities and performance expectations. For a variety of reasons, at-large vacancies may occur on the Board during the period between elections. When these occur, it is the responsibility of the Governance Committee to recommend a suitable candidate for appointment by the Board to fill the vacancy. The Governance Committee reports to the full Board and maintains consistent communication with management. The **Academic Performance**



Committee maintains oversight of the school's performance against academic goals articulated and adopted in the accountability plan. While all Board members will regularly review and discuss student achievement progress and metrics, the committee has specific responsibilities: define and refine what academic achievement means for ACE Prep; collaborate with the Head of School to set annual achievement goals to be presented to/approved by the Board and devise clear ways to measure progress towards goals; arrange for Board training on issues related to academic oversight and achievement; educate Board members about the adopted academic goals and assessment tools and their relation to the mission. Experience in organizational management, instructional leadership, and/or a desire to develop expertise in these areas are important qualifications. The Committee reports to the full Board and maintains consistent communication with management. The **Finance Committee** coordinates the Board's financial oversight responsibilities by recommending fiscal policy to the Board and monitoring implementation. The committee provides Board oversight of the annual financial audit. Members of the Financial Committee will be the Treasurer who will serve as the Chair, the Board Chair who will serve as an *ex-officio* member, together with other directors appointed by the chair with the advice and consent of the Board in accordance with Bylaws. The Finance Committee: monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implantation and financial procedures; oversees compliance with federal, state, and other financial reporting requirements; and helps the full Board understand the organization's financial standing. In order to fulfill these responsibilities, the Finance Committee: (a) Reviews adequacy of the organization's internal control structure; (b) Reviews activities, organizational structure, and qualifications of internal audit; (c) Reviews policies/procedures in effect for review of executive compensation/benefits; (d) If necessary, institutes special investigation and, if appropriate, hires special counsel or experts to assist; and (e) Performs other oversight functions as requested by the full Board. The Treasurer will chair this committee and members should have a strong background in accounting, finance, or business. The Finance Committee reports to the full Board and maintains constant communication with management. The back-office-provider, Head of School, and Board Treasurer will have monthly calls in advance of the Board meeting to review monthly financial statements. The **Fund Development Committee** leads the Board's participation in resource development and fundraising by developing a culture of philanthropy among members. While all Board members are expected to support fund development efforts, and all members make individual meaningful contributions so that the Board every year is a fully giving Board, the committee has specific responsibilities. The committee: (a) Ensures that all individual Board members contributions are made annually; (b) Reviews and recommends the school's annual fundraising plan for adoption; (c) Strategizes with the Head of School to maximize relationships for the benefit of the school and to engage Board members in specific fund development efforts; and (d) Provides regular updates to the Board regarding the school's fundraising activities and outcomes. A commitment to building a culture of philanthropy and prior fund development experience and/or a desire to develop expertise in this area are important qualifications. The Fund



Development Committee reports to the full Board and maintains consistent communication with management.

5. Ethics and Conflicts of Interest. As faithful stewards of the public trust, we have adopted a Conflict of Interest Policy to protect ACE Prep's interest when entering into transactions. When contemplating entering into a transaction or agreement, the Board will consult the Conflict of Interest policy to determine if any conflict exists. In the event a conflict is determined, the transaction or agreement will be dissolved. Any motion to approve transactions or policies will be discussed in the frame of the adopted Code of Ethics to determine if the final decision is good practice and ensures high academic standards, creates a financially sustainable school, and provides effective oversight. We will review the Code of Ethics and Conflict of Interest Policy annually. We include our Code of Ethics and Conflict of Interest Policy in **Attachment 7**.

6. Advisory Bodies. Several advisory bodies will inform our work. **Families for ACE Prep** in an advisory council and active working parent group that will: provide ongoing feedback to management during monthly coffee gatherings with the Head of School and twice per year to the Board through presentation of family survey results and sharing of the parents' perspective; support distribution and collection of Parent Satisfaction Surveys to the parent community; planning and assisting to facilitate "University Nights"; joining canvassing and student recruitment events; organizing an emergency parent phone chain; and designing volunteer projects to support the school. While they will have ample opportunities to provide feedback with school management and regular opportunity to provide council to the Board, the Families for ACE Prep council will not be responsible for developing or implementing school policies. **Community Outreach Council** will be founded in Year 1 to build and maintain community support, ensuring that local residents are engaged and involved in the school, and ensuring that the school is a strong partner to community organizations. This Committee is populated by a number of community members, will interact with management through the roles of the Head of School and more specifically the role of Development and Community Outreach Coordinator and will report directly to the Board. **Professional Advisory Council**, founded in Year 0, is comprised of mission-aligned state and local leaders with a desire to dedicate professional expertise in various phases of school start-up around the strategic, operational, curricular, and financial issues we will face. This group serves in an advisory capacity and does not vote, but is subject to school policies governing conflict of interest and ethics. Advisors are included in **Figure 5**.

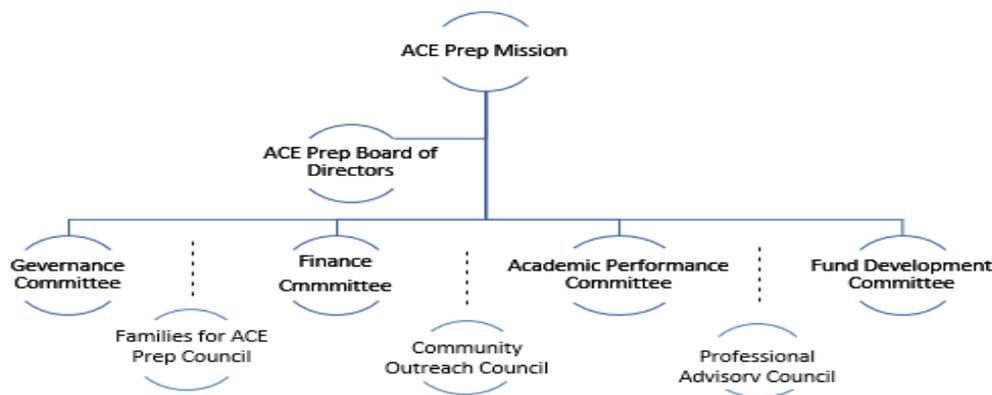
Figure 5: ACE Prep Advisory Council	
Council Member	Area of Expertise
Dr. Tony Bennett Education Consultant <i>Former IN State Superintendent of Public Instruction, Commissioner of FL, District Superintendent, Principal</i>	<ul style="list-style-type: none"> • State accountability • Education policy and law • Strategic Planning and innovation • Fundraising • Assessment and college readiness
Dr. Carlotta Coopriider Leadership Coach Teach Plus	<ul style="list-style-type: none"> • Staff development • Coaching • Curriculum and assessment



<i>Former Charter School Principal</i>	<ul style="list-style-type: none"> • Community engagement
Ann Davis Director, Bureau of Quality Improvement Services IN Family Social Service Agency <i>Former Elementary Principal, State Director of SPED, Director of Accountability at ISCB</i>	<ul style="list-style-type: none"> • Special Education law and services • Title II / Title III • State compliance and reporting • Student and family services • Charter school accountability • Staff development
Dr. Lee Ann Kwiatkowski Assistant Superintendent, School Improvement MSD Warren Township <i>Former State Director of School Turnaround, Director of Early Childhood</i>	<ul style="list-style-type: none"> • Title I • State compliance and reporting • Grant management • School culture • Early childhood education • Instructional technology
Pat Mapes Chairman IN Education Employment Relations Board <i>Former IN District Superintendent</i>	<ul style="list-style-type: none"> • Human resources • School finance and budgets • Operations and facilities • Teacher evaluation • Procurement and contracts
John Wolf State Literacy Specialist Indiana Department of Education <i>Over thirty years of literacy experience</i>	<ul style="list-style-type: none"> • Reading development/early literacy • Curriculum and assessment • Instructional resources • Staff development

Figure 6 represents the committees and council structure for Ace Prep.

Figure 6: ACE Prep Board Committees and Advisory Councils



7. Grievance Process. Any individual or group may bring complaints and/or objections to Board policies or decisions, administrative procedures, or school practices to the Board. Complaints should be submitted in writing to the Board at least one week prior to the next Board meeting. (No official documents are necessary for filling a complaint/objection, but must be done so in writing either through the mail service, delivery to the school in a sealed envelope, or email.) Complaints submitted later will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the



individual or group presenting the complaint. The Board, as necessary, may direct the Head of School or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required. The school will provide an annual Student and Family Handbook to each enrolled family, review its elements, and as updated, during annual Family Orientations, and the Handbook will outline all school policies, practices, and procedures, along with a formal grievance policy.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

1. Instructional Framework. ACE Prep's mission is to educate all K-5 students for school success and lives of opportunity, built upon rigorous academics and a robust curriculum. Our curricular design and instructional strategies are rooted in scientifically-based research and the successful practices of high-poverty, high-performing charter schools¹⁵ working successfully with urban populations across the county. Using the IN Academic Standards adopted in April of 2014 by the State Board of Education, and enhancing them with the additional demands of Common Core, students will be provided a college preparatory education beginning in Kindergarten. We align standards vertically to ensure students do not miss skills necessary for success in the following grade, and horizontally to make connections across content areas. This means, for example, that as students learn about incorporating strong voice into their writing, they are focused on identifying a character's voice in a fictional text or analyzing historical perspective in social studies. To develop our curriculum, each summer teachers work in grade level teams with their academic standards to plan for the year's curriculum by analyzing standards-based assessments aligned to the ACE Prep scope and sequence to divide the year into units of study. Teachers begin each school year with a detailed roadmap of instructional topics and clear benchmarks to hit for mastery along the way. Throughout the year, teachers complete daily/weekly lesson planning templates and submit them to the Head of School prior to teaching each lesson. Our administration then provides targeted feedback for revisions in advance of the lesson being taught.

To provide the quality and depth of instruction that will best prepare students with the academic foundation necessary for success in middle school, achievement in high school, graduation from college, and success in life, Our leadership team reviews and vets curricular materials for each subject and grade level to determine which are most developmentally appropriate, academically rigorous, and highly engaging. In reviewing textbooks and other curricular resources, we consider the following factors: **(a)** alignment to the IN Academic Standards; **(b)** enhanced cohesion to the Common Core State Standards; **(c)** basis in scientific research; **(d)** degree of use in high performing urban schools; and **(e)** proven effectiveness with special populations of students. Because we

¹⁵ Through the BES Fellowship, Anna Shults visited, studied and developed a deep understanding of nationally recognized, high, achieving charter schools such as Brooke in Boston, MA, DC Prep in Washington D.C., and Nashville Classical in Nashville, TN. These schools are composed of primarily low-income, minority students and consistently score in the top percentile on state and national tests.

stand firm on the belief that literacy is everything and is the best lever for future academic success, we review content area materials for inclusion of grade-level appropriate reading and writing skills and analyze the level of vocabulary throughout the text. Our understanding of Indiana's expectations for students in K-5 and our in-depth knowledge of the Common Core State Standards, led us to the selection of the following curricular materials as outlined in **Figure 7**. Each year we will evaluate the success of our curricular models and materials and make adjustments to better meet the needs of our students.

Figure 7: Proposed Core Academic Curricular Materials Grades K-5				
Grade Level	Literacy	Mathematics	Science	Social Studies
K	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Phonemic Awareness: Orton Gillingham Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman
1	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Phonics: Orton Gillingham Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman
2	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Phonics: Orton Gillingham Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman
3	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Vocabulary: Words Their Way Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman
4	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Vocabulary: Words Their Way Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman
5	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Vocabulary: Words Their Way Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman

2. Instructional Strategies. Based on best practices from urban schools eliminating the achievement gap nationwide, teachers will be taught the practices below during summer professional development so they can execute from day one. Additional support and individualized feedback from the Head of School will be shared weekly.



Standards-based Curriculum and Instruction. Curriculum is designed upon Indiana's Academic Standards and aligns to the Common Core State Standards (CCSS). Teachers are trained in analyzing standards and unpacking them to uncover their primary objective and build their daily lesson plans and longer units of study in a manner best suited for achieving the desired student outcome. **Use Data Every Day.** Sequential instruction leads students to a standard and a goal, not just to the next topic. We use data daily to guarantee students make progress towards end-of-year goals and long term targets. Although a significant amount of data is generated by school-wide assessments, each teacher uses data to inform instruction for each objective. The frequent use of standards-driven assessment data notifies teachers if mastery is occurring at the appropriate pace or if more intensive instruction is required. **Systematic Checks for Understanding.** Assessing students' learning on an ongoing basis is pivotal to track progress aligned to grade-level and individual goals. Effective checks for understanding are intentional and purposeful. Methods to ensure effective checks include: direct questioning and paraphrasing, written response, think-pair-share, small group or partner discussion, use of signs or cues, or choral response. **Co-teaching model.** The biggest lever in meeting our ambitious, attainable academic goals is with game-changing teachers. For literacy instruction, all classrooms have two certified full time teachers – a homeroom teacher and a literacy teacher. Planning as a larger grade level team, a 1.5 teacher model allows teachers to practice and perfect a portion of their daily instruction and deliver it in small learning groups. **Strong emphasis on differentiated instruction.** Our small class size and co-teaching model in key subjects ensures we are proactively reaching all learners in a manner that individualizes instruction based on recent data, teacher observations, and overall class performance. Using data during literacy rotations allows teachers to differentiate instruction in small groups, working with groups of six for 30 minutes at a time. **Taxonomy of Teaching.** We use a variety of academic, behavioral and advanced instructional techniques that reinforce student expectations and build high levels of student engagement. We provide training on selected techniques throughout the year. **Small group and one-on-one tutoring.** Targeted interventions throughout the day allow for opportunities to deliver focused instruction in precise areas of concern and to reteach concepts not mastered. Assessment data is used to inform our tutoring practices, which occur at the end of every day. **Individualized Computer-based Learning.** Students spend 30 minutes on the computer daily as a key component of our literacy rotations. Reading software specifically designed to supplement core reading instruction, such as Istation for K-5, will be computer adaptive, allowing for individualized and targeted instruction derived from scientifically-based reading research. Assessment data on phonics, phonemic awareness, vocabulary, fluency, and comprehension gathered from the software provides teachers with another indicator of a student's progress, as well as targeted interventions, specific tools, and interactive literature designed to elevate students to on-grade level reading and beyond.

3. Core Curriculum Scope and Sequence. Attachment 8 provides scope and sequence document(s) illustrating how curriculum is integrated across subjects and K-5. For curriculum not yet fully developed, a timeline for creation of these materials is provided.

4. Blended Learning Operators – Not applicable.



Pupil Performance Standards

1. Exit Standards. In order to set students up for future school success we have adopted rigorous exit and promotion standards that can be found in **Attachment 9**.

2. Promotion Policies. ACE Prep's promotion policy is rooted in a balance of understanding that while students learn at different rates, and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. Such a policy ensures that a student can be successful in the academic opportunities and challenges of the next grade level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, s/he will be retained and we will develop an individualized plan with teachers and the family to support student success the next year.

Three factors will be considered for promotion: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused. All promotion requirements will be communicated to families upon enrollment. **Figure 8** communicates grade level promotion requirements at ACE Prep.

Figure 8: Promotion Criteria				
Grade Level	Attendance Requirement	Grade Component	STEP Level Requirement	Final Exam Requirement
K-2	Absent ≤ 15 days	Math interim tests average ≥ 70%	K= STEP 3 or higher 1= STEP 6 or higher 2=STEP 9 or higher	NA
3	Absent ≤ 15 days	Math interim tests average ≥ 70%	3= STEP 12 or higher OR 5 STEP levels of growth	Must pass IREAD-3 per all state guidelines ¹⁶
4-5	Absent ≤ 15 days	All interim tests average ≥ 75% (ELA, Math, Science, Social Studies)	NA	All final exam scores average ≥ 75% (ELA, Math, Science, Social Studies)

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, the IN Academic Standards and CCSS. Teachers are trained on our grading policy and methodology during summer professional development and work throughout the year with the Head of School to ensure grades are calibrated and assigned in a fair and consistent manner that corresponds with mastery of rigorous, college preparatory standards.

¹⁶ As per Indiana Rule 3.1, students must demonstrate proficiency on IREAD-3 in order to be promoted to the next grade level and counted as a Fourth Grade student. IREAD-3 scores trump all other promotion criteria for Grade 3 students.

Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching student to take responsibility for their educational futures. Students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness during which we provide school support and tutoring and which does not impact attendance averages. We communicate regularly with families to ensure that every student is able to meet our attendance requirements, including daily/weekly progress reports, three formal report cards, and the requirement that all classroom teachers speak with all families a minimum of one time monthly. The school's front office closely monitors attendance day-to-day. Families must meet with the Head of School once a student has accumulated over five absences and we will work to create and support attendance action plans.

If a student needs to repeat a grade, the Head of School and Dean of Culture will meet with the student and family to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. ACE Prep will work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of all students.

High School Graduation Requirements – Not Applicable

School Calendar and Schedule

One of our most mission driven elements is time - and what we do with it at ACE Prep.

1. Calendar and Schedule. Like many high performing urban charter schools effectively closing the academic gaps of incoming student populations, our students and teachers benefit from an extended school day and school year. We will adopt a calendar of 181 instructional days divided into trimesters and closely aligned to the Indianapolis Public School (IPS) proposed calendar for 2016-2017. Our first day of school August 1, 2016; the last day is May 31, 2017. We provide 35 days of professional development, 18 before the school year, 15 during the year, and 2 at the end of the school year.

Each school day begins at 7:00 AM for staff and we open our doors at 7:30 AM for breakfast. Student arrive daily by 7:45 AM and stay until 3:45 on Mondays, Tuesday, Thursdays, and Fridays; Wednesday we operate until 2:00 PM. This schedule allows us to provide an additional 4 hours and 35 instructional minutes per week and an additional 180.5 instructional hours per year, or an additional 26.4 standard IPS school days.

Students in K-3 receive 195 minutes of daily literacy and 120 minutes of math instruction with a focus on problem solving for a full 60 minutes. Social studies and science instruction do not occur on the same day. Instead, curricular units lasting three weeks at a time will be internally designed and 30 minutes per day will be devoted to either social studies or science instruction. To balance learning over the trimesters, Lower Academy teachers will teach one complete unit of social studies and transition into one unit of science.

Upper Academy Grades 4-5 students receive 175 minutes of literacy instruction daily, allowing for in-depth literature analysis in small group Book Clubs for 30 minutes. Math instruction remains two hours. Social studies and science continue to be taught in units, with themes weaving into literacy instruction for interconnected units of study.



Our daily schedule maximizes student learning and teacher collaboration. **Figures 9 and 10** illustrate the two schedules we will offer in Grade 1. These complimentary schedules allow us to have 1.5 FTE teachers for every set of two classrooms, and to schedule teachers so that all literacy instruction has two teachers in the classroom working with small groups. With class size at 24, a two-teacher model during core literacy instruction allows for four flexible groups with six students each rotating through four 30-minute literacy stations daily. Two stations occur with direct instruction from either the classroom teacher or the literacy teacher differentiated to meet the needs of the group and designed around grade level skills and objectives. During the third rotation students move in their same small group of six to a computer for adaptive, supplemental reading instruction using software such as Istation. The fourth rotation is independent work – either sustained silent reading, independent skill practice, or an engaging center reinforcing a skill previously learned, allowing for true independence. These schedules enable the school to use a two-teacher model for literacy in an economically viable manner. The second teacher per each set of two classrooms is a Literacy Teacher, and focuses on literacy instruction – specifically phonemic awareness, phonics, fluency and writing. The schedule allows opportunities for staff to insert joyful cheers, breaks, or structured games.

Figure 9: Sample Grade 1 Schedule A		Figure 10: Sample Grade 1 Schedule B	
Homeroom: Marian University		Homeroom: University of Indianapolis	
7:30-8:00	Arrival, Breakfast, Morning Routines	Arrival, Breakfast, Morning Routines	7:30-8:00
8:00-8:10	Morning Motivation	Morning Motivation	8:00-8:10
8:10-9:10	Math Meeting & Focus Lesson	Literacy Rotation 1	8:10-8:40
		Literacy Rotation 2	8:40-9:10
9:10-10:10	Math Rotations & Problem Solving	Literacy Rotation 3	9:10-9:40
		Literacy Rotation 4	9:40-10:10
10:10-10:15	Transition		10:10-10:15
10:15-10:45	Literacy Rotation 1	Math Meeting & Focus Lesson	10:15-11:15
10:45-11:15	Literacy Rotation 2		
11:15-11:35	Snack & Restroom Break		11:15-11:35
11:35-12:05	Literacy Rotation 3	Math Rotations & Problem Solving	11:35-12:35
12:05-12:35	Literacy Rotation 4		
12:35-1:10	Lunch and Recess		12:35-1:10
1:10-1:40	Guided Reading/Read Aloud	Guided Reading/Read Aloud	1:10-1:40
1:40-2:10	Writers Workshop	Writers Workshop	1:40-2:10
2:10-2:40	Enrichment	Science/Social Studies & Informational Writing	2:10-2:40
2:40-3:10	Science/Social Studies & Informational Writing	Enrichment	2:40-3:10
3:10-3:40	LEAP Time (Learn, Enrich And Practice)	LEAP Time (Learn, Enrich And Practice)	3:10-3:40
3:40-3:45	Pack-Up, Dismissal	Pack-Up, Dismissal	3:40-3:45



The school calendar and daily schedule include key elements designed to implement ACE Prep's mission and can be found in **Attachment 10**.

School Culture

1. Promoting Positive Academic Environment, Intellectual and Social Development. To deliver on all aspects of our ambitious academic mission for all students, we will establish a positive school culture that develops students' character, as well as upholds high behavioral expectations and supports strong academic performance. We will create a structured and supportive school environment through the consistent implementation of schoolwide and classroom-based systems, "sweating the small stuff" of instructional delivery and student engagement - and zest in our approach to teaching and learning every day. Research on high-performing urban schools shows that **(a)** an incredibly high bar for behavior and academic work and **(b)** clearly communicated expectations directed at producing the best effort and output from students are essential for mastery of academic material.¹⁷ We approach behavior just as we do academics - it is taught and modeled by staff, internalized and practiced by students, and reliably and meticulously expected and reinforced throughout the school. We are relentless about high standards for behavior and the details that support those expectations. Staff will address small infractions to ensure that they do not progress into larger issues and to ensure an environment that maximizes learning. Coupled with structure is an enthusiastic and supportive school culture. Our BE GREAT core values¹⁸ (Bravery, Enthusiasm, Growth, Responsibility, Endurance, Achievement, Teamwork) guide teachers and students every day. Our school culture makes doing well and helping others a positive goal that students are proud to accomplish. Whole class Morning Motivations, weekly character education, and weekly Community Circles provide frequent opportunities for students to reflect on their behavior aligned to our core values and to celebrate learning.

2. Implementing Culture from Day One. We explicitly teach, model, and communicate clear expectations in support of our "fiercely positive"¹⁹ school culture, first by training our teachers in summer professional development to a common vision and common set of expectations, and then most immediately through Home Visits, Family Orientations, and Student Orientation at the start of the year, and continuing throughout the year through a common language of expectations for staff, families, and students. Our communication with families begins immediately following a parent's signed enrollment form for ACE Prep. The Head of School and a teacher will complete a Home Visit to discuss the components and expectations of the school's culture, the cadence for communication of student progress, and the school's academic goals for every student. **Figure 11** outlines additional ways we promote and implement our culture with families.

Figure 11: Sample Opportunities to Promote School Culture	
Parent Orientation Sessions <ul style="list-style-type: none"> Review School Mission 	Community Circles <ul style="list-style-type: none"> Invite families to weekly celebration

¹⁷ See Samuel Casey Carter. *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. The Heritage Foundation (2000); U.S. DOE, *Successful Charter Schools* (2004); and Abigail and Stephen Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

¹⁸ Adapted from BES School Great Lakes Academy Charter School, Chicago, Illinois. www.glacharterschool.org.

¹⁹ The term "fiercely positive" is borrowed from Durant Fleming, Memphis Collegiate Head of School and 2009 BES Emerging Leader.



<ul style="list-style-type: none"> • Share Family Handbook • Discuss Code of Conduct 	<ul style="list-style-type: none"> • Recognize examples of core values • Name Student of the Week
Family Literacy Nights <ul style="list-style-type: none"> • Model effective strategies for parents to replicate at home • Give parents opportunity to read w/ child 	Families for ACE Prep Council <ul style="list-style-type: none"> • Provide ongoing feedback to leaders • Participate in outreach events • Design school events
University Nights <ul style="list-style-type: none"> • Tour local colleges/universities • Host information sessions with college and university partners 	ACE Prep Parent Survey <ul style="list-style-type: none"> • Allow parents to communicate level of satisfaction regarding all aspects of the school's culture

3. A Typical Student Day at ACE Prep – Kindergarten. At 7:35, Deion's mother approaches the school, pulling behind four other cars with ACE Prep students. By 7:37 the Operations Manager opens Deion's car door, welcomes him to school, and wishes his mother a nice day. As Deion's mother drives off, he walks along the sidewalk and stands directly behind a few students that precede him. When it is his turn, he advances to the Head of School, a smile on his face and an outstretched hand. "Good morning, Deion. Are you ready to learn today?" asks the school leader. "Yes, ma'am!" replies Deion in a loud and proud voice. In uniform, Deion is warmly welcomed into school.

Walking past two teachers who personally greet him, as they do every day as part of the school's routines, Deion walks through the halls and enters an orderly, inviting space. College pennants hang on the walls and banners with the BE GREAT values hung from the ceiling. He walks to his hallway cubby, hangs up his coat, and removes his HW folder and reading book from his ACE Prep backpack. Heading into his classroom playing soft classical music and named after Marian University, Deion is greeted by his teacher who extends a handshake. "Good morning, Deion. Are you ready for a great day?" "Good morning, Ms. Brown. I am ready for a great day!" responds Deion, looking his teacher in the eye who compliments his handshake. Deion hands Ms. Brown his Life Work folder and sits at his desk, which has his breakfast laid out. Completing his morning meal, Deion pulls out his very own writing journal to begin addressing the writing prompt on the board. He's always excited to see what message the Desk Fairy has left him in his journal overnight.

At 8:01 the music stops, signaling that it is time to transition to the carpet for Morning Meeting. Deion neatly discards his breakfast trash and sits in his assigned square on the carpet with his classmates. During Morning Meeting, Ms. Brown calls on him to read her Morning Message and he is sure it is because he was raising a college hand straight and tall. He has been practicing his reading for 20 minutes daily with his mother and is glad he is the one who gets to read the teacher's special letter to the class. In it Ms. Brown says today's goal is about ENDURANCE and not giving up even when something is tricky.

At 8:17 Deion's class chants their Marian University song and sings about their classroom rules. He can hear students in Notre Dame next door saying their morning chants, too. His favorite cheer is the one they say just before read aloud, "S! T! O! R! Y! Story! Story!" By 8:20 Ms. Brown resumes the chapter book the class has been reading all week. Continuing to read about myths, she starts the story of Orpheus and Eurydice. When she gets to the section where Orpheus is warned to never look back, she pauses. "I am going to make a prediction," she says. "Prediction," repeats the class, tapping their brain and



using a skill they have seen her use in small group instruction and practiced with their own leveled texts. Later, Deion correctly uses one of the vocabulary words, “confidence,” and beams when everybody turns to him, points, and cheers, “You go, Deion!”

At 8:50 Ms. Brown transitions Deion and his classmates to four locations to start their 30-minute literacy rotations. Dividing into four groups of six students each, two groups move to tables on opposite sides of the room – one where Ms. Brown leads a comprehension lesson about problem and solution and the other teacher-led group is with Ms. Putman, the push-in literacy teacher who today is working on sight word fluency differentiated for each small group. A third group of six students works on computers using student-adaptive literacy software and another group works independently at a learning center focused on rhyming words. After completing two literacy rotations, it is time for a restroom break. Deion doesn’t need to participate, so he stays at his desk and begins his Bright Work completing activities that Ms. Brown selected just for him, enjoying the soft music.

When his group moves to the computer station after the break, Deion is pulled by the Dean of Student Supports who provides him with an additional phonics lesson focused on spelling CVC words and b, d, f, p, and t sounds because his most recent STEP assessment showed he had been using sounds when he saw the letter but confusing them when they were part of the word. Deion is part of a very small group now, only four students, and the teacher pauses every time somebody says the wrong sound and provides almost 40 opportunities for each individual to practice.

Writers Workshop begins at 11:00 and Deion is excited about being an author and writing the next chapter in his persuasive book, but first he must finish the handwriting activity Ms. Brown is passing out. Yesterday when the class passed out papers it took 41 seconds. Today Ms. Brown is challenging Deion and his peers to do so in under 30 seconds. If they win, they’ll earn another letter of their core values, on their way to a class reward.

The lunch cart arrives a little before 11:30. Today Deion and two friends are responsible for counting out the exact number of lunches needed in each row and passing them out. While Deion enjoys helping, his favorite part is signaling that it is time to eat by saying “Bon appetite!” in unison to the class with the other helpers. Deion and his friends have been taught the clean-up procedures and do so with pride and self-sufficiency.

Recess is indoors today because of the rain and Deion is excited to race his friends in a subtraction flashcard game at the back table. After recess, Mr. Lewis arrives at Marian University and Deion is excited for PE today. Mr. Lewis helps Deion and his friends build ENDURANCE as they stretch a little farther each week and reminds them to work together demonstrating TEAMWORK during each activity.

Ms. Brown returns to the classroom at 1:30 to begin Math Meeting. Deion and his classmates join her on the carpet and begin with Calendar Math and a focus lesson on sequencing before transitioning to math rotations and problem solving. These lessons typically involve hands-on manipulatives that deepen conceptual understanding and allow students to represent and articulate their thinking. Today Deion listens to a friend explain how she added two double digit numbers together to get the same sum he had,



but he realizes that he had used a different strategy. He raises a college hand and when Ms. Brown acknowledges him, he makes his thinking visible to his peers.

At 2:40 it is time for either social studies or science. Marian University is in the midst of a social studies unit on geography. Ms. Brown leads the class through the cardinal directions. Starting with a review of what students know about maps, the class brainstorms everything they know as their teacher lists out ideas on chart paper. The period finishes with students labeling blank map with a North, South, East and West. One map is of the United States and the other shows their city, including landmarks like the Soldiers and Sailors Monument and The State House. The lesson ends with a logic check. "What would happen if you did not know which was east and which was west?" Students answer these questions and articulate the importance of directions. "I don't think we just know what the directions are," said Ms. Turner "We know why we use them, too. That's the ACE Prep Way!" Deion checks the class color chart and smiles to see himself on gold. He knows the day is almost over and he can't wait to earn his stars.

The last 30 minutes is LEAP time and Tutoring. Deion chooses what he wants to do – play a word game or puzzle, work on an academic game on the computers, read in pairs or independently or build with blocks. Ms. Brown asks Deion and two other friends to join her at the back table for a review of initial blends found in high frequency words. Later, Deion chooses to get a jump start on a new dinosaur book from the class library.

At 3:40 it is time to complete the daily reflection on the pack of the behavior chart. Deion stayed on gold all day and knew it was because he showed such ENDURANCE when working in small group on tricky problems. During the last five minutes of the day, Ms. Brown leads the class in a reflection of the day's goals and BE GREAT values: Did the class meet its goal? Why or Why not? Did classmates support each other and show teamwork? What are some examples? What about enthusiasm? How can we do better tomorrow?

As Deion waits for his mom to arrive he feels a bit taller. Deion has had a big day for such a tiny boy and he knows tomorrow, along with the other 181 days of school, will be no different. At his school, the teachers, parents and students live by one mission: educating every student for school success and lives of opportunity.

4. A Typical Teacher's Day at ACE Prep – Grade 1 Literacy

Figure 12: Sample Grade 1 Literacy Teacher Schedule A	
6:45	Arrival and Prepare for the day: Watch colleague's self-recorded video from yesterday to observe her smooth transitions. Quickly pull 24 paper towels for breakfast and put in stack for student helper to pass out.
7:02	Grade Level Meeting: Review daily lesson plans by subject with Grade 1 team.
7:24	Staff Morning Huddle: Learn about visitors touring the school. Receive reminder about behavior on the playground. Give SHOUTOUT! to a colleague for TEAM for helping to coordinate an upcoming college visit.
7:30-7:59	Student Arrival: Assume post inside front door. Do quick visual uniform check and ensure students walk past with "sticky hands," silent, and in a straight line.



8:00-8:10	Moring Meeting: Join University of Indianapolis for reading of Morning Message focused on Endurance – just keep trying! Sing college chant. Observe any student that is “loud and proud” during Rule Chant and move clip to Gold.
8:10-10:10	Literacy Rotations 1-4: Teach four 30 minute rotations to groups of six, differentiated based on last round STEP data. Today's focus: Identifying character traits to explain a characters motivation.
10:10-10:15	Transition to Marian University for Literacy Rotations.
10:15-11:15	Literacy Rotation 1 and Literacy Rotation 2: Teach two 30-minute rotations to groups of six, differentiated based on last round STEP data. Today's focus: Identifying character traits to explain a characters motivation.
11:15-11:35	Restroom Duty: Monitor hallways and restrooms to ensure students follow procedures and quickly return to class.
11:35-12:05	Literacy Rotation 3 and Literacy Rotation 4: Teach two 30-minute rotations to groups of six, differentiated based on last round STEP data. Today's focus: Identifying character traits to explain a characters motivation.
12:05-12:35	
12:35-12:55	Lunch and Check Email
12:55-1:10	Recess Duty
1:10-1:40	Prep: Biweekly 1:1 meeting with Head of School from 1:15-1:35.
1:40-2:10	Writers Workshop: Today is a conferencing day in Marian University. After the whole group lesson has ended, begin pulling student 1:1 the back table to discuss their writing. May need to help with brainstorming new ideas or editing.
2:10-2:40	Enrichment: Teach music to University of Indianapolis in their classroom.
2:40-3:10	Prep: Complete a self-reflection on the “Glows and Grows” given by the Head of School. Touch base with colleagues on specific tutoring needs.
3:10-3:40	LEAP Time: Pull a small group from the two classrooms to work on sight words practice, specifically words with irregular vowel sounds.
3:40-4:00	Prepare for Dismissal & Dismiss: Assume dismissal post at end of back hallway, in clear view of class doorways. Observe teachers leading students out towards the front door and make rounds ensuring the classrooms/hallways are all clear.
4:00-4:30	Prepare for Tomorrow: Return to University of Indianapolis and Marian University and organize folders for tomorrow. Make sure student materials are ready and check required handouts. Pack up work to grade tonight and grab a couple books from the school library to decide on the next Read Aloud.

Supplemental Programming

1. Summer School. Summer school is an intensive, targeted instructional program that aims to further develop reading, writing, and math skills in a small classroom setting over the course of three weeks during regular school operating hours from 7:45 AM – 3:45 PM. All students reading below grade level at the end of an academic year may be required to attend summer school. Any third grade student that did not pass IREAD-3 must attend summer school in order to retake the test and be considered eligible for promotion. Summer school dates are contingent upon the testing window set by the IN Department of Education. We will seek out grant opportunities to fund summer school so that it can be provided at no cost to families.

2. Extra- and Co-Curricular Activities and Programming. To provide students with a well-rounded set of experiences, and the lives of opportunity and excellence that our mission statement promises, a variety of co-curricular actives are offered designed to enhance,

align, and/or support teacher efforts. **Daily Enrichment:** Students have 30 minutes of enrichment daily in the form of music or Physical Education (PE). As we reach full capacity, art enrichment and computer courses will also be provided. **College Visits:** Every year, students and families go on a college trip to an Indiana college or university. These trips are planned annually by our Dean of Culture at no cost to families. Parents/guardians who want to chaperone or who want to join are welcome. All grades visit a different college so that by fifth grade students will have visited a minimum of six campuses. **Athletics:** We are seeking opportunities for fourth and fifth grade students to participate in the city's charter school athletic conference. We will use solicited financial donations and funds from fundraising events to cover the costs. **Community Partnerships:** We are actively building partnerships with community organizations, area non-profits, local businesses, and professionals for after-school activities provided to our students on a monthly basis, at minimum – Scouting is one example. We have budgeted \$1,000 per grade level to help remove the burden from families such opportunities might present.

3. Student Mental, Emotional, and Social Development and Health. Research evidences that a critical component of student success in college and career consist of non-cognitive, social-emotional skills, meaning factors beyond academic content knowledge. A key to attaining our mission for every student is acknowledging the link between a child's well-being and their levels of academic achievement. Teachers will receive training in meeting the mental, emotional, and social needs of students and work closely with families to ensure effective communication occurs between school and home regarding non-academic matters. Every aspect of a student's mental, emotional, and social development will be monitored and concerns will be documented. Our Dean of Culture will provide ongoing professional development to all staff on key social-emotional indicators and will work with targeted students in a small group or 1:1 setting. As needed, our Development and Community Outreach Coordinator will help connect students with an outside social worker or professionals who can meet their individual needs. This individual is also charged with working with both students and families who find themselves in need of social services, such as health or housing needs.

4. Student-Focused Activities. Several activities are outlined here. **BE GREAT Core Values.** Positive character development is integral to our mission and is guided by our BE GREAT core values: Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, and Team. Values are constantly messaged to and developed in our students, and form the heart of the non-cognitive, character skills that we teach and model. **Community Circle.** Each week, the entire school will gather for a Community Circle where the value of the month is reinforced and student accomplishments are celebrated. Students will continuously re-examine the core values throughout the Community Circle, and draw connections between the values, their classroom content, and their interactions with peers. **Community Outreach.** When ACE Prep's inaugural class of Kindergarten students graduates in 2022, they will have participated in six outreach activities within the local community – one per year that is jointly decided by the grade level team and largely based on relevant community needs. We have prioritized a Development and Community Outreach Coordinator position within our model, largely designed to identify and build community partnerships and identify opportunities for student outreach.



Special Populations and At-Risk Students

1. Special Education Students. ACE Prep is dedicated to supporting all students and upholding our mission by providing a high quality, college preparatory K-5 education to all students who enroll. Every student will receive robust support within the school community for them to thrive and meet our rigorous academic performance standards. To serve the diverse, unique needs of Special Education students, English Language Learners, gifted learners, and those at risk of academic failure, or with a Section 504 plan, we will provide tailored services for all students to access a rigorous curriculum aligned to state and national standards. We will use small group instruction during the day, particularly during the literacy and math blocks, and provide blended learning opportunities with adaptive, computer-based programming, allowing one teacher to work with six students during literacy in particular. At the end of the day, LEAP Time ("Learn, Enrich, And Practice") will provide 30 minutes of further differentiation, targeting intervention or enrichment on the day's content and skills and/or directly correlated to goals as outlined in an IEP or 504 Plan. Our structured environment, with consistent routines and expectations, is particularly effective for students academically at risk.

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 ask parents to identify whether their child has an existing IEP or has received any special education services in the past. Together we work to secure the necessary documentation from the student's previous school so that the required individualized accommodations and modifications can commence immediately. As part of our instructional plan, teachers meticulously monitor student performance and development on a daily, weekly, monthly and yearly basis. To recognize students with exceptionalities that do not have an existing IEP, school leaders train all teachers in the identification of students with special needs and set aside time in each faculty meeting for staff members to monitor, discuss, and remain updated on the academic and social progress of any student observed struggling. Cross-communication among all staff members is critical to efficient and accurate identification of students with exceptionalities. Our frequent internal assessment schedule generates rich data points necessary to identify students who demonstrate performance below academic expectations. Each teacher reviews the progress of their students on a weekly basis based on homework performance, in-class tasks, content focused quizzes and tests, and special projects. If it becomes clear that a student is not meeting expectations of academic or social gains, we interpret this as a crucial indicator of a potential larger issue and move to address it as quickly as possible. For these

students, the Student Supports Coordinator (SSC) works actively with the teacher(s) and administrator(s) to design a proactive intervention plan to strengthen the students' academic progress. The impact of this plan is closely monitored over the course of six weeks. If the plan is deemed unsuccessful, either academically or behaviorally, we will meet with the child's guardians and discuss potential next steps, including whether evaluation for a disability is in the child's best interest and if so, obtain the required written consent to perform testing. The school conducts such testing, either in house or accessing an appropriately licensed consultant. Once tests have been conducted and results are received, an eligibility meeting is reconvened with the guardian, the SSC, the student's teacher(s) and other appropriate staff. A decision will then be made as to the student's eligibility for special education services. If the student qualifies, an IEP is developed and signed by the student's parents, teacher(s), and SSC. With parental consent and support, ACE Prep will consider revising an IEP if we do not believe that the current version allows for a free and appropriate public education in the least restrictive environment. In accordance with federal and state guidelines, each IEP is reviewed annually and each student is reevaluated at least every three years. We are committed to remaining vigilant in regards to student growth so that we are ensuring that our support is appropriate to meet the required needs. 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 student to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. ACE Prep adheres 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 a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The SSC serves as the Section 504 coordinator to ensure that students' legal rights are met and that their special needs are effectively serviced.

b. Evidence-based instructional programs. To the greatest extent possible, ACE Prep will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and provides them with the foundational skills, knowledge and character for future school success and lives of opportunity. Our approach and design emulate high-performing urban schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that potentially put them in academic jeopardy. Our priority is to provide an education program that embraces full inclusion to the greatest extent possible and that maximizes accommodations and minimizes modifications.

c. Evaluation and progress monitoring. We look to assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA, STEP, ISTEP+, IREAD K-2, IREAD-3, and teacher-created assessments to determine our program's effectiveness in improving proficiency levels and ensuring that all students are meeting or exceeding IN standards across the curriculum. We will disaggregate assessment results between students with disabilities and students without disabilities and use that data for continuous improvement and to test the efficacy of our



program. The Board, first through its Academic Achievement Committee and then as an entire Board, will evaluate the efficacy of our special education program monthly and more formally annually through performance results provided in the Academic Dashboard disaggregated by subgroup, and the Head of School will work with the leadership team and instructional staff, formally during the planning period of the summer and training period of summer staff orientation and ongoing through the year as part of weekly professional development and data analysis days, to implement and support any changes as needed to ensure the success of all students.

d. Graduation – Not applicable

e. Qualified Staff. The Student Supports Coordinator (SSC) is a licensed special educator, responsible for coordinating and monitoring the school's special education programming and performance. The SSC: coordinates with licensed personnel to conduct special education assessments and evaluation as needed; ensures all services are provided in accordance with each student's IEP; monitors individual reevaluation timelines to ensure dates are upheld; trains and supports instructional staff on pertinent special education issues; efficiently complies with all reporting guidelines; and secures all relevant data in a confidential manner in strict compliance with prevailing federal and state laws. All staff involved with the education of students with disabilities will include thorough training focused on the following: **(a)** referral process to the SSC; **(b)** goal setting specific to individual student needs; **(c)** implementation of a student's IEP; **(d)** evaluation of data aligned to individual IEP goals; **(e)** specific reporting and communication requirements between school and home; and **(f)** discipline of students with disabilities. ACE Prep employs one half-time special education licensed personnel to serve as the SSC in our first year of operation. In all years, we will hire additional licensed special educators as we grow and as required by student needs.

3. English Language Learners

a. Identifying ELL students. ACE Prep will use a specific identification and evaluation process to support ELL academic achievement. **Step 1: Identification of potential ELLs.** A student will be tested for ELL status when the Home Language Survey indicates that there is a language other than English spoken by the child or at home. **Step 2: Evaluating potential ELLs.** At least one teacher will be ELL certified and will administer 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 observations using the WIDA Can Do Descriptors, the ELL teacher²⁰ and Head of School will determine ELL status of the student. **Step 3: Student is identified as ELL.** The ELL student will be provided developmentally appropriate instruction aligned to the WIDA English language development (ELD) Standards Framework and accessing the same programming and opportunities as their native speaking peers. **Step 4: Communicating with Families.** The Head of School will notify parents in writing in the parents' preferred language of the reason and evidence used to determine that the student was identified as ELL, a description of the students current level of English proficiency, a description of the

²⁰ We will hire an ELL Teacher as required by student needs.

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 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 ESL teacher to discuss the placement.

b. Evidence-Based Instructional Programs. The Doing What Works web page of the federal Department of Education lists five strategies proven highly effective for supporting ELL students; we incorporate these strategies during language arts, math, science, and social studies instruction: **Screen and monitor progress.** An effective program for ELLs includes well developed assessments for identifying student needs. This corresponds with our data-driven instruction. We assess student progress frequently and use results to drive instruction and inform interventions. The Head of School oversee this process while working closely with teaching staff. **Provide reading intervention.** Recognizing that ELLs are often at risk for reading problems, strong programs respond quickly to the results of formative assessments by offering small group reading interventions for struggling readers that augment the core reading program. Each day there are four different opportunities for ELLs to receive a small group reading intervention- the four literacy rotations and the final tutoring block. As outlined previously, a key element of our educational program is the daily small-group tutoring for students struggling in reading. **Teach vocabulary.** One important component in language acquisition is vocabulary development. To read and understand grade-appropriate material, elementary students need to learn 3,000-4,000 new vocabulary words each year (about 70 new words per week).²¹ In effective schools, students are taught vocabulary through formal instruction and learn words through use in language rich settings. We provide formal vocabulary instruction using essential word lists and words in context. Our structured vocabulary program features child-friendly definitions and cumulative assessments for regular review of all words learned. **Develop academic English.** For ELLs to have academic success, they must develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes the content area vocabulary specific to academic subjects and the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. We integrate vocabulary development into instruction in all subject areas not only English language arts and include explicit scaffolding of higher-order academic tasks. **Schedule peer learning.** Students improve mastery of language through use, with a recommended minimum of 90 minutes per week of activities that allow students to work together on practice and extension of language skills. We implement a "turn and chat" practice in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is significant cumulative increase in authentic language practice.

²¹ Honig, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001.

c. Evaluation and Progress Monitoring. Students identified as ELL are assessed annually to determine improvement in English proficiency. Students scoring above the established cut-off point are designated as exited from the ELL program. Those scoring below the cutoff point continue to be classified as ELL. Indiana is a member of the World Class Instructional Design and Assessment (WIDA) Consortium, a grouping of over 20 states dedicated to the design and implementation of high standards and equitable educational opportunities for ELLs. Through WIDA, Indiana uses the ACCESS for ELLs to annually measure the English language proficiency (ELP) of English Language Learners statewide. We will similarly use ACCESS, in addition to the W-APT (WIDA Access Placement Test) to screen the English language proficiency of newly enrolling students identified as potential ELLs.

d. Qualified Staff. We place a priority on hiring teacher(s) that speak Spanish and English and who can provide strong instruction within a Structured English Immersion classroom. Teachers receive extensive professional development on appropriate support for students designated as ELLs. Outside experts are hired to provide this PD during our teacher summer training and throughout the year as appropriate and we hope to work with organizations such as the Hispanic Business Council of the Indy Chamber and Institute for Quality Education to enable our school to effectively partner with ELL families.

4. Below Grade Level Learners. Even as an elementary school, the majority of students in our target community will arrive below grade level. All elements of our school design are geared specifically to address their needs, including: extended school day and year, focus on foundational reading skills, small group differentiated instruction, and a co-teaching model during literacy instruction. Should a student enrolling after kindergarten demonstrate gaps in learning as evidenced by intake benchmark assessments, we will use the elements of our extended day to address those concerns promptly in a targeted manner, within small learning groups and daily targeted interventions.

5. Intellectually Gifted Students.

a. Evidence-based Instructional Programs, Practices, Strategies, and Opportunities. We will use the Cognitive Ability Test to identify High Ability Students. **Figure 13** illustrates the assessment schedule per grade level.²²

Figure 13: Sample Identification Schedule for High Ability Students

Year 1 (Gr K-1)	Year 2 (Gr K-2)	Year 3 (Gr K-3)	Year 4 (Gr K-4)	Year 5 (Gr K-5)
All K	All K	All K	All K	All K
All Grade 1	New students to Gr 1 score in top 25% on NWEA BOY	New students to Gr 1 that score in top 25% on NWEA BOY	New students to Gr 1 that score in top 25% on NWEA BOY	New students to Gr 1 that score in top 25% on NWEA BOY
	New students to Gr 2 that score in	All Grade 2	New students to Gr 2 that score in	New students to Gr 2 that score in

²² IC 20-36 requires schools to identify and serve High Ability students by appropriately differentiating instruction and reporting to the State accordingly.



	top 25% on NWEA BOY		top 25% on NWEA BOY	top 25% on NWEA BOY
			Individual students in Gr 4 that score in top 25% on NWEA BOY	Individual students in Gr 4 that score in top 25% on NWEA BOY

b. Qualified Staff. Teacher data of student performance will be used to identify the staff attributed to large gains with High Ability students, historically the most challenging population of students to demonstrate growth. We will use small flexible grouping in literacy and math instruction, as well as during LEAP Time, and place students needing stretched on a particular objective with the teacher that can do so the best; students struggling with a particular skill will be with a teacher that generates the best results.

c. Evaluation and Progress Monitoring. Daily use of data will serve as a means to measure progress from one objective to the next, determining if the student is deepening their potential, increasing their growth, and sufficiently being challenged. By administering the Cognitive Ability Test every other year, a baseline of potential is established and can be used as the target to hit in non-testing years.

Student Recruitment and Enrollment

1. Student Recruitment and Marketing. We have designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet our enrollment projections. We will prioritize diversity in our recruitment practices by ensuring an expansive and extensive strategy to build awareness throughout the Northeast Outer District, Northeast Center District, and the northeastern portion of the Northwest Outer District. As south of our proposed location at 5326 Hillside Avenue holds the greatest academic need, we will prioritize early outreach to target families within these neighborhoods regardless of race, disability, ethnicity, or gender, and then continue outreach efforts within Midtown. These neighborhoods represent many diverse residents with varied income levels, yet with no other local option for a free, public school achieving strong academic results or a district magnet school with a waiting list. We are aware of the challenges some charters have faced in reaching initial enrollment targets and so we have put into place a plan to reach and exceed our enrollment targets.

Throughout the month of February we began to build a presence in the community – first by establishing an office space within the proposed 46220 zip code at the Speak Easy and next by acquiring a local mailing address as a means to further establish roots before use of our targeted facility is available. As we continue our outreach, we will use print and on-the-pavement efforts to recruit families. We have identified a local printing company across the street from the school which has designed and produced postcards, flyers, posters, and small promotional items for use in our outreach efforts thus far. Upon successful authorization, Brinkman Press will begin design of larger promotional items including, but not limited to, a highly visible banner to hang on the building visible from both Hillside Avenue and 54th Street.



As we continue our outreach efforts between submission of our charter application and the date of potential authorization, the Founding Board has set minimum targets of two canvassing days and ten outreach events per month. Our canvassing events will be a major avenue by which we will continue to access the diversity of the community. We will partner with community organizations to support us with recruiting and conducting outreach to families of all backgrounds. We continue to benefit greatly from strong community relationships, support from local child care centers, churches, and neighborhood associations, founding Board membership with deep and longstanding roots within the community, and multiple networks within the family community. Outreach efforts within the Northeast Outer District, Northeast Center District, and portions of the Northwest Outer District include: Community information meetings at locations such as the Glendale Library, area apartment complexes within the Keystone-Monon neighborhood, and the Speak Easy in Broad Ripple; Major events central to the targeted community; Distribution of promotional materials through canvassing events throughout Midtown; Press releases and advertising in local publications, such as the Broad Ripple Gazette; Mailings to all preschool students within 7 miles of the school and visits and information sessions at local preschools, daycares, and places currently offering Pre-K; Visits to community churches and other places of worship; Meetings and conversations with community organizations and stakeholders. The purpose of our meetings and sessions with families will be to provide general information regarding the mission, vision, and educational philosophy of ACE Prep. Approval pending, we will continue to conduct Family Information Sessions, canvassing events, school and daycare visits, and group meetings with increasing frequency from July 2015 – March 2016. We will establish a website where families can gather information on our academic program and access Intent to Enroll forms and applications when they become available. In full compliance with all state and federal laws regarding nondiscrimination, ACE Prep will not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students. ACE Prep will not discriminate in student recruitment or enrollment practices against students who have or may appear to have disabilities. ACE Prep will not set admissions criteria that are intended to discriminate or have the effect of discriminating on any of these bases.

2. Enrollment Policy. Our complete enrollment policy, including admission requirement, tentative dates for the application period, tentative lottery dates and procedures, and policies for students on waiting lists, withdrawals, re-enrollment, and transfers can be found in **Attachment 11**.

Student Discipline

1. Discipline Philosophy. Our Code of Conduct is based on the philosophy that classroom respect and order are essential for academic progress and success. We believe in the classical definition of discipline, which means to teach someone how to do and be good. We believe our mission is to educate students within an achievement oriented culture defined as one where academic rigor and individual joy work in unison.



Years of research have demonstrated that classroom culture has a critical impact on student achievement, teacher retention, and overall school strength.²³ According to Gallup, public perception has historically cited classroom management as among the most major issues facing educators.²⁴ We provide a structured and engaging educational environment that enables teachers to teach and students to learn. We provide a setting that is free from disruption, misbehavior, and lost instructional time. Our two primary disciplinary strategies will be to (1) proactively teach students how to behave well as a member of our school community and (2) effectively address potential behavioral issues before they escalate to a level where more serious disciplinary interventions are necessary. These strategies are accomplished by explicitly teaching and positively modeling correct behaviors and using consistent and uniform instructional practices that maximize students' time on task to promote achievement. We consider time in the classroom as valuable and irreplaceable; therefore, classroom teachers have the responsibility and training needed to effectively and pro-actively enforce our school-wide Code of Conduct based on our character development program and the school's BE GREAT values. Since most of our incoming kindergarteners have not had any formal schooling outside of possible enrollment in a day care or other child care facility, it is our responsibility to ensure we employ a developmentally appropriate student disciplinary plan. For example, an unwanted behavior exhibited by a kindergarten student would not be treated in the same manner as similar behavior exhibited by a fifth grade student. Whatever the grade, however, ACE Prep offers students a unique school culture that will allow them to achieve personal excellence alongside academic excellence.

2. Discipline Policy. Our discipline policy, including means to promote positive discipline, preliminary list of offenses for suspension or expulsion, the rights of students with disabilities in disciplinary actions, description of the appeal process, and the means in which parents will be informed of the school's discipline policy can all be found in **Attachment 12**.

Parents and Community

1. Local School Options. The Founding Team is driven to provide a high-quality, public school option to families whose only choice in a traditional neighborhood school are those that are underperforming or are failing. **Figure 14** outlines local school options and shows out of the eight surrounding public schools within Indianapolis Public Schools, four earned a D, three an F, and after two years of a D letter grade, the seventh earned a B.

Figure 14: Local School Options				
School Name	School Type	Grade Levels	Enrollment	Letter Grade
Building Blocks	Private	Pk-5	NA	NA
IPS 84: Center for Inquiry II	Magnet	K-8	378	A
Christ the King School	Private	K-8	375	A

²³ Research that supports the impact strong classroom culture has on a school includes Everton, Carolyn M. and Alene H. Harris, *Classroom Organization and Management Program*. Vanderbilt University, Nashville, TN. 1994; Marzano, Robert, et al, *A Different Kind of Classroom*. ASCD, Alexandria, VA. 1992; Marzano, Robert. (2001). *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Association for Supervision and Curriculum.

²⁴ Elam, Stanley M., Rose, Lowell C., and Gallup, Alec M. (1993). "The 25th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward Public Schools." *Phi Delta Kappan* 75, no. 2 (1993): 137-154.



IPS 55: Eliza Baker	Public	PreK-6	211	F
Avondale Meadows Academy	Charter	K-5	482	A
IPS 83: Florence Torrence	Public	K-6	297	D
Immaculate Heart of Mary	Private	K-8	427	A
Indiana School for the Deaf	State	PreK-12	344	NA
International School of Indiana	Private	PreK-5	NA	NA
IPS 43: James Whitcomb Riley	Public	K-8	424	D
IPS 69: Joyce Kilmer	Public	K-6	376	F
IPS 48: Louis B Russell	Public	PreK-6	409	F
IPS 70: Mary E Nicholson	Public	K-5	347	B
Meridian Montessori	Private	PreK-K	NA	NA
Merle Sidener Gifted Academy	Magnet	2-8	353	A
Mt. Zion Academy	Private	PS-K	NA	NA
Northside Montessori School	Private	PS-6	NA	NA
Project Liberates	Private	K-8	NA	NA
IPS 106: Robert Lee Frost	Public	K-8	350	D
IPS 91: Rousseau McClellan	Magnet	K-8	476	A
St Joan of Arc	Private	PreK-8	NA	NA
St Richard's Episcopal School	Private	PreK-8	NA	NA
St. Thomas Aquinas School	Private	K-8	NA	NA
Village Montessori	Private	PreK-K	NA	NA
IPS 60: Butler Lab School	Public Magnet	K-2	355	NA

2. Uniqueness to Meet Demand. We attribute our strong community reception to ACE Prep's distinguishing factors: **(a)** We propose to bring a high performing, college preparatory K-5 school with proven approaches that work with similar populations of students. There are currently six out of seven traditional, public school options earning a D or an F letter grade. Families are in need of an elementary school that will set students on the path to college - starting in kindergarten. **(b)** Community members are excited about a high capacity school leader who has demonstrated and been recognized for outstanding student achievement results. Lead Founder and Proposed Head of School Anna Shults has connected well and continuously with multiple stakeholders throughout Indianapolis, and she shows a genuine desire to engage with the community and establish ACE Prep as its center. **(c)** The diversity of the ACE Prep Founding Board has been recognized. The founding members of ACE Prep mirror the diversity of Indianapolis and the community we will serve, and they bring the strong and necessary professional skill sets, proven expertise, and deep commitment to the school's mission which will significantly and positively impact our community.

3. Parent Engagement. The community we seek to serve in Northeast Indianapolis has a majority of families without a choice for a high performing free, public elementary school. Our partnership with families is fundamental to the mission of ACE Prep. We know it is our responsibility to engage families, and we work closely with them to change the academic and life trajectory for their children. At ACE Prep, families are involved on an individual level and through organized parent groups. We are proactive and strategic in reaching out to families in first making them aware of the choice of the school and then involving them within the life of the school. Our goal is to remain in constant,



proactive communication with families, ensuring that families understand and support our common work of preparing every K-5 student with the strong elementary foundation needed for future school success and lives of opportunity. We recognize that an effective partnership between school and home sets each student up for success by garnering family support of our school and reinforcement in the home for the school's activities and expectations. Our commitment to involving families in our school begins **(a)** with annual Home Visits and Family Orientation before the year begins, **(b)** three University Night workshops during the year, **(c)** weekly formal communication on students' academic and behavioral progress and performance, and further includes **(d)** opportunities to inform school growth and improvement through family surveys conducted twice each year, **(e)** open participation in the Families for ACE Prep parent committee, **(f)** ritualized and public recognition of family involvement, and **(g)** opportunities to volunteer.

4. Community Resources. Community stakeholders' belief in the leadership driving ACE Prep, as well as belief in our mission, vision, and academic model, continue to fuel partnerships across our city. Their belief in our ability to reach rigorous academic targets compels them to provide support in a variety of priority areas, including recruiting families, developing business and community partnerships, and mobilizing resources and funding. Upon authorization, we will continue to expand and cultivate our relationships with community members, leaders, and organizations on behalf of the successful execution of our mission and the recognized needs of elementary students within this community. The following organizations have been in conversation with us around how best to support ACE Prep, including, recruiting families and coordinating programs: YMCA, United Northeast Community Development Corporation (UNECDC), community centers, Midtown Indy, local neighborhood associations, School Zone, Kiwanis International. We are building partnerships with early child care centers so that we can **(a)** inform their families of our work, **(b)** be invited to scheduled events to share ACE Prep to families, and **(c)** market our school through flyers posted in their centers. If granted a charter, we will use these community partnerships to continue to spread the word about ACE Prep, and most particularly to families who might otherwise have limited or no options or access, and to recruit scholars from their centers. Indianapolis has a strong and proud church-going culture. Religious leaders are valuable supporters to securing broader buy-in from community members and their influence continues to secure initiative and programs benefitting their community. We have been welcomed by religious leaders and are securing their support for a strong school model designed to significantly impact the academic achievement levels of the children in Northern Indianapolis, who overwhelmingly come from families unaware of other options.

5. Evidence of Support. Please see **Attachment 13** for strong evidence of support.

Performance Management

1. Additional Academic Goals. In addition to academic goals defined by ICSB, ACE Prep will track progress towards the following internal goals, designed to close the achievement gap by building strong foundational skills in literacy and math and



measuring them against rigorous accountability standards. **Figure 15** and **Figure 16** specify specific goals for which we will hold ourselves accountable.

Figure 15. End Of Year Schoolwide Academic Goals	
Reading	<ul style="list-style-type: none"> 90% of students achieve STEP end of year target 75% of students achieve STEP BOY target for the following year 25% of students achieve STEP MOY target for the following year
Math	<ul style="list-style-type: none"> All homerooms achieve 80% Mastery of Math Standards
Writing	<ul style="list-style-type: none"> All students compose a proficient piece of writing according to Common Core aligned Rubric.

Figure 16: Non-Academic Accountability Goals	
Student attrition	<ul style="list-style-type: none"> Less than 10% of students leave ACE Prep between September 1st and the end of the school-year.
Attendance	<ul style="list-style-type: none"> Daily attendance is above 95% Daily tardies are below 10%
Family Satisfaction	<ul style="list-style-type: none"> 75% of families complete survey in November and February 90% of families report satisfied or very satisfied with ACE Prep
Staff Satisfaction	<ul style="list-style-type: none"> 100% of staff complete the ACE Prep Staff Survey in January Average satisfaction above a 7.0 across all staff and questions

2. Interim Assessments. At the start of each new academic year, we will use time during student and parent orientations to assess each student's reading level using the STEP Assessment. During the first weeks of the year, we will assess each incoming student's reading and math proficiency using the nationally-normed NWEA MAP reading, language, and math tests. We will use these tests to **(a)** obtain a baseline level for each child against which we can measure growth throughout the academic year and **(b)** target and pace instruction and academic support programs strategically to ensure that all students progress at the rate necessary to reach grade-level proficiency and content mastery by the conclusion of the academic year. The test will be administered again in May (at the end of the year) to track, evaluate, and compare student progress over time. Throughout the academic year, as outlined in the proposed annual calendar in **Attachment 10**, we will conduct standards-based interim assessments on six-week cycles to gauge student progress in reading, writing, math, Science and Social Studies while we conduct the STEP Assessment to measure reading level growth. K–3 interim assessments address literacy development (STEP) and math proficiency; grades 4-5 interim assessments address mastery of skill and content in each subject. During extended summer professional development we will write, review and finalize interim assessments before lessons are planned. Our yearly calendar includes professional development in data analysis and action planning. All assessments will be followed by full days of professional development - Data Days - to review results and create action plans.

3. Data Analysis Process. Each Data Day following our interim assessments, we dedicate time to analyzing assessment data and planning action to address gaps in student achievement. During these sessions, all energies focus on analyzing assessment data (individual, sub-group and cohort) and developing instructional action plans to support deficits and push strengths. Action plans may include re-teaching a specific objective



not met by the majority, altering plans in upcoming lessons to spiral skills that need more practice, or determining a group of students who need specific tutoring or remediation in one or more areas. Congruent to our intervention approach, the driving force is to decide what instructional interventions will best meet students' needs, monitor student progress, and readjust instruction based on data. All teachers have an approved action plan upon completion, at which time the teacher and leadership team are clear on next steps to produce academic results. The Head of School monitors implementation and hold staff accountable for the outlined goals, while diligently supporting them every step of the way to meet their instructional goals as concretely laid out in the plan and achieve the results necessary for our students' success. Our Dean of Culture closely tracks our school-wide behavioral data by class, grade, and teacher. On a weekly and monthly basis, the Dean of Culture compiles non-academic student data from an online data management tool such as Kickboard, including: Number of late arrivals and absences; Number of students who arrived at school unprepared (i.e.: without their Bright Work folder or their independent reading book); Number of students with an incomplete homework assignment by subject/type; Number of behavioral referrals from teachers to the Dean of Culture or Head of School; Number of students who end the day on gold, green, yellow, and red; and Any other areas of importance that the school determines throughout its tenure. The Dean of Culture then analyzes the data to look for trends. For example: Is there a specific teacher struggling with certain behaviors? Is there a grade of students struggling with certain expectations? There is time set aside during our weekly professional development on Wednesdays to provide for responsive conversations and training that responds to data trends. There is also time to check in with grade-level teams regarding students whom we have seen experience a change in behavior and we work as a team to discuss those students and problem solve around the "why?"

4. Student Information System. Using a data management system to collect and support the work we do to identify and analyze trends to efficiently and effectively meet the academic needs of students is critical. We will utilize a system such as Kickboard²⁵ that enables us to: **(a)** track and analyze types of student data, including grades, assessments results, and disciplinary rewards, in alignment to our goals and mission; **(b)** provides clear reports aligned to our goals to disseminate to various stakeholders, such as progress reports for families; and **(c)** ensures safekeeping of data and regular back-up procedures. We are using STEP Assessments which provide an online data management tool, which specifically provides school, grade, classroom, and individual analyses, and historical data for every assessment period. STEP consultants provide support with data interpretation and the creation of actionable plan for scholar improvement.

5. Data Analysis Training and Support. Our summer professional development focuses on ensuring our curriculum leads all students to learn. We will arrange training from experts on the STEP Assessment, Core Knowledge, envisions Math, Kickboard Student Information Systems, and the Taxonomy of Teaching. Staff will have 35 days of professional development with a minimum of 3 full days solely dedicated to analyses of student data and 6 early release days with a total focus on data interpretation and action steps.

²⁵ Kickboard is a computer-based school data system for the inputting and tracking of academic and behavioral data by student, classroom, teacher, grade, etc. Anna Shults, has spoken to Kickboard representatives and for planning, has priced services in our budget.



6. Corrective Actions. The Head of School will lead a Corrective Action Task Force to analyze current school data aligned to stated targets and conduct a root-cause analysis of potential remediating factors. The Chair of the Academic Performance Committee on the Board will consult with the Head of School throughout the process, participate on the Task Force, and lead the Board through approval of an Improvement Plan as presented by the Head of School.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure. Attachment 14 provides the organizational chart for ACE Prep's proposed Year 1 and at Full Capacity.

School Leadership and Staff Hiring, Management and Evaluation

1. Strategy and Timeline for Recruiting and Hiring. Using such resources as Teach For America and the wide teaching network of the proposed Head of School and the Founding Team, we will access multiple effective pipelines in scouting talent. Other organizations such as the New Teacher Project, Teach Plus, and education students at Marion University, Butler University, IUPUI, University of Indianapolis, and Anderson University will be accessed on behalf of ACE Prep. To pro-actively recruit staff members representing racial and ethnic minorities, the Board expects to work with organizations such as The Black Expo, Leadership Indianapolis, and the Indiana Association of Blacks in Higher Education. We have prioritized monies per year to recruit any individual who best fits our school model and we recognize the importance of recruitment from a diverse pool of talent. We use the recruitment fund to travel to conferences and candidates, fly individuals to Indianapolis and subsidize certain expenses for out-of-state candidates. Moving forward, we will continue to consult practitioners and experts who have a clear sense of the school we are establishing, including our wide network of Building Excellent Schools and, in turn, talent that aligns with our philosophy and are representative of the community. Recruitment for Y1 will begin immediately following authorization.

A rigorous interview process, including resume screening, phone interview, demonstration lesson with feedback, re-teaching based upon feedback, and in-person interview will be utilized to ensure the quality of candidates prior to offering a position. The hiring process is designed to ensure we are inviting candidates to join our organization who match the following criteria: **Alignment** – believes in mission and our core values; **Intelligence** - demonstrates capacity to learn and achieve; **Coachability** - takes and implements feedback; **Initiative** - is action-oriented, exudes a sense of energy/urgency; **Strong communication** – has strong verbal/written skills; **Mission alignment** – keeps highest expectations, relentless/grit, no excuses; **Content knowledge** – develops literacy skills in lower grades, content in upper grades; **Classroom skill** – has strong behavior management and delivers strong instruction (rigorous lesson plans/assessments); and **Team orientation** – works well with other, with mindset that team trumps individual

2. Staffing Model. ACE Prep will: meet all federal requirements of “highly qualified” for each position; verify transcripts, test scores, and other data related to “highly qualified” status; complete a criminal background check before finalizing employment contracts; and maintain files with up-to date documentation for each teacher.

3. Teacher Evaluation. Evaluation criteria are aligned to the school's core values and to the actions and habits demonstrated by effective leaders. By providing clear measures, staff members know what is expected of them, and the specificity of the performance measures ensure accurate self-assessment of leadership development. The **Head of School** will be evaluated by the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. The evaluation form for the Head of School outlines specific measures around the following school leadership competencies: **(a)** instructional expertise and leadership; **(b)** people management and development; **(c)** school culture and character development; **(d)** communication; **(e)** strategic thinking and planning; **(f)** building teams and working organizationally; **(g)** self-management and organization; **(h)** professionalism and character; and **(i)** budget, enrollment, and compliance. Results will be in writing and include in the employee's personnel file. Decisions to renew the Head of School's contract will be based on the evaluation, which will incorporate the following: Mid-Year Self-Evaluation & Board Mid-Year Evaluation of Head of School; End-of-Year Self-Evaluation & Board End-of-Year Evaluation of Head of School; and External School Audit

Instructional leaders at ACE Prep will be evaluated by the Head of School prior to the end of each year's contract, based on criteria set forth by job responsibilities. The evaluation form of the Dean of Culture, Dean of Student Support, and Development and Community Outreach Coordinator (and as hired the Upper and Lower Academy Directors) outlines specific measures around the following school leadership competencies: **(a)** instructional expertise and leadership; **(b)** people management and development; **(c)** school culture and character development; **(d)** communication; **(e)** strategic thinking and planning; **(f)** building teams and working organizationally; **(g)** self-management and organization; **(h)** professionalism and character. Results will be in writing and included in the employee's personnel file. Decisions to renew contracts will be based on the evaluation. At the beginning of the school year, the Head of School and each instructional staff member develop goals specific to the job responsibilities of the particular role. Throughout the year, the Head of School and instructional leader monitor progress towards these set goals. The evaluation includes: Mid-Year Self-Evaluation and Head of School Mid-Year Evaluation of Instructional Leader; End-of-Year Self-Evaluation and Head of School End-of-Year Evaluation of instructional Leader; and End-of-Year Review Goals and Responsibilities, specifically the leader's ability to meet established goals.

The **Operations Manager** will be evaluated by the Head of School prior to the end of each year's contract, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file. Decisions to renew contracts will be based on the evaluation, which will incorporate: Mid-Year Self-Evaluation and Head of School Mid-Year Evaluation; End-of-Year Self Evaluation and Head of School End-of-



Year Evaluation; End-of-Year Review Goals and Responsibilities, specifically the leader's ability to meet established goals. The Office Manager will be evaluated similarly with the input of the Operations Manager.

4. Unsatisfactory Leadership and Staff Performance. In the event that a teacher or school leader is not performing to standard, s/he will be placed on an improvement plan that outlines the specific timeline necessary to make improvement if employment at ACE Prep is to continue. While all ACE Prep employees are at will, the Evaluation Cycle creates a fair, transparent process wherein teachers have regular updates on their progress and their standing with regards to continued employment. In cases where an instructional concern may lead to termination, employees will have received frequent observations, feedback, and opportunities to improve. As vacancies arise, the Operations Manager will facilitate the hiring process in conjunction with the Head of School and in alignment with the policies adopted by the Board of Directors.

5. Compensation System. When it comes to student achievement across all socioeconomic levels, talented teachers are the critical factor. "Research shows that having high-quality teachers in the classroom is the single most important factor driving increased student achievement. We work diligently to recognize teachers for their continued efforts to lean along with their students."²⁶ Anna Shults has conducted years of professional studies on teacher compensation models aligned to student achievement and acknowledges the four components of the TAP System as comprehensive and mission-aligned. Designed by Lowell Milken, "TAP places the talented teacher front and center of a comprehensive system to attract, develop, motivate, and retain effective teachers...teachers who will advance student growth and close achievement gaps."²⁷ Through a multi-year TIF grant, Indiana's CELL Center at University of Indianapolis is a hub for TAP training and support. Our compensations system is locally competitive, but once hired, our focus is on developing teacher-leaders from within. We have funds beginning in Y1 that will provide a portion of the staff with a bonus tied to roles and responsibilities, instructional performance, and value-added student learning gains.

Professional Development. The Head of School, with support from the Upper and Lower Academy Directors as hired, will ensure that professional development is aligned with the evaluation standards of teachers, educational philosophy of the school, and the required measures necessary to elevate student achievement. We will strategically rely on internal and external professional development to ensure a full, seamless, and highly successful implementation of our rigorous academic program. We budget \$750 per FTE for ongoing professional development purposes, including July Professional Development (PD) and May end-of-year PD, and we will provide 35 days devoted solely to professional development of staff. Combined with our two hours of professional development every Wednesday, staff will have access to approximately 340 hours of internal professional development over the course of the school year.

²⁶ Dr. Gary Stark, President and CEO, National Institute for Excellence in Teaching.

²⁷ Lowell Milken, brochure on the TAP System published by National Institute for Excellence in Teaching.



1. Leadership Development and Support. Lead Founder and proposed Head of School Anna Shults has over 20 years of educational experience and brings mentors, advisors, and models of excellence within her personal network nationwide. Each provides her with an ability to grow professionally and widen her own skills. Ms. Shults stays abreast of current research, pours over daily newsfeeds, and is a dedicated life-long learner. As a BES Fellow, Ms. Shults, and consequently ACE Prep, has access to a network of over 60 proven leaders, each willing to share tools and resources to better our model. BES provides continued opportunities for leadership development through hands-on, intense school visits and training. **Ongoing School Visits.** ACE Prep will leverage its partners within the BES network and charter community across the nation to bring targeted instructional staff members from ACE Prep to visit high performing schools regionally and around the country who specialize in elements of our program. For example, our BE GREAT core values are informed by the practices of Great Lakes Academy Charter School in Chicago, led by 2012 BES Fellow and school founder Katherine Myers. Kindergarten teachers might visit Nashville Classical to perform a deeply goal-intensive and structured school visit to collect curricular artifacts and instructional video of outstanding classroom procedures and lessons. **BES Weekend Warriors Series.** BES provides four school visit-focused professional development weekend series throughout the country. We will send key staff members to each event, which will allow for high performing school visits and subsequent development on critical curricular and leadership topics throughout the school year. To increase our capacity in executing the core components of the ACE Prep program, we will continue to benefit from the experience of the schools and leaders who have informed these elements of our design, either through school visits or internal professional development networking and consulting.

2. Professional Development Before School Opening. Prior to the start of each school year, teachers will participate in a series of professional development sessions. In the school's first year of operations and ongoing thereafter, teachers will attend 35 days of professional development throughout the school year, with 18 days before the start of school. This series of professional development is designed to ensure teachers will be able to: **(a)** Internalize our structured, supportive, and achievement-oriented school culture and produce strong academic gains for all students; **(b)** Establish and maintain a structured, disciplined, achievement-focused school and classroom environment that upholds high academic and behavioral expectations for every student and embodies the school's college-preparatory mission; **(c)** Hold each student accountable to behavioral and learning expectations, including following and implementing policies for such things as uniforms, homework, and academic support; **(d)** Analyze assessment data and use it to craft strategic instructional action plans to close skill gaps and accelerate academic achievement; **(e)** Use Indiana Academic Standards, Common Core State Standards, and standards-based and internal standards to develop unit assessments, unit plans, and lesson plans that allow students to access and master grade-level skills and content each year; **(f)** Craft standards-based lesson plans following "I do, You do, We do" format that are rigorous for the grade level and that include sufficient time for independent practice and concrete checks for understanding to assess to what degree each student met the lesson objective; **(g)** Serve special needs students appropriately



and effectively to ensure they reach ambitious academic goals in accordance with their Individualized Education Plans; **(h)** Provide strategic, targeted English Language Development for English Language Learners so they are equipped to meet the same ambitious academic goals as native-English speakers; **(i)** Participate in a professional learning community in which each educator is responsible for seeking and accepting critical feedback and support and committed to improving professional practices in order to advance student achievement; and **(j)** Commit to upholding the school-family-student commitment and expectations defined in the staff handbook and Family and Staff Accountability Contract.

3. Professional Development During the Year. During the week following administration of interim assessments throughout the year, the Head of School, Upper and Lower Academy Directors (as hired), and teachers will participate in a professional development session targeted at analysis of interim results. School leaders will facilitate analysis of assessment results, identification of trends in student progress and gaps in skills and proficiency levels, and creation of instructional action plans for individual students, sub-groups, classes, and grade levels. Every Wednesday, following student dismissal, teachers and school leaders will devote two hours to working in professional learning communities, preparing for instruction and assessments. During professional development, teachers, led by school leadership and teacher-leaders from within, will: **(a)** examine research, observation data, lesson plans, assessments, videos of instruction, and student outcomes in a strategic focus area for improvement (i.e. phonemic awareness, making inferences); **(b)** model and practice instructional strategies; **(c)** identify concrete short-term action items to improve their practice; and **(d)** norm lesson plans and execution. In addition to formal annual observations and evaluations, the Head of School and Dean of Culture will observe all teachers a minimum of once per week throughout the academic year and provide targeted feedback to reinforce effective practices and facilitate improvement.

4. Professional Development Evaluation. As a 100% results-oriented school, professional development is evaluated for its effectiveness based on student achievement data. The Head of School ensures the efficacy of teacher support systems and implements modifications when satisfactory results are not being achieved. In later years, this responsibility is shared with the Upper and Lower Academy Directors. Our commitment to professional development is demonstrated by our use, prioritization, and quantity of dedicated time. Over the course of each year, ACE Prep spends 400+ hours improving the impact of our craft on student achievement. At two points each year, we provide staff with a survey on the quality of professional development and ask staff to identify two things they find successful about professional development and two things they wish they could change. Data points are used to make a bi-annual report to the Academic Achievement Committee and annual report to the Board on PD efficacy. As administration plans for the next year, this feedback informs any changes.

Start-Up & Operations

1. Start-Up Plan. A detailed start-up plan for all necessary tasks geared to a successful opening in August of 2016 may be found in **Attachment 15**. During our planning year, Y0,

efforts are primarily focused on the following: Recruitment of staff and students; Overseeing facility build-out and preparation; Developing and preparing all curriculum, instruction and assessment for K-1; and securing all educational and physical resources for the start of the year.

2. Start-Up Staffing and Costs. All corresponding financials for Y0 including revenue and expenditures can be found in **Attachment 17**.

3. Transportation – Not applicable. ACE Prep will not provide busing.

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. Policies will be developed 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 is responsible for seeing that 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.

Additional Security. Procedures to adequately protect school property shall include, but not be limited to: Controlling the issuance of building keys and master keys and access cards and security cards; Permitting access to classrooms, gymnasiums or other school facilities or equipment only to times when there is appropriate faculty supervision; and Procedure for securing teacher work areas when being left unattended or at the end of the day. All visitors must sign in at the main office and wear identification prior to admission to the general school building. The Head of School will secure assistance from law enforcement officials when deemed necessary to maintain order or security during the school day or during extracurricular activities. The Head of School shall call the Indianapolis Metro Police Department in cases involving illegal entry, theft or vandalism. The Head of School will notify the Board within 24 hours after each case of vandalism, theft, building damage and illegal entry. The Board is authorized to sign a criminal complaint and press charges against perpetrators of vandalism against school property.

5. Technology Specifications and Requirements – Not Applicable.

6. Insurance Coverage. We have engaged in multiple conversations with competitive insurance providers for each level of insurance coverage anticipated for our proposed school. **Attachment 16** contains documentation of an estimate of insurance coverage.

ACE Prep is in the process of negotiating a lease with Charter School Support Services (CSSS) Inc. for use of 5326 Hillside Avenue, Indianapolis, IN 46220. The property sits in Washington Township and within the Indianapolis Public School boundaries. When fully built out the facility will have 15 classrooms, library, cafeteria/multipurpose room, gymnasium, outdoor play area, and space to grow. (Example floor plans and estimated construction costs can be found in **Attachment 18**.) There is land to expand the facility to add classrooms. Costs of full build-out are estimated at \$1.2 M, including FFE and technology, and will be done in phases. The building will meet all ADA and safety requirements. CSSS will serve as property manager for day-to-day cleaning and maintenance.

Budget & Finance

1. Internal Systems and Processes. ACE Prep will develop internal financial controls and policies aligned with federal and state requirements, providing us with the foundation to properly safeguard assets, implement the Board's and management's internal policies, provide compliance with state and federal laws and regulations, and produce timely, accurate financial information. We will use the accounting system shared by many other IN charter schools. Unified Accounting Code compatible with state-approved software ensure compatibility with State Board of Accounts and Department of Education and includes all forms, accounts, contracts, and funds required by the unified accounting system for schools. A purchase order system will be established to maintain strict accountability and detailed list of expenditures will be kept in a purchase order log.

Financial Audit. After the end of the fiscal year (June 30), ACE Prep will furnish to the Indiana Charter School Board an annual audit prepared by certified public accountants. The Finance Committee will recommend an auditor to the Board for a formal vote. The auditor will assess the financial affairs of the school each year. Selection of the auditing firm will take place through a competitive RFP process, in which the school will assess the experience, expertise, and fees of the auditing firms. At the start of the auditing process, the Finance Committee will ensure that the auditor has access to all necessary financial information and records and non-financial records and documents maintained by the school. Preparation for the annual audit will begin with the preparation, approval and adoption of the budget and continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the auditor's request. At request, these documents may include income and cash flow statements, balance sheets, budget versus actual statements, and other relevant financial documents and/or statements. At the first Board meeting following the end of the academic year, the auditing firm will provide the Board with an overview of the audit process and timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and helps avoid miscommunication or unnecessary disruptions of the school's daily operations. After the audit is completed, the Finance Committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve the deficiencies. An audit finding shall 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 shall be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to ICSB regarding how the exceptions and deficiencies have been or will be resolved.

2. Please see **Attachment 17** for ACE Prep's 5-Year Pro-Forma Budget.

3. A detailed Budget Narrative can be found in **Attachment 18**.

SECTION IV: INNOVATION

Foundations of Innovation. ACE Prep is unapologetically college preparatory. We provide a uniquely designed K-5 school unavailable in our target community. Our school model is based on the successful implementation and execution of proven instructional design elements and practices at other high-performing schools, including the innovative use of two teachers for all literacy instruction and a prioritized daily schedule that focuses on math, literacy, and character development. These innovations, proven successful in schools around the country, guide our design in all areas including curriculum, instruction, culture, routines, operations, hiring, professional development, and character education.

Descriptions of Innovation

Teaching. We outline innovative staff roles and our financial stability below.

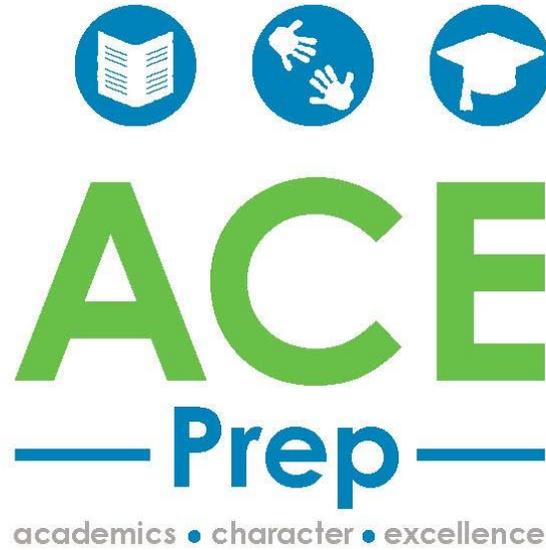
Staff roles. Teacher-led, small group instruction during literacy is non-negotiable. To maximize instructional minutes and the benefit of a longer school day prioritized on literacy and math instruction and targeted, small group instruction, we operate with a 1.5 teacher model during the 195 minutes of K-3 literacy instruction and 175 minutes of literacy instruction in grades 4-5. This innovative approach allows us to push in support when needed the most and provides flexibility with the additional .5 employee, whom we have on staff as an FTE highly qualified teachers rather than using paraprofessionals or part-time support. Teachers Intent on developing grade level leaders and building in a structure for mentor teachers, ACE Prep will have a strong adult culture where teachers are provided with opportunities to fine-tune skills, develop, and grow both in and out of the classroom. Opportunities for teacher-leaders include, but are not limited to: grade level leaders, Academy Directors, professional development facilitators, trained community presenters, data analysis leads, and representatives at local, state, and national opportunities to bring back new learnings aligned to our mission and vision.

Financial Stability. The proposed five year budget for ACE Prep is based on ensuring every dollar is maximized towards our mission and provides a heightened level of fiscal conservancy to maintain sound operational and managerial oversight of public dollars. Before making any decision, we ask how the impact aligns with our mission in a manner that benefits students. We have made decisions to prioritize resources directly impacting classroom learning, with teachers and students. Having a Dean of Culture on staff is an important distinction for us, and we have made every possible financial decision to allow for this role to begin in Y1. For job description and qualifications, see **Attachment 3**.



Attachment 1

Founding Group Resumes



Amy B. Marsh

5416 Carrollton Avenue
Indianapolis, IN 46220
317-435-4866
abmarsh@hotmail.com

SUMMARY OF QUALIFICATIONS

Results driven educator with 18 years experience including management of professional staff, projects, and programs. Lead teams with emphasis on support and high quality outcomes. Able to leverage community resources to improve academic performance for all students. Able to serve as primary facilitator and communicator for educational data analysis and strategic planning.

Competencies Include:

- Program Development
- Assessment Analytics
- Professional Development Delivery
- Grant Writing
- Post-secondary Counseling
- Staff Management
- Policy Analysis
- Research Management

PROFESSIONAL EXPERIENCES

The Indiana Chamber of Commerce

January, 2014 – Present

Director of College and Career Readiness Initiatives

- Overhaul *Ready Indiana* – the Chamber education and workforce website , programs and services
- Update *Indiana Skills* – database of supply and demand information on workforce by region
- Present statewide to educators on incorporating demand-side information with student planning
- Co-sponsor of regional pathway events connecting employers and educators
- Write and manage grants
- Conduct and share results of annual survey of employer needs
- Member – CORE 40 review taskforce of the Indiana Career Council
- Member – Pathways taskforce of the Indiana Career Council

Independent Educational Consultant

August – December, 2014

Clients Include:

- Meeder Consulting Group, LLC: project lead and CTE Pathways development in South Dakota and New York
- Indiana Youth Institute: symposium developer, website resource expansion
- Fleck Education: facilitator of graduate course for school counselors in post-secondary counseling through Butler University
- Community Charter Network: Development of College and Career Readiness Curriculum

The College Board, Midwest Office, Chicago, IL

Senior Educational Manager, K-12 Services,

January – June, 2013

- AP Diagnostic Delivery – Indianapolis, Des Moines, Columbus, OH
- District-wide data interpretation
- ACCUPLACER implementation team
- Manage AP, SAT, PSAT, ReadStep for the state of Indiana

Indiana Department of Education

State Coordinator for Advanced Placement, International Baccalaureate and Dual Credit

2010-2013

Assistant Director for College and Career Readiness

2012-2013

- Wrote and oversaw Federal Grant for AP and IB exam fees
- Co-Managed Speakers Bureau Project - statewide
- Provided professional development opportunities to superintendents, curriculum directors, principals, AP coordinators and teachers statewide
- Oversaw PSAT program for state
- Measured and rewarded effective AP, IB and Dual Credit programs
- Worked with higher education institutions to provide viable dual credit programs in high schools
- Maintained contract with online AP provider(s)
- Work with the Commission for Higher Education (CHE) to manage and interpret House Enrolled Act 1135
- Established dual credit review process and Preferred Provider List with CHE
- Developed revisions to the Academic Honors Diploma
- Planned, hosted and moderated "College Night In Indiana" Live
- Co-coordinated pilot/study of ACT and College Board suites of assessment
- Developed IB Student led conference in partnership with CELL
- Established and led Indiana AP Advisory Council
- State liaison for National Math and Science Initiative Grant
- Worked with team to implement statewide Literacy Framework
- Worked with team to administer IREAD-3 statewide
- Managed Literacy Team and implementation of Common Core Standards
- Served on the implementation team for Butler University IB Professional Development
- Represented Indiana in PARCC item review

Franklin Central High School, Indianapolis, IN
Director of College Counseling and Guidance

2005-2010

- Managed team of counselors; and guidance/ college preparatory services provided to school of 2,600 students
- Hired new counselors, Graduation Coach and support staff
- Developed of "Guidance Curriculum" administered to grades 9-12, and a guidance curriculum for parents
- Administered of state mandated testing (ISTEP) to all students
- Administered and coordination of PSAT to all 10th and 11th grade students and AP exams
- Administered LEP testing to students who speak English as a second language
- Established college planning checklists for each grade level
- Established NCAA eligibility checklists for all student athletes
- Adopted of new software for college application tracking; used this to distribute township-wide results of college admission cycle (Naviance)
- Created of a monthly newsletter from Guidance to community
- Helped in establishing school-wide intervention program for students at-risk (Flashes Intervention Team)
- Created of Transcript Checklists including new State guidelines for each diploma option
- Developed Final Exam Preparation Packet distributed to all freshman
- Collaborated with department chairpersons on curriculum development and writing of the Course Catalog – establishment and chair of "Curriculum Blitz"
- Worked on advanced Placement program and course development and recruitment (of students and teachers)
- Created new "College Night for Juniors" to review college application and admission
- Created "Senior Parent Coffees" to review college admission and applications
- Served as academic advisor to 300 + students
- Served as Team Leader for International Baccalaureate application
- Created Freshman/ New Student Orientation Program
- Created Student Ambassador Program coinciding with *Student Leadership Summit* for Ambassadors
- Established school as ACT test site; ACT site administrator

North Central High School, Indianapolis, IN
Guidance Counselor

2001-2005

- Guided students grades 9-12 through college admission process
- Served as academic advisor to 350 students
- Hosted parents in after school and before school college guidance programs
- Facilitated Grief Group, Women's Issue Group, Study Skills workshop
- Administered PSAT and ISTEP (state graduation test) - approximately 1400 students
- Created classroom guidance lessons - career and education planning
- Served as Team leader for counselors grades 10, 12
- Participated in Harvard Institute - College Admission Counseling
- Served as *Assistant Coach - Women's Cross Country Team*
- Served as *Pantherquest Facilitator*: Freshman orientation intensive program
- Served as *Senior Class Sponsor*: Blood Drive coordinator, community outreach, social and philanthropic event planning

Raymond Park Middle School, Indianapolis, IN
Teacher, Special Education: SEH, LD

1996-2001

- Self contained classrooms; 15-25 students
- Co-taught multi-ability classrooms
- School Improvement Council, co-chair

EDUCATION

Butler University, College of Education, Master of Science in School Counseling December, 2000
Butler University, College of Education, Bachelor of Science in Education, Elementary Education;
Endorsement/Licensure K-12 Special Education May, 1996

AFFILIATIONS AND PRESENTATIONS

- National Board Certified Counselor
- American School Counseling Association, member
- Kappa Delta Pi
- Seminar teacher at Butler University: "Nuts and Bolts of Special Education for Counselors", "Postsecondary Counseling"
- Guest Lecturer at IUPUI and Indiana University: "Special Education for Counselors"
- Guest speaker – Indy College Funding podcasts
- Presenter at Indiana Association for College Admission Counseling (IACAC), Fall Congress, 2007, 2010, 2011, 2012
- The College Board Midwest Regional Forum Planning Committee, 2008-2010
- Butler University Admission Office Advisory Board, 2009
- IUPUI Admission Office Advisory Board, 2009-2010
- Guest lecturer at IUPUI "AP and Dual Credit topics for New Counselors", 2010, 2011
- Guest lecturer at Butler University "Topics for New School Counselors", 2010, 2011
- Presenter at College Board Midwest Regional Forum, 2011
- Executive Board, IACAC, 2009-2012, 2014
- Executive Board, ISCA, 2014
- Governor appointment to the Board for Proprietary Education, 2014
- ACT Indiana Council, 2014-2015

McGordon, Andrea S.

4638 Falcon Run Way, Indianapolis, IN 46254 – 317-345-388 – amcgordon@icloud.com

Experience

Vice President, Private Banking

The National Bank of Indianapolis, Indianapolis IN

September 2006 –Current

Establish, maintain and grow a portfolio of \$30 million in loans and deposits

Grow bank profitability by cross selling client appropriate products and services

Provide sound financial advice in the areas of overall banking, consumer and mortgage lending and investments

Assistant Banking Center Manager

The National Bank of Indianapolis, Indianapolis IN

November 1995– September 2006

Drove business growth at banking center level

Hired, trained and grew banking center staff

Oversaw general aspects of operating a full service banking center

Adjunct Facilitator

Indiana Wesleyan, Indianapolis, IN

June 2009 – July 2012

Facilitated classes in the School of Business

Assisted Adult Learners in acclimating to an accelerated learning environment

Classes Facilitated included, Personal Finance, Management & Leadership and American Business

Accomplishments

Who's Who in Black Indianapolis

Center for Leadership Development Nominee, Best in Banking

Best and Brightest Nominee, Best in Banking

Served on Board of Directors for Indianapolis School of Ballet, Leadership Indianapolis & Big Brothers Big Sisters Central Indiana

Education

Master's in Business Administration

Indiana Wesleyan University, Indianapolis, IN

October 2008

Bachelor of Science in Business Administration

Indiana Wesleyan University, Indianapolis IN

October 2006

Curt M. Merlau

1708 W. Eventide Drive Bloomington, IN 47403 | (317) 489-8078 | curt.merlau@gmail.com

“A committed educator prepared to equip and inspire students holistically to achieve their fullest potential. Driven leader motivated by a desire to always put forth my best. Highly effective manager with strong interpersonal skills and always looking for new opportunities that challenge me professionally.”

Experience

EASTBROOK, MISSISSINEWA, MUNCIE & MARION COMMUNITY SCHOOL DISTRICTS

- Acquired over 300 hours of classroom experience from undergraduate instruction (Grades: K, 2nd, 3rd, and 6th).

Substitute Teacher (K-6th Grade), February – May, 2010

Multicultural Practicum (4th Grade), January 2008

- Supervised experience within a diverse classroom in an urban setting; including a clinical observation in Chicago, IL

Student Teacher (3rd & 5th Grade), 8/09 to 12/09

- Built strong relationships with students & sought to inspire them as a positive role model.
- Developed data-driven & thematic curriculum to meet the needs of diverse learners.
- Taught through differentiated instruction assigned to achieve mastery of state standards.
- Integrated technology (i.e. Smart Board, Prezi, Geomapping into curriculum and instruction)
- Introduced new programs (i.e. Literature Circles, Writer’s Workshop, Problem Solving Stations)
- Established high academic performance standards using explicit instructional methods resulting in higher performance.
- Initiated custom RTI approaches and monitored individual student performance.

State Outreach Manager, *Institute for Quality Education, 5/14 – Current*

- Responsible for the creation, implementation, and management of grassroots efforts to inform and mobilize advocates for quality education policies.
- Responsible for demonstrating an in-depth knowledge of current education policy and an unwavering passion for improving education while representing the organization in communities across the state.
- Assist in the development and training of local coalitions to encourage collaboration on local education issues.
- Manage statewide outreach operations and provide oversight of long and short-term outreach goals that support the mission of IQE and track metrics for success.
- Establish best practices for collecting data, entering data into shared data platform, and using it to inform decision-making.

National Outreach Data Manager, *StudentsFirst, 1/13 – 5/14*

- Responsible for supporting the Outreach Team and their use of online tools, including Salesforce and other data platforms, to enhance impact on the field.
- Worked closely with system users on the Outreach Team through on-boarding/continual learning processes for outreach managers’ to boost their successful use of Salesforce and data analytics.
- Managed internal communications for end-users to inform them on data projects, policy and procedures.
- Developed a streamlined process for large-scale data entry and management.
- Drove and tracked volunteer recruitment process, training, and supervision to ensure overall goals are met, with active support
- Coordinated across several departments to deliver communications for senior staff on key performance indicators.

Field Coordinator, *StudentsFirst, 5/13 – 1/13*

- Directed state field advocacy operations and developed long & short-term field plans and goals.
- Managed, tracked and analyzed Salesforce data to inform outreach and ensure integrity.
- Conducted field team assessments, worked with supervisor to develop electoral skills development plan, and supported leadership development of field team.
- Supported programmatic events and mobilizations around active political and policy campaigns.

5th Grade Teacher, *Paramount School of Excellence, 8/12 – 5/13*

- Responsible for the instruction of 26 children using a ‘Core Knowledge’ curriculum in a public charter school setting.
- Taught students from a diverse ethnic background in an urban setting with 90% qualifying for free and reduced lunch.
- Designed 5th grade lessons and procedures as grade-level lead.
- Regularly analyzed student data and adjusted instruction accordingly; coordinated Title I resources for the entire grade.
- Assisted in the implementation of a systems pedagogy program with external consultants.
- Led the grant writing and identification process for a school-wide gifted and talented program.
- Active participant on the School Improvement Plan Committee.

University Admissions Counselor, *Taylor University, 5/10 – 5/12*

- Recruited Central & Southern Indiana high school students resulting in a 3% increase in Indiana student enrollment in one year.
- Designed strategic initiatives within the department to foster intentional relationships with prospective students and parents from initial contact, application, until matriculation from a pool of 3,000 annual contacts.
- Evaluated prospective student applications to assess their overall contribution to the University’s mission and community.
- Travelled throughout territory extensively reaching over 100 high schools and 20 college fairs each fall.
- Implemented creative recruitment events throughout assigned territory and assisted with logistical planning of on-campus recruitment events.
- Managed the recruitment process for an endowed scholarship program and responsible for training new admissions counselors.

Patient Registration Clerk & Financial Advisor, Hancock Regional Hospital, 5/08 - 3/10

- Provided critical clerical support for healthcare providers and managed patient information within Emergency Department.
- Coordinated communication with various departments throughout the hospital to insure prompt service.
- Delivered "Patient First" service and integrated processes across departments to achieve organizational goals.

4-H/Youth Intern & Camp Director, Purdue Extension Office, Summer '08 & '09

- Responsible for developing and implementing structured programming for local 4-H program.
- Collaborated with local not-for-profits and businesses to partner with youth initiatives.
- Developed engaging curriculum (grades 1st-5th) for local '4-H Afterschool Summer Program' in partnership with the YMCA.
- Supervised and recruited 30 student employees and 150 youth ages 5-8 for annual 3-day 4-H Day Camp.

Education & Credentials

TAYLOR UNIVERSITY — UPLAND, IN

B.S. in Education, 2010

INDIANA UNIVERSITY — BLOOMINGTON, IN

M.S. Ed in Educational Leadership, Candidate

INDIANA PROFESSIONAL TEACHING LICENSE

Elementary Primary/Generalist (K-6)

Community Service

Monroe County Purdue Extension Board Member, 2014

Member of the Founding Board of Directors for ACE Prep, a proposed K-5 charter school for the city of Indianapolis.

The mission of ACE Prep: Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School educates Kindergarten through Grade 5 students for school success and lives of opportunity.

Honors

North American Coalition for Christian Admissions Professionals, 'Rookie Recruiter of the Year' – 2011

Ballinger Education Scholarship Award - Taylor University - 2009-2010

Independent Colleges of Indiana: 1st Generation College Student Outstanding Achievement - 2007

JOHN SHERTZER

95 Williamsburg Court
Zionsville, Indiana 46077
317-344-2911 (Home)
515-201-5755 (Cell Phone)
johnshertzer@gmail.com

EDUCATION

Master of Science

May, 2001

Iowa State University

Emphasis: Educational Leadership and Policy Studies, Higher Education Administration

Bachelor of Science

May, 1998

Miami University

Major: Mass Communication

SKILLS

- Servant Leadership
- Team Development
- Interpersonal Relationships
- Creativity
- Oral Communication
- Facilitation and Instruction
- Writing
- Strategic Planning

VOLUNTEER AND PROFESSIONAL ACTIVITIES

- Stanley K. Lacy Executive Leadership Series (Graduate Class 38, 2014)
- Indiana Leadership Association (Board Chair)
- Kiwanis Club of Northwest Indianapolis (Board of Directors)
- The Villages / Dads Inc.
- Theta Chi Fraternity
- International Leadership Association

PROFESSIONAL EXPERIENCE

Chief Programs Officer, July 2010 to present

Kiwanis International | Indianapolis, IN

- Serve on the senior management team for the organization.
- Oversee all aspects of Kiwanis Service Leadership Programs, including world's largest youth service club, Key Club International.
- Serve as appointed Executive Director of 501(c)(3) subsidiary, Kiwanis Youth Programs, Inc.
- Oversee a departmental budget of over \$4.5 million.

Vice President, August 2008 to July 2010

Leadership Ventures | Indianapolis, IN

- Directly managed educational offerings for Indianapolis nonprofit community, including seminars, conferences, and retreats.
- Provided consulting for nonprofit organizations on topics such as strategic planning, governance, and leadership development.
- Directly supervised annual Get on Board program.
- Created and managed inaugural Board Chair Summit, now an annual program of Leadership Indianapolis.

Vice President for Leadership Education, June 2005-July 2008

North American Interfraternity Conference | Indianapolis, IN

- Developed and supervised educational programs for Greek undergraduates and alumni, including curriculum design, presenter recruitment and selection, marketing, budget management, assessment, and logistics.
- Redesigned and rejuvenated longstanding program, the Undergraduate Interfraternity Institute, which attracted 800 student participants annually.
- Recruited and managed a team of over 150 volunteers to support educational initiatives.

Coordinator of Leadership Development, June 2004-June 2005

University of Maryland | College Park, MD

- Responsible for developing new co-curricular leadership and personal development initiatives for undergraduate students.
- Coordinated Fall and Spring involvement fairs to match students with campus clubs and organizations.
- Supervised two graduate assistants and advised an undergraduate programming council.

JOHN SHERTZER

REFERENCES

Stan Soderstrom
(current supervisor)
Executive Director
Kiwanis International
ssoderstrom@kiwanis.org
317-875-8755

Pete Smithhisler
(former supervisor)
Executive Director, North American
Interfraternity Conference
pete@nicindy.org
317-872-1112

Linda Kirby
CEO, Leadership Indianapolis
lkirby@leadershipindianapolis.com
317-634-2423

*Additional References Available Upon
Request*

Coordinator of Residence Life, June 2001-June 2004
Iowa State University | Ames, IA

- Served on the senior leadership team for the campus residence hall system.
- Recruited, selected, trained, and co-supervised 13 full-time Residence Hall Directors and oversaw their management of residence hall facilities and over 8000 on-campus students.
- Responsible for developing new co-curricular leadership and personal development initiatives for undergraduate students.

Member Services Consultant, June 1998 - May 1999
North American Interfraternity Conference | Indianapolis, IN

- Provided educational programs for over 60 college campuses all over the United States, covering topics such as leadership, diversity, values-congruence, risk management, and communication skills among others.

PUBLISHED WORKS

- Shertzer, J.E. (2010). Citizenship in Our Organizations. In M.L. Shankman, S.J. Allen (Eds.), Emotionally Intelligent Leadership for Students Workbook (pp. 150-155). San Francisco, CA: Jossey-Bass.
- Shertzer, J.E. (2008). Reclaiming Leadership. AFA Essentials. April 2008.
- Shertzer, J.E., & Doyle, M.K. (2006). Experiential learning. In S.R. Komives, J.P. Dugan, J.E. Owen, C. Slack, W. Wagner (Eds.), Handbook for Student Leadership Programs (pp. 91-102). College Park, MD: National Clearinghouse for Leadership Programs.
- Shertzer, J.E. (2006). Review of the book A collective biography of twelve world-class leaders: A study on developing exemplary leaders. Journal of College Student Development, 47, 242-243.
- Shertzer, J.E., & Schuh, J.H. (2004). College student perceptions of leadership: Empowering and constraining beliefs. NASPA Journal, 42 (1), 111-131.

ABOUT

Devoted professional whose career has been focused on the character and leadership development of others. Responsible now for the experiences of over 350,000 youth and adults annually involved in Kiwanis programs. Brings strategic and creative thinking to program development. Collaborates with ease, effective at relationship-building, and skilled in coaching others. Competent executive who makes sound decisions yet unafraid to act boldly and take risks. High performer that works with enthusiasm and moves easily from vision to implementation.

CHASITY Q. THOMPSON, ESQ.

P.O. Box 44014 • Indianapolis, IN 46244 • (317) 797-1908 • cqthompson@gmail.com • Attorney No: 24000-49

EDUCATION

Candidate, Doctor of Philosophy, Higher Education Administration and Student Affairs
Indiana University, Bloomington, IN

Doctor of Jurisprudence, Indiana University Robert H. McKinney School of Law May, 2002

- Student Representative, Faculty Appointments Committee
- Scholarship Recipient, Indianapolis Bar Foundation & IU School of Law
- Fellow, Indiana Conference for Legal Education Opportunity (ICLEO)
- Board Member, Client Counseling Competition
- President (2001-02), Vice President (2000-01), National Black Law Students Association
- Recruitment & Retention Coordinator, BLSA Midwest Region Executive Board
- Tutor, Shortridge Middle School

Master of Business Administration, Auburn University June, 1999
Dual concentration in **Marketing & Sports Management**

- Daimler Chrysler Corporation MBA Competition Team
- Scholarship Recipient, Beta Nu Omega
- Vice President, Auburn Graduate & Professional Student Association
- Advisor, National Pan-Hellenic Council

Bachelor of Art-English, Alabama State University, *Magna Cum Laude* May, 1997

Associate of Science- Business Administration, Alabama State University, *Magna Cum Laude* May, 1997

- Full Academic Scholarship recipient
- National Dean's List
- President, Freshman & Junior Class; Vice President, Sophomore Class
- President, Alpha Kappa Alpha Sorority, Inc., Beta Pi Chapter
- Who's Who Among American Colleges & Universities
- Phi Eta Sigma Honor Society; Sigma Tau Delta International English Honor Society
- Alpha Kappa Psi Professional Business Fraternity
- Golden Ambassador (Official University and Presidential Host)

EMPLOYMENT HISTORY

Indiana University Robert H. McKinney School of Law **Indianapolis, IN**
Assistant Dean, Office of Professional Development Feb. 2008- present
Adjunct Faculty, Law Practice Management May 2011- present
Director, Office of Professional Development Mar. 2006 – Feb. 2008
Associate Director of Professional Development Sept. 2004- Mar. 2006

- Counsel current students and Alumni; assist with job search strategies, resume and cover letter review, judicial clerkship opportunities, in state and out of state searches, networking and other relevant areas
- Foster and maintain relationships with current and potential employers; seek to establish relationships
- Manage On Campus Interview program and IUI Career Connection, online job career center
- Develop and implement innovative Professional Development programming to bolster student engagement and preparedness for the transition of life after law school in traditional and nontraditional positions
- Manage office staff and developed career coach & "Get on track" modules for more effective service; Manage graduation statistics for reports to NALP, ABA, US News & World Report, and other agencies

Supreme Court of Indiana **Indianapolis, IN**
Judicial Law Clerk to Chief Justice Randall Shepard Aug. 2002 – Aug. 2004

- Wrote judicial opinions for cases that are granted transfer in the Indiana Supreme Court. Explored issues on petitions to transfer. Researched legal topics for law review articles and legal journals.

STUDENT SERVICE ORIENTED • PROVEN LEADERSHIP • RESULTS DRIVEN • CIVIC & COMMUNITY INVOLVEMENT

Indiana Supreme Court Commission on Race & Gender Fairness

Indianapolis, IN

Law Clerk

Nov. 2000- July 2002

- Researched topics and prepared memoranda on race & gender fairness issues. Examined the feasibility of implementing various multiracial projects, organized files, assisted in public hearings on race & gender fairness in the legal profession throughout Indiana, and drafted proposals to join the National Consortium for Court Interpreter Programs.

Baker & Daniels (presently Faegre Baker Daniels)

Indianapolis, IN

Summer Associate

Summer 2000

- Researched various legal issues, examined depositions, wrote memoranda, and completed assignments in Intellectual Property, Business Planning, Labor & Employment, Environmental and Litigation practice areas. Enhanced library research and writing skills.

Synovus Financial Services- CB&T People Development

Columbus, GA

Intern

Summer 98

- Developed, presented, and implemented programs targeted towards increasing employee productivity and facilitating a smooth transition regarding the company's new conversion policies and procedures.

PRESENTATION & TEACHING EXPERIENCE

Numerous presentations and Experience in Teaching:

- Law Practice Management
- Ethics
- Portfolio & Professional Procedures
- Higher Education Initiatives
- State & Local Government
- English Composition
- Etiquette
- Group Dynamics

BOARD APPOINTMENTS, CIVIC INVOLVEMENT & ACCOLADES

- Emerging Leader Award- 100 Black Men, Indianapolis chapter
- Who's Who in Black Indianapolis, inaugural Emerging Leader co-chairman 2014
- Indianapolis Business Journal- 40 under 40 recipient 2013
- Distinguished Fellow, Indiana Bar Foundation
- Stanley K. Lacy Executive Leadership Series, Class XXVI
- 2011 Indy's Best & Brightest- Education & Nonprofit (Junior Achievement)
- Super Bowl XLVI host committee, Education & Special programs committee 2011-2012
- American Bar Association, House of Delegates- Indiana delegate 2010-2013
- Board of Governors, Indiana State Bar Association 2011-2013
- Board of Directors, Indianapolis Bar Association 2012-2013
- Recipient, Raab Emison Award
- Recipient, Leadership in Law Award- Up & Coming Lawyer by the Indiana Lawyer
- Co-chair, Inaugural Diversity in Practice Conference
- Co-chair, 2010 Legal Education conclave
- Chair, Practice Skills Summit (for State of Indiana)
- Member, Indianapolis Bar Leader Series, Class V
- Board Member, Indianapolis Bar Association Law Student Division; Indiana State Bar Young Lawyers Section
- Member, IU Robert H. McKinney School of Law Alumni Association
- Volunteer, Street Law Program; Talk to a Lawyer program and other numerous Pro Bono initiatives
- Member, Indiana State Bar Association, Indianapolis Bar Association, Marion County Bar
- Mentor, IUPUI Norman Brown Scholars program
- Past President, Alpha Kappa Alpha Sorority, Inc. – Chi Chi Omega chapter
- Member, The Links, Incorporated- Indianapolis chapter

ELANA K. THOMPSON

6617 Hidden Oak Lane ■ Indianapolis, IN 46236 ■ 317-413-0083 ■ elanakthompson@gmail.com

QUALIFICATIONS AND PERSONAL STRENGTHS

- ✓ Highly motivated and accomplished professional with more than 13 years of exemplary experience in educating, recruiting, training, and community outreach
- ✓ Utilize dynamic, synergistic style in collaboration with key stakeholders to meet and exceed expectations; considered a catalyst with keen strategic planning skills and a pragmatic, resourceful approach to responsibilities
- ✓ Lifelong advocate of continued learning and advancement; very effective in influencing the grasp of knowledge and learning in others
- ✓ Demonstrated success in planning, developing, and implementing task under deadline and within budget
- ✓ An accomplished change agent with an established track record in getting positive results working with community leaders and businesses.
- ✓ Dedicated and involved community volunteer with demonstrated leadership skills

EDUCATION

INDIANA STATE UNIVERSITY- TERRE HAUTE, IN

ANTICIPATED GRADUATION DEC 2015

Ph.D. Candidate in Educational Administration with a specialization in Higher Education

Dissertation Proposed Topic of Study- First-generation students' successful transition to college

Courses of Study:

- History of Higher Education
- Organization and Governance
- Advanced Leadership Theory
- Law and Policy in Higher Ed.
- Foundations of Education
- Statistical Methods
- Research in Educational Law
- Resource Management
- College Students in Higher Education

MURRAY STATE UNIVERSITY- MURRAY, KY

MAY 2003

Master of Arts in Educational Leadership and Administration

Courses of Study:

- Educational Leadership
- Survey Research In Schools
- Educational Resource Management
- Curriculum Development
- School/Community Relations
- Methods of Research
- Clinical Supervision
- School Law
- School Principal

MURRAY STATE UNIVERSITY- MURRAY, KY

MAY 2000

Bachelor of Science in Organizational Communications

Board of Regents Full-Tuition Academic Scholarship

University Involvement:

- Student Ambassador
- President's Office/EOO Office Assistant
- Summer Orientation Leader
- Fall Orientation Leader
- Varsity Speech and Debate
- Miss Black and Gold
- African American Recruitment Team
- Intramural Sports
- Peer Tutor

SKILLS

- Public Speaking
- Training and Development
- Relationship Building
- Curriculum Design
- Recruitment and Retention
- Program Management
- Data Analysis
- Workshop Facilitation
- Strategic Plan Development
- Communication Theory
- Database Management
- Marketing

Talented ■ Confident ■ Motivated ■ Creative ■ Dedicated

CORE COMPETENCIES

Communication

- ✓ Formal Communications, Interpersonal, Diversity and Leadership Training/Trainer
- ✓ Committed to the advancement of cultural diversity
- ✓ Presented workshops at a national, regional and local level

Leading Others

- ✓ Possess an innate talent for developing and coaching people
- ✓ Sincere attitude to serve and support students
- ✓ Ability to enhance the performance of others through motivation and accountability

Strategic

- ✓ Confident in managing projects at all levels through proper planning and team support
- ✓ Effective enrollment/budget management and oversight skills
- ✓ Develop annual goals and objectives to maximize academic success and retention

Research and Assessment

- ✓ Strong understanding of program inquiry to evaluate and implement change
- ✓ Confident using research and theory to guide decision making process
- ✓ Analysis of data to measure outcomes to determine return on investment

CAREER PROFILE

LEADERSHIP INDIANAPOLIS- INDIANAPOLIS, IN

Program Director, November 2014-Present

Responsible for program curriculum to impact community leadership and development

- Plan, develop, and implement programming strategies to meet the needs of leaders
- Research and analyze data to determine the current demand for professional growth advancement
- Build relationships with community and business leaders to develop partnerships based on financial support, volunteerism, and alumni engagement
- Create innovative opportunities for people to become engaged and active in civic leadership

INDIANAPOLIS PUBLIC SCHOOLS EDUCATION FOUNDATION- INDIANAPOLIS, IN

Interim Executive Director, July 2014-October 2014

Planning, direction, development, administration, supervision and implementation of comprehensive internal and external strategic planning to enrich opportunities for students in IPS

- Build relationships with IPS to Leadership and staff to build collaborative partnership between the foundation and the school district
- Compile and analyze data to measure and maintain organizational success and donor retention
- Engage community and business leaders to develop partnerships based on financial support, volunteerism to ensure organizational sustainability
- Plan and implement Hall of Fame Breakfast, Reception, and Luncheon
- Prepare organized IPSEF binder to help new Executive Director in the transitional process

STARFISH INITIATIVE- INDIANAPOLIS, IN

Corporate Relations Officer, August 2013-May 2014

Senior Management Team Member responsible for all corporate goals and objectives across various departments within the organization

- Developed multiple-year fundraising strategies to meet mission and agency requirements
- Planned, developed, and implemented programming strategies for scholars and mentors
- Compiled and analyzed data to measure organizations success and donors return on investment
- Engaged community and business leaders to develop partnerships based on financial support, volunteerism, and workplace experiences for scholars
- Created and managed marketing campaign to raise community awareness around "First Generation College Graduates"
- Coordinated and implement College and Career Fair, Holiday Open House, Year-round "Friend"raising Events, Mentor Recruitment, Fundraising Breakfast, and Freshman Orientation Week activities, and Development Committee meetings

Talented ■ Confident ■ Motivated ■ Creative ■ Dedicated

VINCENNES UNIVERSITY- VINCENNES, IN (Indianapolis based)

Assistant Director of Admissions/ Coordinator of Multicultural Recruitment, June 2010-July 2013

Coordinate recruitment in Marion County and surrounding areas. Establish university-wide multicultural recruitment/enrollment plan to increase recruitment and retention of minority students statewide.

- Established strategic plan to address diversity issues and opportunities
- Analyzed historic data to maximize productivity and increase enrollment
- Worked with community organizations to increase minority pool of students (Indiana Black Expo, Jobs for America's Graduates, La Plaza Hispanic Organization, Center For Leadership Development, Urban League)
- Coordinated workshops, luncheons, and panels for prospective students and families
- Delivered over 10 school and community based presentations per week

SANOFI-AVENTIS - INDIANAPOLIS, IN (Leading International Pharmaceutical Company)

Senior Sales Representative, 2005 to 2009

Met company sales and service objectives. Educated physicians, nurses, and medical staff on products. Interacted extensively with customers, answering questions, teaching, and recommending products that met patient needs.

- Promoted company products in the areas of Diabetes. Increased sales results and built key relationships
- Coordinated team building and product knowledge efforts. Completed over 100 credits of professional development
- Served as District Motivation Lead. Designed best practices forum, which improved productivity and morale
- Served as Territory Managed Care Leader. Researched and shared latest managed care updates to improve sales messaging and impact sales call
- Led workshops at 7 regional meetings
- Commended for excellent presentation and customer service skills on performance reviews
- Selected as District Sales Trainer. Led local training of new employees and employees returning from leave
- Selected as Regional Brand Champion. Chosen by Regional Director based on performance and Leadership
- Awarded Sanofi-Aventis Culture Award. Recognized by Manager for embodying company values

JOHNSON AND JOHNSON – INDIANAPOLIS, IN (Leading International Pharmaceutical Company)

Professional Sales Representative, 2003-2005

- #1 Ranked in the District #1 Ranked in the Region #39 out of 486 in the Nation
- Devised territory optimization plan to optimize daily schedule
- Created monthly district newsletter- *The Motivator*. Influenced district and region. Demonstrated leadership

MURRAY STATE UNIVERSITY- MURRAY, KY

Assistant Director of School Relations for African American Recruitment, 2001-2003

Coordinated University-wide undergraduate recruitment/enrollment efforts of African American students. Informed, advised, and counseled prospective students and their families. Supervised recruitment and resource teams of targeted population.

- Increased African- American enrollment by 32.9% in 2002 & 42% in 2003
- Created plan to assist academic colleges in revising and implementing recruitment plans and setting enrollment goals- Adopted by university as formal plan- currently still in use
- Traveled five- state territory to recruit on high school campuses
- Planned and supervised admission programs, outreach activities, on-campus activities, and community events
- Assisted in the design and production of publications and marketing strategies
- Supervised Minority Recruitment Team (students). Led Minority Resource Team (faculty and staff)
- Served as Whitney M Young Summer Camp Director. Taught English and Public Speaking.
- Worked with the Office of Equal Opportunity to obtain the goals outlined for student recruitment and retention in the Kentucky Plan for Equal Opportunities administered by the Council on Postsecondary Education (CPE).
- Responsible for developing strategies and measuring results for internal/external review and statewide reporting.

ELI LILLY AND COMPANY– MONTGOMERY, AL (Leading International Pharmaceutical Company)

Sales Representative, Field Sales, 2000-2001

- Ranked 70 out of 500 (moved up 220 positions to top 14% in 6 months)
- Recognized as District Rookie of the Year
- Specialized in Diabetes care and management

Talented ■ Confident ■ Motivated ■ Creative ■ Dedicated

DISTINCTIONS

- Pi Lambda Theta Educator Honor Society (2015)
- Center for Leadership Development Minority Achievers Award Nominee in categories of Education and “Up and Coming” (2013)
- Stanley K Leadership Executive Leadership Graduate (25 selected by committee for year-long leadership series) Class leader/mentor Commissioner for Higher Education (2012)
- Junior Achievement of Central Indiana Finalist for Indy’s Top 100 Best and Brightest (2011)
- Murray State University Alumni Association Board of Governors (2010)
- Featured Writer in published text *The Presentation Guide Book: From the Classroom to the Boardroom* (2010)

CONTINUING PROFESSIONAL DEVELOPMENT

- Lacy Leadership Association/ Leadership Education and Development Graduate
- Insights Into Personal Effectiveness (Social Styles) Course Completion
- Workshop Facilitator- Indiana School Counselor Association statewide meeting
- Workshop Facilitator- National Symposium of Recruitment and Retention of Students of Color
- Workshop Facilitator- Vincennes University Conflict Management
- Annual African American Honors Day Keynote Speaker and workshop facilitator –Murray State University
- High Achievement and Teamwork Facilitator (Highland Avenue Elementary teacher in-service)
- Advanced Selling Skills Course Completion
- Integrity Selling Course Completion
- Attended three-week Cooperative Center for Study Abroad in London, England- Creative Writing Course
- Speech and Debate Coach and Public Speaking Teaching Assistant at Murray State University

PROFESSIONAL AFFILIATIONS

- Association of Fundraising Professionals (AFP)
- Indiana Association of Blacks in Higher Education Steering Committee/ Conference Planning Team
- Indiana Association College Admissions Counselors (IACAC)
- National Association of College Admissions Counselors (NACAC)
- Indiana School Counselors Association (ISCA)
- Indiana Association of Blacks in Higher Education Steering Committee/ Conference Planning Team

COMMUNITY/ CIVIC INVOLVEMENT

- OPTIONS Alumni Advisory Board Member (2015)
- Central Indiana Community Foundation OPTIONS Women’s Philanthropy and Leadership Class 14 (2014)
- Indianapolis Public School Foundation Board 2013- Present
(Executive Committee-Secretary, Hall of Fame Planning Committee and Strategic Planning Committee)
- Next Indiana Editorial Advisory Board (2013)
(Partnership of Indiana Dept. of Education, Indiana Commission of Higher Education, and IBJ Media)
- Grad Magazine Editorial Advisory Board (2013)
- Think Future Magazine Editorial Advisory Board (2013)
- Center for Leadership Development College Prep Conference Planning Committee (2013)
- Atterbury/Independence Job Corp Community Relations Council Member (2011-2013)
- Indianapolis Public Schools Northwest High School Business Finance Advisory Board (2012-2013)
- Fall Retreat Facilitator for Star Fish Initiative Weekend Leadership Camp (2012)
- Jobs for Americas Graduates Volunteer (2010-2013)
- Ben Davis University High School Early College (2010-2012)
- Starfish Initiative Mentoring Freshman Orientation Week Presenter (2010-2013)
- Indiana Black Expo/ 100 Black Men- Choosing a College Workshop Presenter (2010)
- Indiana Black Expo- Read Speak Think Education Chair (2010)
- Starfish Initiative Mentoring Freshman Orientation Week Presenter (2011-2013)

Talented ■ Confident ■ Motivated ■ Creative ■ Dedicated

ABOUT ELANA THOMPSON

“You made an excellent presentation at the luncheon today. I appreciate you making the trip to campus to be with us. You are a very talented young lady, and I am pleased that you are on our team. I look forward to your continued good work.”

-Dr. Dick Helton President Vincennes University

I would like to thank you for taking time from your schedule to present at the January Assistant Provost Luncheon. Your comments and enthusiasm were contagious!”

-Lynn White Assistant Provost for Student Affairs Vincennes University

“Elana’s strongest professional quality is that she is a visionary. She is innovative in her thought process and has a creative way of approaching her everyday work. Elana is a strong leader that takes initiative to pursue opportunities-she does not wait for opportunities to come her way. We are fortunate to have Elana on the Admissions staff at Vincennes University.”

“Elana has a high social IQ- she is an excellent communicator and does a great job of engaging an audience. She is not afraid of trying new and alternative methods. Elana sets a great example for the rest of this office in this area. She is also well organized and I thoroughly trust her decision making skills.”

-Christian Blome Director of Admissions Vincennes University

First, thank you so much for your wonderful presentation Tuesday. Although at times you may have felt the students were not as engaged as would be ideal, they obviously took away lots. On the evaluations they completed yesterday, for the item that read, “The session that will help me the most to go to college,” your presentation was one of the most frequently given answers! Thanks for giving so much to our scholars!

-Nancy Rairdon Scholar Specialist Starfish Initiative

“I am so proud to support your continued development. You have made a tremendous impact on our team and your pod. Thank you for your leadership! Keep up the good work”

-Greg Glaze District Sales Manager Sanofi-Aventis

“I want to give you feedback on Elana Thompson and her performance during training. Throughout the entire time her attitude demonstrated a “can do” spirit with an emphasis on learning and sharing knowledge with her peers.”

-Breese Powell Training Specialist Sanofi -Aventis

“The Whitney M. Young Scholar’s Summer Institute at MSU was a great experience. This is largely due to the hard work and tireless effort of Ms. Elana Kornegay. She participated in every aspect of the Summer Institute, including hiring campus staff, ensuring adequate facilities on campus, planning positive and fun activities to keep students occupied, and being a visible staff person with students. She is terrific!”

-Faye D. Owens Director Whitney M. Young

“Today I received two glowing reports on your excellent work and organization at the Black Expo. in Louisville. From all reports, the Murray State University presence was effective and distinctive. I appreciate your excellent leadership. Once again, thank you for your outstanding work. It is very reassuring to have you on staff and directing recruitment efforts.”

-Dr. Don E. Robertson Vice President for Student Affairs

“Elana has worked in the President’s/ Equal Opportunity for four years. Her glowing personality and strong communication skills is an asset to our university. In this position, she is exposed to the universities most confidential information and Exhibits the utmost professionalism. We wish we could keep her here, but I am more than confident that Elana will continue to shine in all her future endeavors.”

-Annazette McCane Director of Equal Opportunity Murray State University

Major Strength on Job: “Outgoing Personality. Planning Skills, Public Presentation Skills.”

-Paul Radke Director of Admissions Murray State University

Talented ■ Confident ■ Motivated ■ Creative ■ Dedicated

REFERENCES

- Teresa Lubbers- Commissioner
Indiana Commission of Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204
tlubbers@che.in.gov
(317)464-4400
- Amber DuVentre- Director of Program Implementation
Governor's Foundation for a Healthier Tennessee
511 Union Street, Suite 720
Nashville, TN 37219
amber@healthierstate.org
(615) 610-1886
- Christian Blome- Executive Director
McKendree University of Kentucky
10168 Linn Station Road, Suite 100
Louisville, KY 40223
cjbHOME@mckendree.edu
(502) 266-6696
- Latricia Chandler- Manager, Supplier Diversity
Veolia Water
101 West Washington St., Suite 1400 East
Indianapolis, IN 46204
latricia.hill-chandler@veolia.com
(317) 809-9621
- Linda Kirby- Chief Executive Officer
Leadership Indianapolis
615 North Alabama Street
Indianapolis, IN 46204
lkirby@leadershipindianapolis.com
(317) 860-3670

RODERICK D. S. WHEELER

5418 Rapidan Lane • Indianapolis, Indiana 46254 • 317. 590.1575 • roderickw@cicf.org

PROFILE

Director of Community Impact for third largest foundation in Indiana and one of the largest community foundations in the nation. Passionate and visionary foundation professional who values community empowerment and measuring charitable impact. Expertise includes: strategic planning and leadership, not-for-profit management and financial analysis, organizational evaluation and assessment, charitable investing and advising, training and development, project management, and education policy.

PROFESSIONAL SUMMARY

- Exceptional foundation professional with experience in creating and leading nationally recognized multi-million dollar, community leadership initiatives; coaching and developing new staff members; and managing various grantmaking portfolios.
 - Strong knowledge of public policy, measuring charitable impact, and community improvement strategies, including: education reform, college readiness and success, crime prevention, workforce and economic development, health and human services, youth development and child welfare.
 - Compassionate community leader with volunteer experience on local board of directors, keynote speaker at various local and national events, contributing writer in local newspapers and journals, workshop presenter and guest lecturer of graduate and executive education classes.
 - Public servant with four year tenure in U.S. Army and a one year public service appointment as an State Commissioner to help improve juvenile justice, education, child welfare, and mental health services for youth in the State of Indiana.
 - Excellent education preparation including a Master of Public Affairs degree from top ranked program in the country and executive education training from Harvard University.
-

PROFESSIONAL WORK EXPERIENCE

- Director of Community Impact** 2013 – Present
Central Indiana Community Foundation Indianapolis, Indiana
Developed the College Readiness and Success Initiative (CRSI) of Indianapolis in partnership with Lumina Foundation for Education. The CRSI is a local \$4M data-driven, capacity-building, outcome-based effort aimed at increasing the number and percentage of Marion County students who access and succeed in post-secondary opportunities. Developed performance-based incentive grantmaking strategy, increasing Marion County Twenty-first Century Scholars enrollment from 38% to 75% percent in less than two (2) years. Developed grant guidelines as well as funding and evaluation criteria for City of Indianapolis' Community Crime Prevention Program, a public grant program that provides \$1.8M annually to Indianapolis to develop crime reduction strategies.
- Senior Grant Officer** 2011 – 2013
Grants Officer 2005 – 2011
Central Indiana Community Foundation Indianapolis, Indiana
Grant professional for one of the oldest community foundations in the country with total assets exceeding \$670M and making annual grants to central Indiana of approximately \$40M. Foundation's grant portfolio volume ranks in the seventy-fifth percentile of peer foundations. Provide organizational, grant, financial assessments, and research for both foundation board of directors and private donors. Managed over \$15M of direct grant funding and leveraged over \$5M in co-investments from community partners to develop programs that demonstrate impact.
- Higher Education Graduate Program Consultant** 2011– Present
Marian University Academy of Teaching and Learning Leadership Indianapolis, Indiana
Develop recruitment and selection strategy; facilitated strategic planning process for small private university's new graduate level principal preparation program focused on being innovative and rapidly improving historically low-performing schools in Indiana.
- Automated Logistical Specialist** 2001 – 2005
United States Army Fort Bragg, NC / Camp Victory, Kuwait
Managed all operational, administrative, and automated functions of a military warehouse with assets in excess of \$7M. Directly supervised approximately ten (10) military personnel.
-

PROFESSIONAL LEADERSHIP

Strategy

- **CICF Director of Community Impact:** Developed community leadership strategies for College Readiness, College Success, and Community Crime Prevention. Provide cross-departmental leadership to improve efficiencies between Donor Services and Community Investment staff of approximately 12.
- **CICF Senior Grants Officer:** Created nationally recognized Summer Learning Institute at Marian University that utilizes pre-service teachers to model effective teaching practices in community and faith-based organizations. Program has proven to be statistically significant to reduce summer learning loss in math for three consecutive years.
- **Marian University Consultant:** Led multiple strategic planning sessions for university faculty and staff to help develop individualized candidate leadership strategies, strengthen academic rigor and course standards, and implement community councils to support school leaders and student learning.
- **Peace Learning Center Board Chair:** Restructured board of directors of a \$1.2M youth serving organization to improve board effectiveness, including implementing an annual campaign chair position to increase fundraising efforts.

Analytical and Financial

- **CICF Director of Community Impact:** Collaborated with Indiana Department of Education (IDOE) to implement college readiness accountability standards for all secondary schools in Indiana. Completed one of a kind community report that tracks the postsecondary enrollment, persistence, and completion rates of 11 traditional public school districts in Indianapolis.
- **CICF Grants Officer:** Conducted financial analysis for multiple organizations and provided advice that resulted in organizational merger, dissolution, or revival. Developed financial training and organizational assessment process and coached new staff on how to conduct nonprofit financial analysis.
- **KIPP-INDY Finance Chair:** Renegotiated private loan with an anticipated end of year balloon payment of \$250K to save approximately \$42K annually over the next five years.
- **Peace Learning Center Vice-Chair:** Helped develop and implement cash flow reporting tool for organization to move from accrual to cash basis reporting. Conducted cost analysis of programs to include accounting for direct, indirect and other expenses to achieve a targeted goal of unrestricted net income.

Human Resource Leadership

- **CICF Director of Community Impact:** Coached less tenured staff on best practices in grantmaking, strategic thinking, and community leadership.
- **Peace Learning Center Board Chair:** Evaluated and provided oversight of executive leadership functions of youth serving organization.
- **Peace Learning Center Vice Chair:** Provided leadership during financial challenging times that resulted in cutting expenses, including staff salaries by one-third across the board. Organization is financially healthy currently and saw little staff attrition.
- **Marian University Consultant:** Developed candidate evaluation process based on Public Impact, Inc. School Turnaround tools, authored case study that is used during the selection process. Developed recruitment strategy based on stakeholder analysis and marketing materials to reach specific targeted market segments.
- **CICF Grants Officer:** Conducted seven year PTO analysis of over 60 staff members that resulted in increased benefit time for all foundation staff.
- **United States Army Corporal:** Led and trained small squadron of soldiers during major conflict and stateside operations in Kuwait and at Fort Bragg, NC.

Operations

- **CICF Director of Community Impact:** Redesigned College Readiness and Success grant application process and developed new change management strategy that aligns more closely with community leadership initiatives. Designed new online Summer Youth Program Fund application process to improve program efficiencies.
- **CICF Grants Officer:** Conducted process analysis (flow charting) and implemented project management (Gantt chart) for Summer Youth Program Fund. Assisted to streamline foundation's community grant application process to improve process efficiencies and department responsiveness.
- **United States Army Corporal:** Served as a logistical specialist managing material acquisition, customer service, inventory, and transportation functions of a warehouse that served military bases located in the eastern half of the United States.

SERVICE & COMMUNITY INVOLVEMENT

PUBLIC SERVICE

- **Commissioner:** Appointed by Indiana State Representative Speaker of the House to serve one (1) year term on the Commission on Disproportionality in Youth Services. Introduced legislation, eventually becoming law, to extend the Twenty-first Century Scholars program eligibility to foster youth (2008-2009).
- **School Evaluator:** Served on Indiana Department of Education Quality Review Team. Assessed underperforming middle and high schools in Indianapolis and provided recommendations to help improve student outcomes and meet Indiana Public Law 221 benchmarks (2010 – 2011).
- **Army Veteran:** U.S. Army. Veteran of Foreign Wars: Operation Enduring/Iraqi Freedom (2001 – 2005).

SPEAKING & WRITING

- **Guest Lecturer:** Business Opportunity Initiative of Indianapolis (2014)
- **Keynote Speaker:** Ivy Tech State College Leadership Graduation Ceremony (2013)
- **Guest Lecturer:** Nonprofit Finance Graduate IUPUI School of Social Work Course (2012)
- **Keynote Speaker:** National Grantmakers for Education “New to Philanthropy” Reception (2012)
- **Invited Education Columnist, Op-Ed Contributor:** Indianapolis Business Journal (2011), IndyStar (2010, 2011)
- **Invited Workshop Leader:** Summer Learning Loss, National Council on Foundations Conference (2010)

AFFILIATIONS & VOLUNTEER EXPERIENCE

- **Finance Committee Chair:** KIPP - Indianapolis College Preparatory Middle School (2012 – 2014)
- **Board Chair:** Peace Learning Center - Youth Development and Peace Education Organization (2006 – 2013)
- **Committee Member:** Grantmakers for Education (GFE) National Conference (2012 – 2013)
- **Coach:** Youth Football and Basketball (2006 – Present)

EDUCATION

MASTER OF BUSINESS ADMINISTRATION 2008
UNITED STATES ARMY / FRANKLIN UNIVERSITY Columbus, Ohio
Major: **Human Resource Leadership**

MASTER OF PUBLIC AFFAIRS 2000
INDIANA UNIVERSITY Bloomington, Indiana
Program: Public Administration / Major: **Nonprofit Management**

BACHELOR OF ARTS 1998
INDIANA UNIVERSITY Bloomington, Indiana
Major: Sociology / Minor: Public Policy

PROFESSIONAL EDUCATION & TRAINING

Education Grantmakers Institute 2014
Harvard Graduate School of Education, Cambridge, MA

Redesigning High Schools for Improved Instruction 2011
Harvard Graduate School of Education, Cambridge, MA

Education Grantmakers Institute 2011
Harvard Graduate School of Education, Cambridge, MA

Financial Analysis for Not-for-Profit Leaders 2011
Indiana University School of Public and Environmental Affairs, Indianapolis, IN

Results Based Accountability 2008
Mark Friedman, Founder of Fiscal Policy Studies Institute, Santa Fe, NM

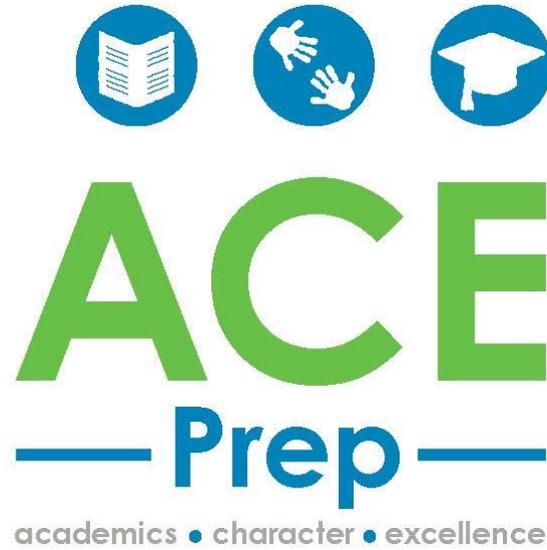
Not-for-Profit Lifecycles 2007
Larson Allen Public Service Group, Minneapolis, MN

Financial Management for Grants Managers 2007
Larson Allen CPAs Consultants & Advisors, Minneapolis, MN

Certificate in Fundraising Principles and Techniques 1999
Indiana University Fundraising School, Indianapolis, IN

Attachment 2

Proposed Head of School Resume



ANNA T. SHULTS

12625 Chancery Lane · Fishers, IN 46037 · (317) 989-6988 · aetps13@gmail.com

EDUCATION

MASTER OF EDUCATION

JUNE 2001 – DEC. 2002

INDIANA WESLEYAN UNIVERSITY

- Concentration in Curriculum and Instruction

BACHELOR OF ARTS

AUG. 1993 – DEC. 1996

ANDERSON UNIVERSITY

- Majored in Elementary Education
- Kappa Delta Pi Educational Honor Society member and Dean's List recipient

PROFESSIONAL HONORS

2007 INDIANA TEACHER OF THE YEAR

- Recognition Year SEPT. 2006 – JULY 2007
- Year of Service (professional sabbatical at IDOE) AUG. 2007 – JULY 2008

PROFESSIONAL EXPERIENCE

FELLOW

SEPT. 2014 – PRESENT

BUILDING EXCELLENT SCHOOLS

- Conduct advanced analysis of educational and operational design elements of highest performing charter schools across country
- Develop and submit winning charter application for high quality K-5 charter school in Indianapolis
- Build high capacity founding board and community support for proposed K-5 charter school for Indianapolis
- Complete school leadership residency in high performing charter school

DEPUTY CHANCELLOR FOR STRATEGIC INITIATIVES FEB. 2013 – PRESENT

FLORIDA DEPARTMENT OF EDUCATION

- Recruited by Commissioner to lead statewide transition to Common Core
- Responsible for briefing the State Board, Governor's Office and external partners
- Coordinated all internal efforts focused on Common Core implementation K-16
- Provided input and guidance on policy decisions impacting curriculum/instruction
- Represented the Commissioner and DOE at state and national convenings

LITERACY SPECIALIST

JUNE 2009 – JAN. 2013

INDIANA DEPARTMENT OF EDUCATION

- Recruited to join IDOE in leadership role to facilitate statewide reading initiatives
- Responsible for designing and implementing state-wide literacy initiatives and reshaping legislative policy to align with IDOE vision
- Accountable for IREAD assessments, K-6 Reading Framework and Read On, Indiana!
- Possess deep knowledge of literacy research and facilitate PD in a variety of formats (national and state conferences, on-site and job embedded, webinars)

PROFESSIONAL GROWTH OPPORTUNITIES

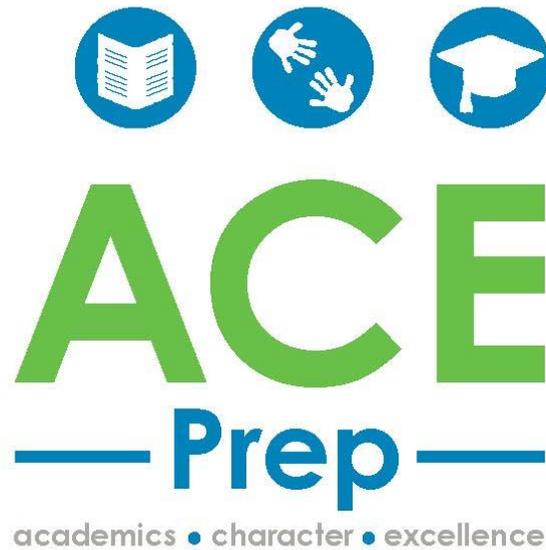
- Active National State Teacher of the Year member, collaborating with honorees on empowering teacher leaders, uplifting the profession and shaping educational reform
- Motivational speaker, providing countless speeches to current practitioners, educational leaders, higher ed, and undergraduates on a variety of topics
- Served on multiple district committees and state-wide efforts pertaining to textbook adoption, English/Language Arts standards, curriculum mapping, and assessment

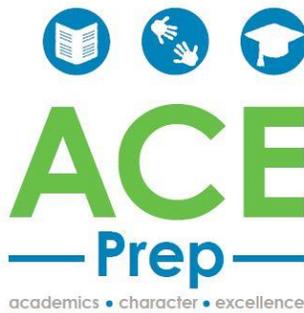
REFERENCES

- Available upon request.

Attachment 3

School Administrators' Qualifications & Resumes





Provide, as **Attachment 3**, the qualifications and resumes of the school's administrative/management team (beyond school leader). 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.*

Leadership Qualifications

The leaders of ACE Prep, including the Head of School, Operations Manager, and Dean of Culture, must have the commitment and ability to execute on the comprehensive educational vision and mission of the school. They must manage and make decisions with student academic achievement as the determining factor. School leaders must be skilled in hiring and managing teachers to improve their practice. As member of the Founding Team, we have identified Anna Shults as our Founding Head of School; her resume can be found in **Attachment 2**.

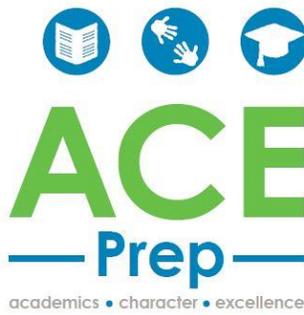
Staffing Timeline

Our Leadership Team consists of experienced educators and individuals within their areas of expertise who show a track record of success in prior school roles. Our timeline for hiring ACE Prep's leaders is a thoughtful one, allowing strategic opportunities for recruitment and purposeful techniques designed to find game-changing leaders, eager to be a part of a founding team. **Figure 3.1** provide an overview of our hiring timeline beginning July 2015, assuming successful granting of our charter and receipt of Walton Family Foundation funds. (For Letter regarding WFF funds, please see **Attachment 18**.) Through our community outreach efforts, advertising on our website, and by word of mouth, we anticipate identification of a Development and Community Outreach Coordinator as soon as we have secured funds to support the position.

In Operational Year 1, ACE Prep's Leadership Team will have 1 Head of School, 1 Operations Manager, 1 Dean of Culture, .5 Development and Community Outreach Coordinator, and 1 licensed classroom teacher jointly serving as the Coordinator of Special Education and holding special education certification.

In Operational Year 2, the Coordinator of Special Education becomes a FTE position. As our enrollment increases, we have budgeted to increase the special education team to best meet students' needs, adding another .5 FTE in Y4 and at full capacity, with 2 special education teachers on staff – one serving in the Lower Academy (K-3) one serving in the Upper Academy (4-5).

In Year 5, we intend to become a Lower Academy serving Grades K-3 and an Upper Academy serving Grades 4-5. Still operating as one school, the shift in grade level



expectations and curriculum that happens when students move from “learning to read, to reading to learn” at the end of Grade 3. Therefore, we intend to cultivate from within a teacher-leader to serve as a .5 Academy Director while keeping .5 of an instructional capacity (literacy coach, classroom teacher) for the other portion of his/her day.

Figure 3.1: Leadership Team Timeline

Position	Initiate Search	Optimum Start Date
Head of School	NA	Immediately upon authorization ¹
Operations Manager	December, 2015	April, 2016
Dean of Culture	December, 2015	July, 2016
Development and Community Outreach Coordinator	June, 2015	July, 2016
Coordinator of Special Education	December, 2015	July 2016
Upper Academy Director (.5 FTE)	December, 2019	July, 2020 (Y5)
Lower Academy Director (.5 FTE)	December, 2019	July, 2020 (Y5)

Recruiting Process

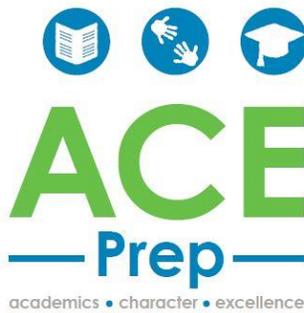
We will use the same recruiting techniques to recruit our leadership team as we do our teachers.

- Developing relationships with nationally recognized education organizations with large networks based in Indiana (Teach For America, Teach Plus)
- Conducting a national search relying on Lead Founder, Anna Shults' large network of State Honored Teachers of the Year and teacher-leaders nationwide
- Tapping into the pool of Emerging Leaders through BES
- Creating and maintaining a presence at career service centers found within graduate schools
- Providing notice to career officers at colleges and universities
- Advertising in national and local publications, web site postings, and advertisements on sites such as Center for Teaching Quality, Core Knowledge, and Monstor.com
- Building a strong social media presence and push out job postings through Facebook and Twitter channels

Hiring Process

We believe that quality teachers and staff are necessary to achieve outstanding results.

¹ Proposed Head of School Anna Shults is currently a Fellow with Building Excellent Schools and continues to receive stipend through 8/31/15. She will not officially go on ACE Prep's payroll until 9/1/15.



It is upon this results-driven philosophy that we make all policies and decisions – and more particularly regarding personnel. All faculty and staff at ACE Prep must have a deep, focused alignment and commitment with the mission and vision of the school.

To guarantee all employees meet standards and licensing requirements, we have developed a detailed hiring process described below. This process is true for both teachers and leadership team members with an emphasis added on data analysis, leading adults and case studies for the leadership team. All final hires are contingent upon a full and clear background check and evidence of all necessary licensure.

Step 1: Resume Checking

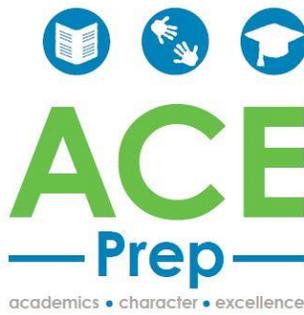
Acting as a quick screener to either weed candidates out or move candidates forward, resumes are given a 2-4 minute review by the Head of School in Y0 and reviewed jointly with the Operations Manager in Y1 and beyond.

- Is the resume professional?
- Is the resume complete?
- Is a cover letter included?
- Are references provided?
- Is the education/certification from a selective institution?
- Does prior experience adequately prepare them for this role?

Step 2: Response to Written Questions

If upon initial screening a resume is deemed as having potential by the Leader who reviews it, that individual should receive a follow up email with a series of questions to which to respond. The candidate should be given a maximum of two business days to respond and questions should only be sent from Monday – Wednesday to ensure that the candidate does not have the weekend to deliberate. Responses are scored alongside a rubric with two categories: Strong/Aligned or Weak/Misaligned. Sample questions could be:

- We would all like to raise student achievement and address the needs of each student as a "whole child." However, when it comes down to it, we often have to make hard choices. If you had to choose, would you rather raise student achievement or increase self-esteem and self-worth? Both is not an option – you must pick one and explain your reasoning.
- Can you be both strict and caring? Is one better than the other? Regardless of which you choose, strict, caring or both, use concrete examples to articulate exactly what it looks like in action in your classroom.



Step 3: Phone Screens

The goal of the phone screens is to determine if the candidate is truly a mission fit – (a) believes at their core that all children can learn and that the school and teachers can make that happen, no matter what and (b) has a powerful, whatever it takes work ethic. Sample phone screening questions could be:

- Our students often come to us several grade levels behind academically. Should they be held to the same standards at the end of their first year as children in wealthier districts, most of whom start at or above grade level already?
- Why are so many urban public middle and high schools failing? If you had to pinpoint one reason for their general inability to produce satisfactory academic achievement with their students, what would it be and why?

Step 4: In-Person Interview²

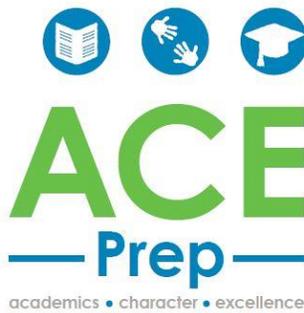
Typically lasting about an hour, the in-person interview is an opportunity to provide the candidate with a school tour, time to observe in classrooms and meet other staff, and an opportunity to dig deeper into components of ACE Prep's model.

Step 5: Case Study Analysis

The purpose of the case studies component of the interview is primarily to create an experience in which the teacher candidate has to articulate their thinking in an “on-the-spot” manner. Answering the question, “how does this person think through a problem,” is the driving force behind each case study.

Offers are made by the Head of School and, if accepted, the Operations Manager follow-up within 48 hours to the new employee.

² Teacher candidates follow the same Step 1 and Step 2, but have a demo lesson alongside their in-person interview.



DRAFT Job Description: **Operations Manager at ACE Preparatory Academy**

The School

ACE Prep is a new charter school that will open with Kindergarten and First Grade students in August 2016. Located at 5326 Hillside Avenue, we are in the center of Midtown on the Northeast side of Indianapolis in the 46220 zip code. We are a free, public, college preparatory K-5 school.

The Mission

Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School educates Kindergarten through Grade 5 students for school success and lives of opportunity.

The Team

Our team is hardworking, humble, and smart. We come from diverse backgrounds and bring different skills, but all of us believe a child's destiny cannot be decided by wealth, race, or background.

At **ACE Prep**, we expect every adult to:

- Focus on students – our job is to improve minds and change lives
- Operate with integrity – always do the right thing
- Be resilient – grit, optimism, and effort adversity's worst enemies
- Treat teaching as scholarship – value professional development, welcome feedback, and seek involvement
- Join the team – collaborate, communicate, and celebrate because we share responsibility for our entire school's success

The Position

The Operations Manager at ACE Prep plays a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Operations Manager functions as the primary contact for all of the school's constituents and serves as the primary liaison between the back-office provider and ACE Prep.

The Qualifications

- Strong commitment to, belief in, and alignment with the mission and vision of ACE Prep.
- Possession of, at minimum, a Bachelor's degree, with all accompanying verification provided as part of personnel file.



- Minimum three years of experience in operations and finance preferred
- Excellent data management and reporting abilities.
- Proficiency or advanced knowledge in Microsoft Excel, financial management, and human resource software.
- Experience in school finance, governance and fundraising (preferred)
- Excellent technical writing and organizational skills required.
- Excellent data management and reporting abilities.
- Experience in clear, respectful communication with both adults and children.
- Strong ability to deliver quality professional development to adult learners.

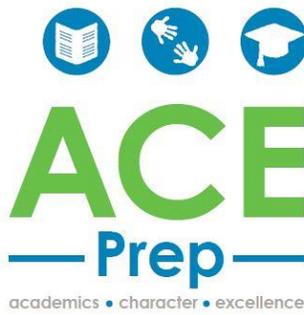
The Responsibilities

Budget and Finance

- Work with the Head of School and ACE Prep's back-office provider to develop and manage the school's annual budget.
- Oversee deposit of school-based funds and track petty cash.
- Maintain accurate records of all financial transactions and submit them to ACE Prep's back-office provider for processing.
- Participate in monthly meetings to review/account for budget variances' monitor usage of school credit card.
- Receive and confirm data on bi-weekly payroll sheets from third-party provider.
- Ensure adherence of school's fiscal policy and procedures; participate in annual financial audit process by providing documentation as needed to auditors.
- Manage school purchasing process by placing orders with vendors, tracking delivery and maintaining inventory.

School Operations

- Ensure that the campus is equipped for start-up/new school year by ordering furniture, equipment, and classroom supplies.
- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security.
- Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries.
- Lead the planning and execution of student recruitment related activities, such as open houses, feeder school visits (if applicable), enrollment lotteries, and paperwork sessions.
- Supervise hourly office personnel and all customer service matters at the school including general requests for information, proper telephone procedures, mail distribution and transportation parking requests.
- Support the collection and maintenance of proper human resources information for faculty and staff.



- With the support of back office provider, ensure compliance with all employment laws and policies.
- Manage the school's instructional supply and asset inventory.

School Administration

- Ensure the timely implementation of all items on the school's annual calendar.
- Assist school leadership with the maintenance of accurate school schedules, student records, and transcripts in accordance with school, local, state and federal requirements.
- Oversee the administration of substitute teacher deployment and coverage.
- Ensure the timely production of student Report Cards.
- Ensure that student records are properly maintained and updated at the school.

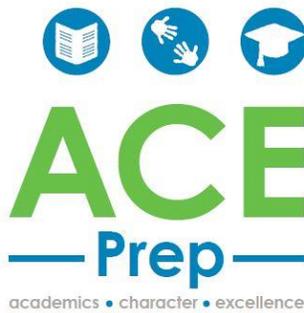
Management and Leadership

- Manage all front desk personnel and on-site operational staff

The Compensation

We offer a generous compensation package and equip all staff with the tools needed to succeed, including a dedicated workspace, laptop computer, high-speed internet access, and necessary office supplies.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.



DRAFT Job Description: **Dean of Culture at ACE Preparatory Academy**

The School

ACE Prep is a new charter school that will open with Kindergarten and First Grade students in August 2016. Located at 5326 Hillside Avenue, we are in the center of Midtown on the Northeast side of Indianapolis in the 46220 zip code. We are a free, public, college preparatory K-5 school.

The Mission

Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School educates Kindergarten through Grade 5 students for school success and lives of opportunity.

The Team

Our team is hardworking, humble, and smart. We come from diverse backgrounds and bring different skills, but all of us believe a child's destiny cannot be decided by wealth, race, or background.

At **ACE Prep**, we expect every adult to:

- Focus on students – our job is to improve minds and change lives
- Operate with integrity – always do the right thing
- Be resilient – grit, optimism, and effort adversity's worst enemies
- Treat teaching as scholarship – value professional development, welcome feedback, and seek involvement
- Join the team – collaborate, communicate, and celebrate because we share responsibility for our entire school's success

The Position

The Dean of Culture at ACE Prep will work with the Head of School to ensure that the school's culture is that of one of structure and joy where all students demonstrate dramatic student achievement gains and internalize the school's values. The individual will also help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

The Qualifications

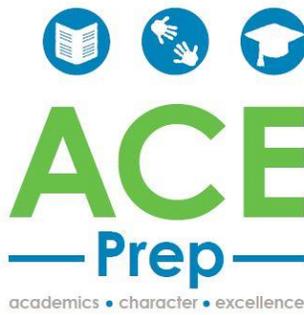
- Strong commitment to, belief in, and alignment with the mission and vision of ACE Prep.
- Possession of, at minimum, a Bachelor's degree, with all accompanying verification provided as part of personnel file.
- Minimum two years of teaching experience in an urban setting preferred



- Excellent data management and reporting abilities.
- Experience in clear, respectful communication with both adults and children.
- Strong ability to deliver quality professional development to adult learners.

The Responsibilities

- Working closely with the Head of School to establish a positive, structured, achievement-oriented, and creative school culture.
- Supporting teachers to hold all students to high and consistent behavioral expectations.
- Trains staff, families, and students on the school's BE GREAT core values.
- Serves as the first point of contact for families and ensure appropriate notification is given to parents regarding all non-academic matters.
- Serving as the point person for dealing with behavioral crisis-intervention and acute behavioral issues.
- Acting as a resource to teachers in their instructional practice, especially as it relates to issues of discipline, relationships with students, classroom management, and school culture.
- Assisting teachers, students, and parents in the effective creation and implementation of behavior plans.
- Leading staff efforts to ensure all students have excellent attendance and arrive at school on time, and working aggressively with students and parents to ensure excellent attendance.
- May participate in summer home visits highlighting the responsibilities of parents, teachers, and students.
- Arranging for efficient homework collection in the morning and ensuring homework is delivered to staff from students appropriately and accurately.
- Helping to reinforce the effective use of a school-wide behavior plan, including managing the school's consequence and reward systems.
- Serving as the point person for discipline and culture issues.
- Ensuring that the physical environment of the school reinforces school culture and facilitates student achievement.
- Being highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
- Proactively circulating throughout classrooms and hallways during the day to gain valuable context on student behavior and help support positive school culture
- Monitor behavioral pull-out and in-school suspensions.
- Coordinate student apologies and culture messages at Community Meeting
- Supervising breakfast, lunch, snack, in-between class transitions, enrichment, and dismissal, making sure students are always where they are supposed to be an ensuring a professional school culture at these times.

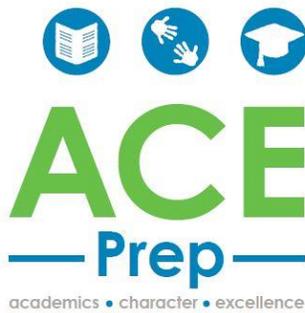


- Modeling the school's values and the standards for professional behavior.
- Managing recess and consequences during recess.
- Draft the weekly ACE Prep newsletter for approval by Head of School
- Keeping accurate student discipline records, documenting all conferences, suspensions, and phone calls for behavior.
- Teaching at least one whole or small-group class.
- Maintain occasional prolonged and irregular hours of duty.

The Compensation

We offer a generous compensation package and equip all staff with the tools needed to succeed, including a dedicated workspace, laptop computer, high-speed internet access, and necessary office supplies.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.



DRAFT Job Description: **Development and Community Outreach Coordinator at ACE Preparatory Academy**

The School

ACE Prep is a new charter school that will open with Kindergarten and First Grade students in August 2016. Located at 5326 Hillside Avenue, we are in the center of Midtown on the Northeast side of Indianapolis in the 46220 zip code. We are a free, public, college preparatory K-5 school.

The Mission

Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School educates Kindergarten through Grade 5 students for school success and lives of opportunity.

The Team

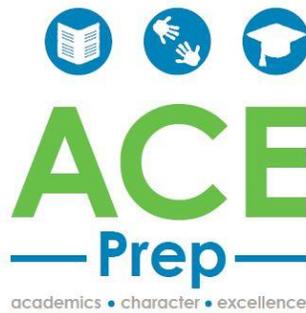
Our team is hardworking, humble, and smart. We come from diverse backgrounds and bring different skills, but all of us believe a child's destiny cannot be decided by wealth, race, or background.

At [ACE Prep](#), we expect every adult to:

- Focus on students – our job is to improve minds and change lives
- Operate with integrity – always do the right thing
- Be resilient – grit, optimism, and effort adversity's worst enemies
- Treat teaching as scholarship – value professional development, welcome feedback, and seek involvement
- Join the team – collaborate, communicate, and celebrate because we share responsibility for our entire school's success

The Position

The Development and Community Outreach Coordinator works closely with the Head of School and Operations Manager overseeing enrollment efforts and execution of the lottery. They are charged with building community partnerships that align with the mission and vision of the school and robustly conducts fundraising efforts aligned to annual goals set by the Board. The Development and Community Outreach Coordinator is hired by the Head of School, reports to the Operations Manager, and, with input from of the Head of School is evaluated by the Operations Manager.



The Qualifications

- Strong commitment to, belief in, and alignment with the mission and vision of ACE Prep.
- Possession of, at minimum, a Bachelor's degree, with all accompanying verification provided as part of personnel file.
- Experience in development, fundraising, and strategic planning.
- Detail-oriented, strong organization skills, and clear adherence to time sensitive deadlines
- Strong influencing and motivating skills and ability to engage diverse audiences.
- Experience in speaking to large groups
- Minimum two years of school-based experience preferred
- Excellent data management and reporting abilities.
- Experience in clear, respectful communication with both adults and children.

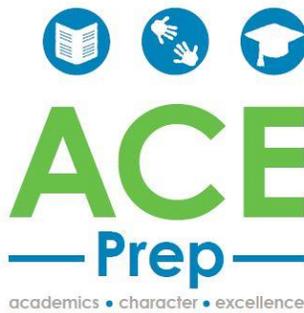
The Responsibilities

- Managing relationships with families throughout the lotto process
- Modeling the school's values and the standards for professional behavior
- Developing and coordinating all aspects of student recruitment efforts,
- Coordinating school volunteers
- Meeting yearly fundraising goals set by the Board of Directors
- Actively seeking community partners aligned to the mission of ACE Prep
- Working alongside the Dean of Culture to plan University Nights and family-based school events
- Joining the leadership team for summer Home Visits before the start of the school year
- Maintain occasional prolonged and irregular hours of duty.

The Compensation

We offer a generous compensation package and equip all staff with the tools needed to succeed, including a dedicated workspace, laptop computer, high-speed internet access, and necessary office supplies.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.



DRAFT Job Description: **Special Education Coordinator at ACE Preparatory Academy**

The School

ACE Prep is a new charter school that will open with Kindergarten and First Grade students in August 2016. Located at 5326 Hillside Avenue, we are in the center of Midtown on the Northeast side of Indianapolis in the 46220 zip code. We are a free, public, college preparatory K-5 school.

The Mission

Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School educates Kindergarten through Grade 5 students for school success and lives of opportunity.

The Team

Our team is hardworking, humble, and smart. We come from diverse backgrounds and bring different skills, but all of us believe a child's destiny cannot be decided by wealth, race, or background.

At [ACE Prep](#), we expect every adult to:

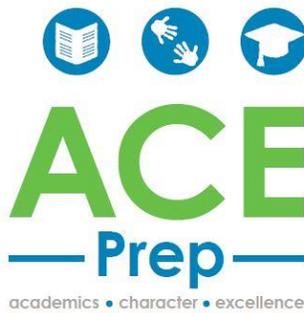
- Focus on students – our job is to improve minds and change lives
- Operate with integrity – always do the right thing
- Be resilient – grit, optimism, and effort adversity's worst enemies
- Treat teaching as scholarship – value professional development, welcome feedback, and seek involvement
- Join the team – collaborate, communicate, and celebrate because we share responsibility for our entire school's success

The Position

The Special Education Coordinator serves as the first face a family sees when entering ACE Prep. S/he efficiently runs the front office, overseeing daily attendance, external communication, and giving tours to prospective families.

The Qualifications

- Strong commitment to, belief in, and alignment with the mission and vision of ACE Prep.
- State certification in special education.
- 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.
- Strong organization skills, and clear adherence to time sensitive deadlines.

The Responsibilities

- Draft and revise IEPs as necessary to ensure needs of special education students are being served.
- Deliver instruction using 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.
- 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 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.
- Use feedback to make productive changes in performance.
- Complete all administrative requirements before given deadlines.
Participate in additional activities including field trips, intensive academic support sessions, and other required programs as needed throughout the year.
- Modeling the school's BE GREAT values and setting the standard for professional behavior
- Keeping extremely accurate student discipline records, documenting all conferences, suspension, and cell calls for behavior.

The Compensation

We offer a generous compensation package and equip all staff with the tools needed to succeed, including a dedicated workspace, laptop computer, high-speed internet access, and necessary office supplies.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.



DRAFT Job Description: **Office Manager at ACE Preparatory Academy**

The School

ACE Prep is a new charter school that will open with Kindergarten and First Grade students in August 2016. Located at 5326 Hillside Avenue, we are in the center of Midtown on the Northeast side of Indianapolis in the 46220 zip code. We are a free, public, college preparatory K-5 school.

The Mission

Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School educates Kindergarten through Grade 5 students for school success and lives of opportunity.

The Team

Our team is hardworking, humble, and smart. We come from diverse backgrounds and bring different skills, but all of us believe a child's destiny cannot be decided by wealth, race, or background.

At [ACE Prep](#), we expect every adult to:

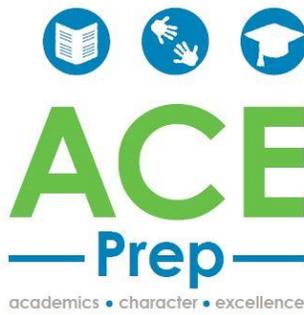
- Focus on students – our job is to improve minds and change lives
- Operate with integrity – always do the right thing
- Be resilient – grit, optimism, and effort adversity's worst enemies
- Treat teaching as scholarship – value professional development, welcome feedback, and seek involvement
- Join the team – collaborate, communicate, and celebrate because we share responsibility for our entire school's success

The Position

The Office Manager serves as the first face a family sees when entering ACE Prep. S/he efficiently runs the front office, overseeing daily attendance, external communication, and giving tours to prospective families.

The Qualifications

- Strong commitment to, belief in, and alignment with the mission and vision of ACE Prep.
- College degree preferred but may substitute for relevant experience.
- Three or more years of customer service or administrative experience.
- Detail oriented.
- Strong organization skills, and clear adherence to time sensitive deadlines.



- Experience in clear, respectful communication with both adults and children.
- Knowledge of office equipment and services about computers, printers, copiers, fax machines, phones and software.

The Responsibilities

- Warmly greet every visitor upon arrival
- Oversee the school's visitor policy, ensuring that all guests sign-in and that the information is logged in an organized system
- Handle all attendance.
- Answer school's main phone line and quickly relay any messages to appropriate staff
- Distribute mail to all staff
- Give tours to prospective families
- Complete office-based tasks efficiently – copying, sending faxes
- Model the school's values and the standards for professional behavior

The Compensation

We offer a generous compensation package and equip all staff with the tools needed to succeed, including a dedicated workspace, laptop computer, high-speed internet access, and necessary office supplies.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

Attachment 4

Governance Documents

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



ACE
— **Prep** —

academics • character • excellence

1

PNC BANK

071
BROOKS SCHOOL ROAD (044)
11680 BROOKS SCHOOL ROAD
FISHERS, IN, 46037
Cashbox 01



ACE Prep

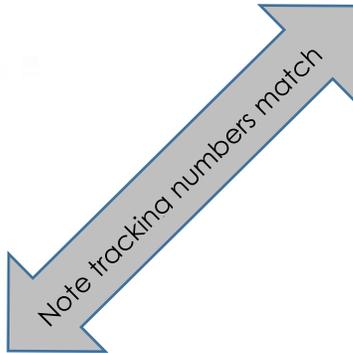
academics • character • excellence

Business Date: MAR 9, 2015
Calendar Date: MAR 9, 2015

Purchase: 13:22
Transaction Number: 00046
Account Type: Official Check
Account Number: [REDACTED]
Document Number: 01204677
Transaction Amount: \$ 850.00
Funded by Check: \$ 850.00

Payee: UNITED STATES TREASURY
Remitter: ANNA SHULTS

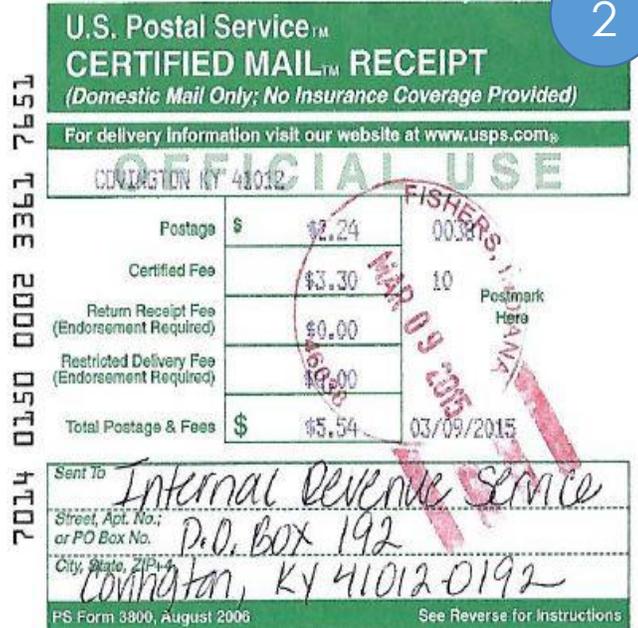
This deposit or payment is accepted subject to verification and to the rules and regulations of this bank. Deposits may not be available for immediate withdrawal. Receipt should be held until verified with your statement.



Proof of 501(c)(3) Filing:

1. Receipt for cost of filing and documentation of certified check payable to United States Treasury by Anna Shults.
2. Form 1023 mailed on 3/9/15.
3. Form 1023 was received on 3/11/15

2



3

Tracking Number: 70140150000233617651



On Time
Expected Delivery Day: Wednesday, March 11, 2015

Product & Tracking Information

Postal Product: First-Class Mail®
Extra Svc: Certified Mail™

DATE & TIME	STATUS OF ITEM	LOCATION
March 11, 2015, 11:14 am	Delivered	COVINGTON, KY 41011
Your item was delivered at 11:14 am on March 11, 2015 in COVINGTON, KY 41011.		
March 11, 2015, 8:54 am	Arrived at Unit	COVINGTON, KY 41011
March 10, 2015, 7:45 pm	Departed USPS Origin Facility	CINCINNATI, OH 45234
March 10, 2015, 9:48 am	Arrived at USPS Origin Facility	CINCINNATI, OH 45234
March 10, 2015, 5:51 am	Departed USPS Facility	INDIANAPOLIS, IN 46206
March 9, 2015, 9:38 pm	Arrived at USPS Facility	INDIANAPOLIS, IN 46206
March 9, 2015, 5:59 pm	Departed Post Office	FISHERS, IN 46038
March 9, 2015, 3:00 pm	Acceptance	FISHERS, IN 46038

Available Actions

- Text Updates
- Email Updates
- Return Receipt After Mailing

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

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)	
Ace Preparatory, Inc.		Anna Shults	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
12625 Chancery Lane		473128337	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Fishers, IN 46037		December	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 317-989-6988	
a Name: Anna Shults		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) 02 / 12 / 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	

Completed and filed Form 1023 to the United States Treasury by ACE Preparatory, INC. on 3/9/15. Paperwork received on 3/11/15 by the United States Treasury. 501(c)(3) status underway.

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): _____

- 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. _____
- 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: Indiana

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)
n/a			

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)
n/a			

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. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> 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 2014 To 2015	(b) From 2015 To 2016	(c) From 2016 To 2017	(d) From	
1 Gifts, grants, and contributions received (do not include unusual grants)	0	360000	1368203		
2 Membership fees received	0	0	0		
3 Gross investment income	0	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	360000	1368203		
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	360000	1368203		
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	0	1368203		
14 Fundraising expenses	0	0	136203		
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	76614	95620		
18 Other salaries and wages	0	32043	602827		
19 Interest expense	0	0	0		
20 Occupancy (rent, utilities, etc.)	0	600	217300		
21 Depreciation and depletion	0	0	0		
22 Professional fees	0	20000	67800		
23 Any expense not otherwise classified, such as program services (attach itemized list)	0	7850	299848		
24 Total Expenses Add lines 14 through 23	0	137107	1283395		

Part IX Financial Data (Continued)

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

Year End:

		(Whole dollars)
Assets		
1	Cash	0
2	Accounts receivable, net	0
3	Inventories	0
4	Bonds and notes receivable (attach an itemized list)	0
5	Corporate stocks (attach an itemized list)	0
6	Loans receivable (attach an itemized list)	0
7	Other investments (attach an itemized list)	0
8	Depreciable and depletable assets (attach an itemized list)	0
9	Land	0
10	Other assets (attach an itemized list)	0
11	Total Assets (add lines 1 through 10)	0
Liabilities		
12	Accounts payable	0
13	Contributions, gifts, grants, etc. payable	0
14	Mortgages and notes payable (attach an itemized list)	0
15	Other liabilities (attach an itemized list)	0
16	Total Liabilities (add lines 12 through 15)	0
Fund Balances or Net Assets		
17	Total fund balances or net assets	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes 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). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 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. If "Yes," go to line 3. If "No," go to the signature section of Part XI. 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.
- 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)

Anna Shults
 (Type or print name of signer)
 Incorporator
 (Type or print title or authority of signer)

3/9/15
 (Date)

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

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

Anna Shults
 (Type or print name of signer)
 INCORPORATOR
 (Type or print title or authority of signer)

3/9/15
 (Date)

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- Indiana
- 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 Policy**

Information 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) _____
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law state law
- 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
ACE PREPARATORY, INC.

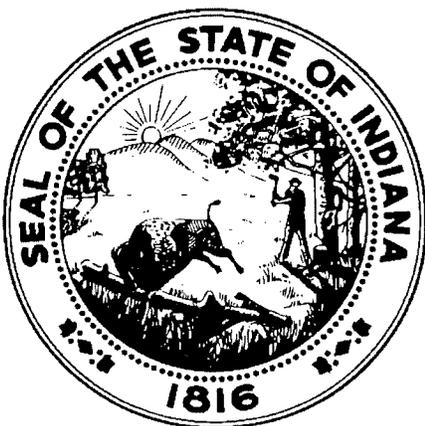
I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, February 12, 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, February 12, 2015

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
2/12/2015 8:27 AM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

ACE PREPARATORY, INC.

12625 CHANCERY LANE, FISHERS, IN 46037

ARTICLE II - REGISTERED OFFICE AND AGENT

ANNA SHULTS
12625 CHANCERY LANE, FISHERS, IN 46037

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

ARTICLE III – INCORPORATORS

ANNA SHULTS
12625 CHANCERY LANE, FISHERS, IN 46037
Signature: ANNA SHULTS

ARTICLE IV – GENERAL INFORMATION

Effective Date: 2/12/2015
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: No

The purposes/nature of business

ACE PREPARATORY, INC IS A PUBLIC CHARTER SCHOOL SERVING STUDENTS IN GRADES K-5 IN INDIANAPOLIS.

Distribution of assets on dissolution or final liquidation

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; (2) REMAINING FUNDS RECEIVED FROM THE IDOE SHALL BE RETURNED TO THE DEPARTMENT NOT MORE THAN 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.

BYLAWS OF
ACE PREPARATORY ACADEMY INC.

1. General

- 1.1. Name. The name of the corporation is ACE Preparatory Academy Inc. (the "Corporation").
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 12625 Chancery Lane, Fishers, Indiana, 46037. The initial registered agent is Anna Shults. ACE Preparatory Academy Charter School ("ACE Prep") may also have offices at such other places as the Board of Directors (Board) shall determine the business of ACE Prep 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 ACE Prep is organized is to educate students in Kindergarten through Grade 5, preparing them for school success and lives of opportunity through rigorous academics, positive character development, and excellence.
- 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, 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.

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 2016), at least two Directors who will serve a two-year term (ending in spring 2017), and at least two Directors who will serve a three-year term (ending in Spring 2018).

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 3.6. Special meetings may be called by the President 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 ACE Prep activities in accordance with ACE Prep Charter School Policies.

(B) Shall serve as the ACE Prep Charter School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the ACE Prep 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 ACE Prep 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 ACE Prep 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 members 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. ACE Preparatory Academy 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 ACE Preparatory Academy. 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 ACE Preparatory Academy.

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 ACE Preparatory Academy.

9. Amendments. These Bylaws may be amended at a regular meetings by a two-thirds vote of all Directors then 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.

Adopted by unanimous vote, February 26, 2015

Date of this notice: 02-16-2015

Employer Identification Number:
47-3128337

Form: SS-4

Number of this notice: CP 575 E

ACE PREPARATORY INC
ACE PREPARATORY ACADEMY
% ANNA SHULTS
12625 CHANCERY LANE
FISHERS, IN 46037

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 47-3128337. 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's very important that you use your EIN along with your 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 shown above isn't correct, please send us the correction using the attached tear-off stub.

Annual filing requirements

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

Form 990, Return of Organization Exempt From Income Tax
Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
Form 990-PF, Return of Private Foundation
Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to www.irs.gov/990filing for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

Form 1120, U.S. Corporation Income Tax Return
Form 1041, U.S. Income Tax Return for Estates and Trusts
Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

Publication 557, *Tax Exempt Status for Your Organization*, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you don't have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is ACEP. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

School year 2014-2015: \$0

School year 2015-2016: Year 0 (Planning Year) July '15 – June '16

Line	Explanation
1	\$250,000 from BES + \$110,000 from State
17	My salary (\$63,495)+ benefits (\$13,119) <i>Number based on salary beginning 9/15</i>
18	Salary + benefits for part-time Operations Manager and Development and Community Outreach Coordinator
20	Paying for office space
22	Professional fees to INISchools, the back office provider
23	Office supplies: \$600 Board expenses: \$500 Printing: \$4,500 Postage: \$2,250

School year 2015-2016: Year 1 (K-1 only, 144 students)

Line	Explanation
1	State and Federal dollars
17	My salary (\$80,000) + benefits (\$15,620)
18	Salary and benefits for School Operations Manager, Dev and Community Outreach Coordinator, Dean of Culture, Office Manager, 9 teachers
20	Includes: rent, gas/electric, water/sewer, grounds keeping, maintenance service, custodial, waste disposal, security system
22	Professional fees to INISchools, the back office provider: \$60,000 Legal Service: \$5,000 Payroll: \$2,800
23	Furniture: \$68,400 Instructional Supplies: \$61,850 Support Supplies/Resources: \$18,900 Board Expenses: \$1,000 Printing: \$4,500 Travel: \$2,500 Postage: \$1,440 Food Service: \$130,018 Student uniforms: \$4,500 Bank charges: \$500 Telephone: \$5,000 Student Information System: \$1,240

ACE Preparatory, INC. Narrative Description of Your Activities

1. What is the activity?

ACE Preparatory Academy is a tuition-free, public charter school for Kindergarten through Grade 5 students.

2. Who conducts the activity?

Upon authorization in May, 2015, ACE Preparatory Academy 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?

ACE Preparatory Academy is a proposed charter school. The Indiana Charter School Board will make a final decision by 6/1/2015 whether or not the charter is granted. The school will be open for students in August, 2016.

4. Where is the activity conducted?

ACE Preparatory Academy has not yet signed a lease or purchased a permanent facility, however has identified the 46220 zip code in Indianapolis as the target community.

5. How does the activity further your exempt purposes?

ACE Preparatory will provide services to children, some of whom may be from underprivileged financial backgrounds.

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

ACE Preparatory Academy will require oversight and management daily and will be 100% of my time.

7. How is the activity funded?

As a public school, ACE Preparatory Academy is funded primarily through Indiana taxpayer dollars, however does also receive federal monies, grant allocations, and private donations.

8. List any alternate names.

-ACE Preparatory Academy Charter School (official name on school documents)

- ACE Prep (day-to-day name)

ACE Preparatory, INC. Fundraising Program

- **Mail solicitations**
ACE Prep 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**
ACE Prep will utilize email as a means to quickly distribute information about the school, including particular fundraising needs. One purpose might be donations for a school library.
- **Personal solicitation**
Individuals who have expressed support for ACE Prep will be approached individually about financial support for the school.
- **Foundation grant solicitations**
ACE Prep 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 ACE Prep's website goes live in June 2015, there will be a secure way for visitors to make donations to the school.
- **Receive donations from another organization**
ACE Prep will continue to seek our partnerships with local agencies and likely have 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, ACE Prep would indeed apply.

ACE Preparatory, INC. School Description

ACE Preparatory Academy Charter School is a public, tuition free proposed charter school for kindergarten through grade 5 students in Indianapolis. ACE Prep will open in August of 2016 to 72 kindergarten students and 72 first grade students and will continue to add a grade level a year until full capacity is reached in 2020.

ACE Prep's mission:

Through rigorous academics, positive character development, and excellence in everything we do, ACE Preparatory Academy Charter School serves Kindergarten through Grade 5 students for school success and lives of opportunity.

Page 14, Q:2b

ACE Preparatory, INC. Non-Discrimination Policy

ACE Preparatory Academy Charter School provides equal opportunities without regard to race, color, national origin, gender, age, disability, sexual orientation, family situation, religion, political affiliation, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. Any complaints or allegations of any violation of this statement should be immediately directed in writing to: Anna Shults (or her designee), ACE Preparatory Academy Chief Executive.

ACE Preparatory, INC. Racial Composition

NOTE: I used categories from the federal government.1

ACE Preparatory Academy is a proposed charter school and will not open to students until the 2016-17 school year.

Racial Category	Student Body Current Yr (14-15 school year)	Student Body Next Yr (15-16 school year)	Faculty Current Yr (14-15 school year)	Faculty Next Year (15-16 school year)	Administrative Staff Current Year (14-15 school year)	Administrative Staff Next Year (15-16 school year)
African American	0	0	0	0	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
Other	0	0	0	0	0	0

Page 15, Q:7a

ACE Preparatory, INC. Board Members

Ms. Amy Marsh
Ms. Andrea McGordon
Mr. Curt Merlau
Mr. John Shertzer
Ms. Anna Shults, Ex-Officio
Ms. Chasity Thompson
Ms. Elana Thompson
Mr. Roderick Wheeler

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of
ACE PREPARATORY, INC.**

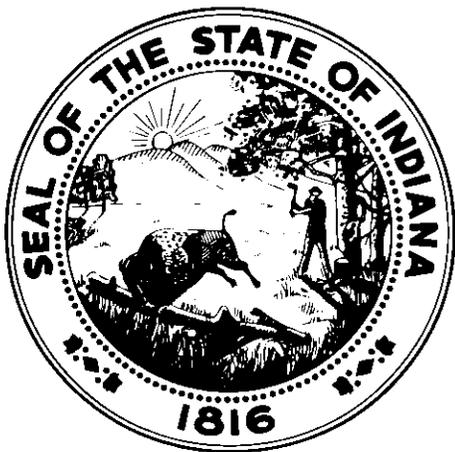
I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, February 12, 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, February 12, 2015

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
2/12/2015 8:27 AM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

ACE PREPARATORY, INC.

12625 CHANCERY LANE, FISHERS, IN 46037

ARTICLE II - REGISTERED OFFICE AND AGENT

ANNA SHULTS

12625 CHANCERY LANE, FISHERS, IN 46037

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

ARTICLE III – INCORPORATORS

ANNA SHULTS

12625 CHANCERY LANE, FISHERS, IN 46037

Signature: ANNA SHULTS

ARTICLE IV – GENERAL INFORMATION

Effective Date: 2/12/2015

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

ACE PREPARATORY, INC IS A PUBLIC CHARTER SCHOOL SERVING STUDENTS IN GRADES K-5 IN INDIANAPOLIS.

Distribution of assets on dissolution or final liquidation

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; (2) REMAINING FUNDS RECEIVED FROM THE IDOE SHALL BE RETURNED TO THE DEPARTMENT NOT MORE THAN 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.

BYLAWS OF
ACE PREPARATORY ACADEMY INC.

1. General

- 1.1. Name. The name of the corporation is ACE Preparatory Academy Inc. (the “Corporation”).
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 12625 Chancery Lane, Fishers, Indiana, 46037. The initial registered agent is Anna Shults. ACE Preparatory Academy Charter School (“ACE Prep”) may also have offices at such other places as the Board of Directors (Board) shall determine the business of ACE Prep 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 ACE Prep is organized is to educate students in Kindergarten through Grade 5, preparing them for school success and lives of opportunity through rigorous academics, positive character development, and excellence.
- 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, 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.

**The Founding Board voted
unanimously to approve ACE Prep’s
bylaws on 2/26/15.**

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 2016), at least two Directors who will serve a two-year term (ending in spring 2017), and at least two Directors who will serve a three-year term (ending in Spring 2018).

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 3.6. Special meetings may be called by the President 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 ACE Prep activities in accordance with ACE Prep Charter School Policies.

(B) Shall serve as the ACE Prep Charter School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the ACE Prep 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 ACE Prep 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 ACE Prep 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 of 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 members 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. ACE Preparatory Academy 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 ACE Preparatory Academy. 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 ACE Preparatory Academy.

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.

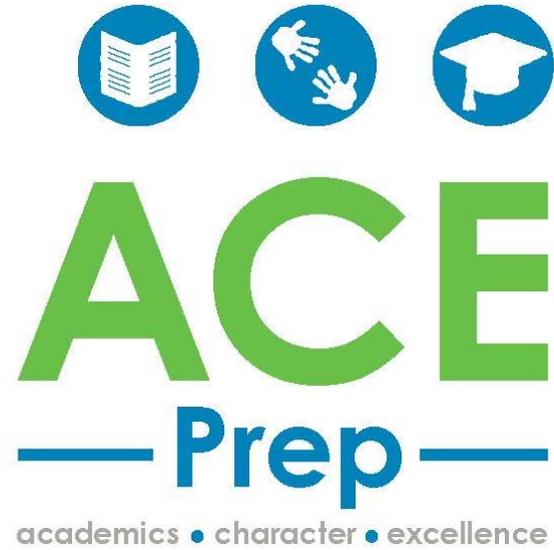
7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

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 ACE Preparatory Academy.

9. Amendments. These Bylaws may be amended at a regular meetings by a two-thirds vote of all Directors then 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.

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.

PRINT NAME & TITLE

Anna Shults, Lead Founder

DATE

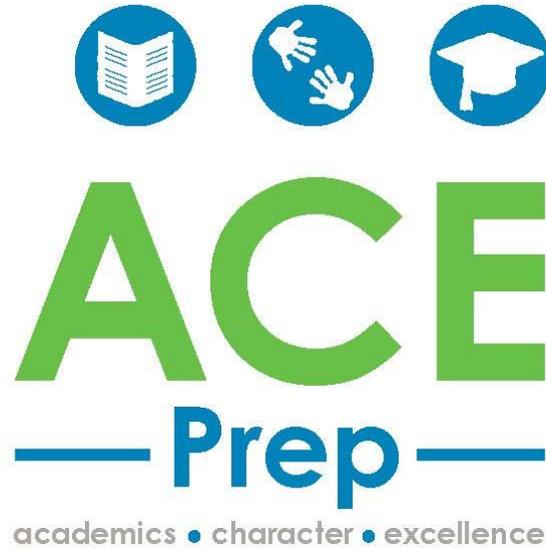
SIGN NAME

Anna Shults.

3/16/15.

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:
ACE Preparatory Academy Charter School
2. Your full name: Amy B. Marsh
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X 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 honored to serve on the Founding Team of ACE Preparatory Charter School and I am committed to ensuring that ACE students will be well-prepared to succeed at college and in life.

I have been an educator in various roles for 18 years and I am a strong believer in high standards for all students. My entire professional career has been devoted to helping students prepare for and succeed in college. I am a strong supporter of "to and through college", as opposed to just "get into college" and I am well aware of the effort required by schools and by students to ensure college graduation. To that end, I am currently starting an independent counseling LLC to provide postsecondary pathways to individual high school students. Much of my experience and expertise is in college advising, building a college-going curriculum and aligning academic and programmatic services to current and emerging postsecondary requirements.

Given my many years in education, I also have deep and broad experience with curriculum, instruction, data analysis, and assessment and I believe very strongly in setting high academic goals and then ensuring that they are met. As a Founding Board, our goal is not to create a good school for Indianapolis; our goal is to create a great school, one that demonstrates that children in a high-poverty neighborhood can be excellent students when provided with a strong curriculum focusing on math and literacy combined with strong character education.

In addition to my professional experience, I have also served on several education-related boards which has prepared me well to provide effective oversight and governance for ACE Prep. I have served, or currently serve on

the following boards: ACT State Council, Indiana Association for College Admission Counseling, and the Indiana School Counseling Association.

Additionally, the Founding Board of ACE Prep is receiving governance training from Building Excellent School, an organization with a national reputation for promoting excellence among high-performing charter schools located in high poverty urban areas. In addition to numerous meetings with proposed Lead Founder Anna Shults to learn more about the vision and mission for ACE Prep, I have also met with Nanette Robicheau of Building Excellent Schools to learn more about the expectations of the Founding Board and its role and responsibilities with regard to providing effective governance to a public charter school. Training and other resources from Building Excellent Schools has impressed upon us the board's role in ensuring that ACE Prep achieves the promises made in the charter regarding academic outcomes for students, as well as our role in ensuring the short- and long-term financial stability of the school.

Finally, I live in the same zip code as ACE Prep and made this community my home for my entire adult life. I know the community well and I am very enthusiastic about bringing a school that promises to change the life trajectory of young residents in my community. I intend to fully utilize all of my personal and professional skills and expertise to ensure the success of ACE Prep and to make our vision of college readiness a reality for all ACE Prep students.

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?
X 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. X Yes: I have worked with Anna Shults at the Indiana Department of Education.
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.
X 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.
X 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.
X 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.
X 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.
X 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.
X 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. X None. Yes
-

Certification

I, Amy B. Marsh, 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 ACE Preparatory Academy Charter School is true and correct in every respect.


Signature

3/15/15
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:
Ace Preparatory Academy Charter School
2. Your full name: Andrea McGordon
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 honored to serve on the founding team of ACE Preparatory Charter School. I fundamentally believe that a high-quality education is vitally important for every child. I am the youngest of 12 children from parents who highly valued education. I was fortunate to attend good schools and to graduate from college; yet, not all my siblings were able to attend college. I am aware of how fortunate I am and recognize that my college education prepared me well to pursue my own career goals. I have several nieces and nephews and it's very important to me to convey to them the importance of getting a good education and of applying oneself to studying and learning. I am committed to working to bring ACE Prep to Indianapolis so that children who would not otherwise have the opportunity, will get an education that prepares them to get to and through college.

I hold a Bachelor of Science in Business Administration and an MBA from Indiana Wesleyan University and I have over 25 years of experience in the financial services industry. My areas of expertise include establishing, reviewing and evaluating the overall soundness and benefits of a banking relationship, evaluating financial statements and providing limited investment advice. I am also well versed in the areas of lending, budgets and adhering to financial policies.

I have also served on other boards of directors including: The Indianapolis School of Ballet, Big Brothers Big Sisters, and Leadership Indianapolis. In these roles, I have gained valuable experience with nonprofit

finance, effective governance, and strategic planning. I believe my finance skills and governance experience will be an asset to the ACE Prep Board of Directors as the financial well-being of the school is vital to the school's ability to achieve its mission. Responsibility for monitoring the school's use of resources ultimately lies with the board and the role of providing financial oversight is one I take very seriously.

Additionally, I am committed to serving on the board because I am impressed with the capability, intelligence, passion, and commitment of proposed founder, Anna Shults. Upon meeting Ms. Shults and learning more about the mission, vision, and design of ACE Prep, I knew that this was something that I could wholeheartedly support and gladly give my time and expertise to.

Finally, I have also researched the Building Excellent Schools (BES) Fellowship and existing BES Fellow-founded schools around the country through the BES website. I have also learned more about BES from Ms. Shults and from the BES Director of Board Governance with whom I have spoken on the phone and who is providing governance training for the founding team. The BES school design is a well-tested one and I believe that Ms. Shults training through the Fellowship as well as the technical assistance BES provides to the schools will enable us to succeed even though our mission is a challenging one.

I am most enthusiastic about working with others on the founding team to bring ACE Prep to reality for children in Indianapolis.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
- Yes Don't Know/ Unsure

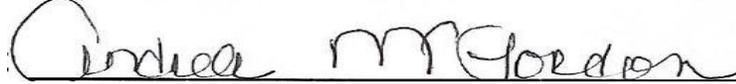
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes. I have worked with Elana Thompson on the Alumni Committee of the Women's Fund.
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, Andrea McGordon, 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 Ace Prep Charter School is true and correct in every respect.



Signature

3/12/15
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:
ACE Preparatory Academy
2. Your full name: Curtis Michael Merlau
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 an educator and community outreach coordinator with experience in supporting quality education policies and initiatives geared towards achieving successful student outcomes. I currently serve as the Deputy Director of Outreach for the Institute for Quality Education (IQE), a local non-profit organization committed to improving the quality of education for all Indiana students. In this position, I am responsible for managing strategic outreach efforts across the state, as well as coordinating outreach efforts within the central Indiana region. IQE offers resources, training and community events statewide that support a network of concerned parents, educators, civic leaders and others who are interested in advocating for quality education options in their own communities.

Before joining IQE, I was the Outreach Data Manager for National Operations with Students First where I managed the development and implementation of an enterprise data management system utilized by outreach staff in 13 states. Additionally, I worked closely with state team to establish quarterly goals and monitor metrics related to key performance indicators.

I hold an undergraduate degree in elementary education from Taylor University. As a licensed educator, I also have experience teaching in a public charter school and I am familiar with a wide-range of effective instructional strategies.

Earlier in my career, I served as an admissions counselor at Taylor University where I created a highly successful recruitment strategy that resulted in a record enrollment of students from central and southern Indiana. In 2010, I was honored by the North American Coalition for Christian Admissions Professionals with the 'Rookie Recruiter of the Year' award.

Currently, I am pursuing a M.S. Ed in Educational Leadership from Indiana University and I anticipate completing my degree in 2015. My experience in the education realm has taught me that while all children deserve a good education, not all children get one. Without a good education, individuals and families may be doomed to a life of poverty because they will be ill prepared to succeed in jobs that pay a family wage. My goal is to help ensure that all children have a strong K to 12 education and that they are prepared to attend and graduate from college.

My experience in education policy, community outreach, instruction, and non-profit management will support the development of sound instructional leadership, curriculum, and community partnerships for ACE Prep. As a board, we understand that we must provide the oversight necessary to ensure that ACE Prep delivers an exceptional education for every student and that it achieves the student outcomes established in our charter.

Our board has also received support and training from Building Excellent Schools to ensure that upon authorization, we as a board of directors, will be prepared to uphold the promises made in the charter and ensure that ACE Prep is a financially sound and sustainable public charter school.

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

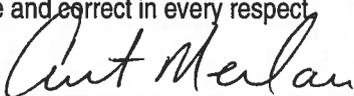
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you 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, Curtis Michael Merlau, 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 ACE Preparatory Academy 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:
ACE Preparatory Academy Charter School
2. Your full name: John Shertzer
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 entire career has been working in the not-for-profit sector, specifically with organizations and institutions focused on youth and young adults. For this reason, I am especially enthusiastic about contributing my time, skills, knowledge, and passion to ensuring the success of ACE Preparatory Academy.

In my current position with Kiwanis International, I oversee a school-based character development program for K-12 students throughout the United States and in many other nations. This experience capitalizes on my skills and experience in youth development and leadership development, and has also given me a greater understanding of the American education system. Through these experiences, I have seen the value of teaching character-based education to children and youth and this is one of the key features of ACE Prep that made me want to be involved with the school. The school culture and curriculum at ACE Prep marries strong academics focusing on math and literacy with our core values that help children learn what it means to be good people and to work hard at learning. I believe that the combination of a demanding academic environment focused on a path to college as well as strong character development will put our students on a path towards career and life success.

I have also been on other nonprofit boards, including serving as Board President of the Indiana Leadership Association, an organization managed entirely by volunteers. I also served on the board of a young and entrepreneurial nonprofit focused on parental engagement called Dads, Inc. Both of these organizations required board members to contribute high-level strategic thinking and hands-on day-to-day support. I have

become skilled in knowing when each is necessary and appropriate and I am also familiar with the distinction between governance and management for nonprofit boards.

I should also note that in my previous position as Vice President at Leadership Ventures in Indianapolis, I provided training and consulting on board governance and leadership issues to other nonprofits. I instructed large and small nonprofit organizations on topics such as strategic planning, program evaluation, ethics, and effective boardroom practices. Teaching governance practices to others sharpened my own skills and made me a more well-rounded board member.

I was fortunate to have received an education that has enabled me to pursue career options that have been richly rewarding to me and that have also enabled me to be an active and engaged citizen of Indianapolis. I believe that all children should receive an education that prepares them well to pursue the career of their dreams and to be contributing citizens. I am proud to be involved with ACE Prep and I plan to contribute all of my skills and experience to ensuring the success of the school.

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

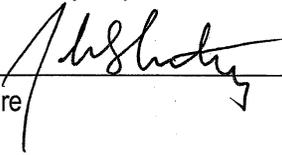
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business 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, John Shertzer, 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 ACE Preparatory Academy Charter School is true and correct in every respect.

Signature



Date

2/26/15

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:
ACE Preparatory Academy
2. Your full name: Chasity Q. Thompson
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 lawyer, educational administrator, counselor, teacher, cheerleader, event planner, and mediator. In my current role as Assistant Dean in the Office of Professional Development at the Indiana University School of Law, I establish and cultivate relationships internally and externally, initiate numerous student and alumni enrichment programs, manage relationships, counsel, and create networking opportunities. I create custom professional development plans to help students and alumni develop professionally, search for employment opportunities and plan strategically to enter the legal profession and other careers. My work helps contribute towards individuals becoming productive citizens and independent thinkers who contribute positively to Indiana in numerous ways that impact the public and private sector.

In my current position as Assistant Dean, I also direct an office staff under a responsibility-centered management style of program; serve as the official representative of the division; and consistently interact with employers, students, constituents and alumni on developmental plans. I manage a substantial budget and I design and implement numerous initiatives that impact over one thousand individuals regularly.

Additionally, I maintain a legal practice and teach principles of entrepreneurship, in a course that I created, to help students understand the business aspects associated with running a sustainable business model. My experience with entrepreneurship will also be an important asset to the board as we work with the head of school to address the many challenges associated with launching and sustaining a new high-performing charter school.

As the daughter of two educators: a retired elementary school principal and a school teacher, I understand the impact that caring professionals can have on the development and enrichment of a child's life. The opportunity to work with ACE Prep affords me the opportunity to give back to my community and help the next generation of leaders.

In addition to my commitment to education and my professional skill sets in education, law, administration, and entrepreneurship, I have also served on several boards, including governance boards for national and local level organizations. I believe that strong leadership is essential to successful programs, initiatives, and achieving long- and short-term goals. Leaders must have vision, tenacity and personality to successfully engage others in order to accomplish that vision. Given my current and past leadership experiences, I can contribute organizational skills, knowledge of leadership practices, and a strong sense of and ability to foster a collective and productive environment. Below are examples of my leadership experience which I will fully leverage to serve the mission, vision, and core values of ACE Preparatory Academy:

- Served as the local President of a national community service organization with a membership of more than 50,000 individuals.
- Served as the board Vice President for a local arts foundation
- Served as President of several professional and social organizations with local memberships that approach or exceed 100 members.
- Served as a committee chairman or co-chairman for the American Bar Association, Indiana State Bar Association, and Indianapolis Bar Association
- One of five state representatives for the American Bar Association House of Delegates, the governing arm for lawyers in the nation.
- Completed several leadership programs designed to prepare individuals to develop their basic skills.
- Developed and effectively implemented leadership development modules for a youth mentoring program and for a "global leadership through timeless service" module.
- Presented informational programs to several organizations regarding leadership development.
- Graduate of the Indianapolis Bar Association Bar Leaders Series.
- Received an up and coming award for leadership
- Served as co-chairman of the inaugural Diversity in Practice conference and the most recent Legal Education Conclave.
- As a student of leadership styles and strategies for more effective leaders, I created a leadership development program module for youth to expose them to effective meeting practices at an early age.

My leadership philosophy focuses on creating an environment of inclusion and teamwork with strong direction and access for any inquiries. Also, I believe in having enough flexibility to make a task or project better if the opportunity presents itself. As a general philosophy, I believe in servant leadership and leading by example. This fosters an environment of engagement, creates trust and respect as individuals understand that you know the position and can help lead them through challenging situations.

Collectively, I would bring these skills, knowledge, connections, and experience to support the growth and development of ACE Prep and to ensure that the school achieves the goals set forth in its charter.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes I know Elana Thompson through participation in a leadership cohort.
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, Chasity Thompson , 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 ACE Prep 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:
ACE Preparatory Academy Charter School
2. Your full name: Elana Thompson
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 passionate about ensuring an excellent education for all children. Currently, I am the Program Director at Leadership Indianapolis and also a Ph.D. candidate in Higher Education Leadership and Administration. I also hold a Master's degree in Educational Leadership. My focus of study has been on first generation college students and the importance of college attainment. For this reason, I am committed to the mission of ACE Prep and its focus on preparing every student for college. I believe that education is the key to accessing opportunity and that ACE will deliver an outstanding education for its students.

I have more than 14 years of experience in educating, recruiting, training, fundraising, and community outreach and I am eager to utilize my skills and experience as a board member of ACE Preparatory Academy. I also have experience serving as a board member. I am an accomplished change agent with an established track record for getting positive results working with diverse community groups in both corporate and educational environments. My background in sales, recruitment, and employee retention will enable me to build strong relationships in the community and serve as an advocate for ACE Prep. I am a high energy, results-oriented individual who sets goals and implements strategic plans to achieve them.

I am particularly supportive of ACE's focus on math and literacy skills and on strong character development. I am confident that these elements of our school culture, combined with a school structure that focuses on both high standards for student conduct as well as an atmosphere of joy in learning, will enable our students to graduate from college and become contributing citizens.

Our founding board has been meeting regularly since late fall in order to prepare ourselves to provide strong governance to ACE. We have been working diligently to master the school design and the performance outcomes included in our charter application, fully understand our roles and responsibilities as a board of directors, and to prepare to defend our charter during the authorizer interview. I am committed to positively impacting the lives of young people and I am honored to serve as a member of the founding team of ACE Prep.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
- Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees. Yes. I know Chasity Thompson and Roderick Wheeler through participation in two separate leadership cohorts. I know Andrea McGordon through work on the Alumni Committee of the Woman's Fund..
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, Elana Thompson, 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 ACE Preparatory Academy Charter School is true and correct in every respect.

Elana Thompson
Signature

3-3-15
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:
ACE Preparatory Academy Charter School (ACE Prep)
2. Your full name: Roderick Wheeler
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 honored to serve on the Founding Board of ACE Preparatory Academy. I have a life-long interest in the education and development of young people and I have focused much of my career on the effort to increase access to opportunity for children and youth. Currently, I serve as Director of Community Impact for Central Indiana Community Foundation where I lead the Foundation's College Readiness and Success initiative. This is very important in light of the fact that ACE Prep's mantra is "College Begins in Kindergarten."

Having served as a foundation professional for the past ten years, I have worked within our local community addressing various issues, including: child welfare, youth development, summer learning loss, workforce development, health and human services, and meeting residents' basic needs. This involvement in the community has made me realize that the most important way to help children move out of poverty and increase access to a higher quality of life is by providing an outstanding education. I believe that ACE Prep will succeed in achieving the goals of its charter due to the focus on literacy and math as well as character development. These are the building blocks for all children to succeed.

In addition to my experience with the Central Indiana Community Foundation, I also work as a consultant for Marian University's Academy for Teaching and Learning Leadership and have developed strategies to help recruit and select transformative future school leaders who are dedicated to rapidly turning around historically failing schools. My work

at Marian University includes assisting in the launching of the Summer Learning Institute that supports community-based programs and reverses the effects of summer learning loss in math. I have also served on behalf of the Indiana Department of Education to establish state-wide high school accountability standards and review underperforming schools that are identified for takeover. These experiences have shown me that strong schools are critical to the success of our community, our city, and our state.

I believe my education, professional skills, and leadership ability will enable me to serve as an effective board member for ACE Prep. I hold a Master of Public Affairs with a concentration in Nonprofit Management and a Master of Business Administration. I have served on boards of directors for over eight years in various capacities, including serving as board chair of a local nonprofit youth development organization for two years, and finance chair for a local college preparatory charter school for nearly two years. I have also been involved in various education efforts that will add value to the ACE Prep board, including previously serving as a school board member, being associated with a graduate teacher leadership program, and designing, funding, and launching local education initiatives that addresses particular education challenges in Indianapolis.

Finally, as the parent of a fourth grader, I am a personal advocate for quality educational opportunities for all children. I mentor and work with children through coaching youth sports and mentoring high school students to help them navigate a path towards postsecondary opportunities.

In sum, to effectively steward a nonprofit organization, one needs to understand how to effectively manage and govern a nonprofit organization; I have the education and the experience to support ACE Prep in this role. I am committed to achieving the mission, vision, and core values of ACE Prep and to bringing a new school of excellence to Indianapolis.

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 Potential board members have met to discuss strategies to successfully prepare for charter application process. Prior to joining ACE Prep's founding board, I know Elana Thompson through a leadership cohort.
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, Roderick Wheeler, 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 ACE Preparatory Academy (ACE Prep) Charter School is true and correct in every respect.

Signature

Date

2/26/15

Attachment 7

Code of Ethics & Conflict of Interest Policy



ACE

— **Prep** —

academics • character • excellence

BOARD OF DIRECTORS CODE OF ETHICS

In addition to its Bylaws, ACE Preparatory Academy Charter School (“ACE Prep”) 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 ACE Prep that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with ACE Prep 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 ACE Prep has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a trustee or employee for ACE Prep. 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 ACE Prep, 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.

ACE Preparatory Academy Charter School

Article I Purpose

The purpose of the conflict of interest policy is to protect The ACE Preparatory Academy Charter School (ACE Prep) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of ACE Prep 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 ACE Prep has a transaction or arrangement,
- b. A compensation arrangement with ACE Prep or with any entity or individual with which ACE Prep has a transaction or arrangement, or
- c. A potential ownership or investment in, or compensation agreement with, any entity or individual with which ACE Prep 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 ACE Prep 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 ACE Prep'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 ACE Preparatory Academy Charter School (ACE Prep) 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 ACE Prep 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 ACE Prep 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 ACE Prep'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, ACE Prep 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 ACE Preparatory Academy Charter School
(ACE Prep)**

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 ACE Prep Conflict of Interest Policy. _____ (initial)

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

I understand that ACE Prep 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 ACE Prep? 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 ACE Prep? Yes or No

If yes, please describe it, including when (approximately): _____

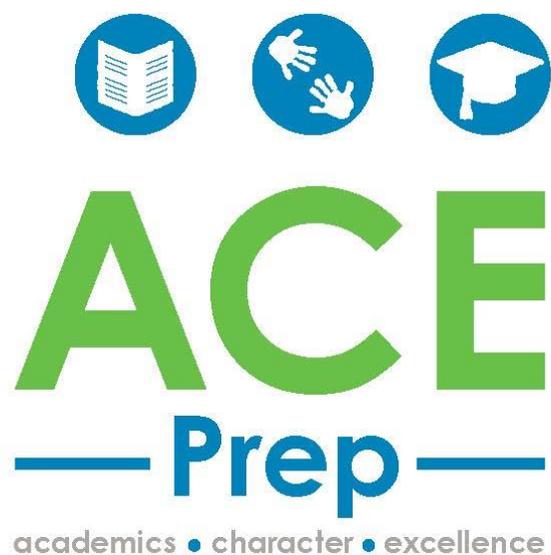
If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes or No

Signature of Director: _____ Date: _____

Date of Review by Governance Committee: _____

Attachment 8

Course Scope and Sequence



Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Listening and Speaking		
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
Speak clearly with volume appropriate to the setting.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.	WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges	
Identify and express physical sensations, mental states, and emotions of self and others.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Understand and use narrative language to describe people, places, things, locations, events, actions.	SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
Understand and use common sayings and phrases such as "Better safe than sorry" and "Look before you leap" (see page 11).	LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	
Give simple directions.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
Provide simple explanations.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
Recite a nursery rhyme, poem or song independently		
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
Sequence four to six pictures illustrating events in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Retell key details.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
Ask questions to clarify information in a read-aloud.	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
b. Use frequently occurring nouns and verbs.		
Observing Craft and Structure		
Understand and use words and phrases heard in read-alouds.	<p>RIK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="padding-left: 20px;">a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p style="padding-left: 20px;">b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 20px;">d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.	<p>RIK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>RLK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require</p>	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
recognizing cause/effect relationships.	reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).	
Identify who is telling a story or providing information in a text.		
D. Comprehension and Discussion of Read-Alouds- Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p>	
Change some story events and provide a different story ending.	<p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	
**Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	
Distinguish fantasy from realistic text in a story	<p>RLK.5 Recognize common types of text (e.g., storybooks, poems).</p>	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.</p>	<p>purpose and understanding.</p> <p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	
E. Comprehension and discussion of Read-Alouds – Non-fiction and Informational Text		
<p>Retell important facts and information from a nonfiction read-aloud.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>With assistance, categorize and organize facts and information within a given topic.</p>	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
With assistance, create and interpret timelines and lifelines related to read-alouds.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
II. Reading		
A. Print Awareness		
Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	
Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	<p>RIK.5 Identify the front cover, back cover, and title page of a book.</p> <p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate correct book orientation by holding book correctly and turning pages. Recognize that sentences in print are made up of separate words.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Understand that words are separated by spaces.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print.</p>	
Distinguish letters, words, sentences, and stories. Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	RFK.1 Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	
Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	RFK.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	
Say the letters of the alphabet in order, either in song or recitation.		
B. Phonological and Phonemic Awareness		
Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.		
Identify whether pairs of environmental sounds are the same or different.		
Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.		
Orally segment sentences into discrete words. Demonstrate understanding that words are made up of sequences of sounds. Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). In riddle games, supply words that begin with a target phoneme.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	
Identify the number of syllables in a spoken word.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Blend individual phonemes to pronounce printed words.</p> <p>Understand that sometimes two or more printed letters stand for a single sound.</p> <p>Read and write any CVC word, e.g., sit or cat.</p> <p>Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write words containing separated vowel graphemes, such as late, bite, note, cute.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.</p>	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
<p>Read at least 15 words generally identified as very high frequency words.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	
<p>Consonant Sounds and Spellings Taught in Kindergarten</p>		

**Core Knowledge Sequence
Kindergarten**

/b/ spelled 'b' as in boy, 'bb' as in tubby
/d/ spelled 'd' as in dog, 'dd' as in madder
/f/ spelled 'f' as in fun, 'ff' as in stuff
/g/ spelled 'g' as in get, 'gg' as in egg
/h/ spelled 'h' as in him
/j/ spelled 'j' as in jump
/k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin
/l/ spelled 'l' as in lip, 'll' as in sell
/m/ spelled 'm' as in mad, 'mm' as in hammer
/n/ spelled 'n' as in net, 'nn' as in funny
/p/ spelled 'p' as in pet, 'pp' as in happy
/r/ spelled 'r' as in red, 'rr' as in earring
/s/ spelled 's' as in sit, 'ss' as in dress
/t/ spelled 't' as in top, 'tt' as in butter
/v/ spelled 'v' as in vet
/w/ spelled 'w' as in wet
/x/ spelled 'x' as in tax
/y/ spelled 'y' as in yes
/z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs
/ch/ spelled 'ch' as in chop
/sh/ spelled 'sh' as in ship
/th/ spelled 'th' as in thin
/th/ spelled 'th' as in then
/qu/ spelled 'qu' as in quick
/ng/ spelled 'ng' as in sing, 'n' as in pink

**Common Core State Standards covered
at CK Grade Level**

RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

**Common Core State Standards covered
above or below CK Grade Level**

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>/a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but /ae/ spelled 'a_e' as in cake /ee/ spelled 'ee' as in bee /ie/ spelled 'i_e' as in bike /oe/ spelled 'o_e' as in note /ue/ spelled 'u_e' as in cute /er/ spelled 'er' as in her. /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
D. Oral Reading and Fluency		
<p>Read decodable stories that incorporate the specific code knowledge that has been taught.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RFK.4 Read emergent-reader texts with purpose and understanding.</p>	
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RFK.4 Read emergent-reader texts with purpose and understanding.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LK.4 Determine or clarify the meaning of unknown and</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	
Demonstrate understanding of and use commas and end punctuation while reading orally.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Read aloud, alone, or with a partner at least 15 minutes each day.	RFK.4 Read emergent-reader texts with purpose and understanding.	
E. Reading Comprehension – All Texts		
Demonstrate understanding of simple decodable text after reading independently.	RFK.4 Read emergent-reader texts with purpose and understanding.	
Grasping Specific Details and Key Ideas		
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	RLK.1 With prompting and support, ask and answer questions about key details in a text. RIK.1 With prompting and support, ask and answer questions about key details in a text.	
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story. WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Observing Craft and Structure		
Understand and use words and phrases from a text that has been read independently.	<p>RIK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Integrating Information and Evaluating Evidence		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
Use pictures accompanying the written text to check and support understanding.	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RIK.7 With prompting and support, describe the</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
<p>Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	
III. Writing		
<p>Draw pictures to represent a preference or opinion.</p>	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p>	
<p>Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.</p>	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p>	
With assistance, add details to writing.	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	
Create a title or caption to accompany a picture and/or shared writing.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	
IV. Language Conventions		
Form letters, words, phrases and sentences to communicate thoughts and ideas.	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters</p> <p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	short-vowel sounds (phonemes).	
Apply basic spelling conventions. Use basic capitalization and punctuation in sentences to convey meaning.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
A. Handwriting and Spelling		
Hold a pencil with a pincer grasp and make marks on paper.		
Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters	
Write own name.		
Write from left to right, leaving spaces between words, and top to bottom using return sweep.		
Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities. LK.2 Produce and expand complete sentences in shared language activities. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
B. Parts of Speech and Sentence Structure		
Use and understand question words, i.e., what, where, when, who, how.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when,	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	why, how).	
Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	
Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	
Produce and expand complete sentences orally and in shared writing exercises.	<p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I.	<p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p>	
Identify and use end punctuation, including periods, question marks, and exclamation points.	<p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Recognize and name end punctuation.</p>	
V. Poetry		
A. Mother Goose and other Traditional Poems*		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>A Diller, A Dollar Baa, Baa, Black Sheep Diddle, Diddle, Dumpling Early to Bed Georgie Porgie Hey Diddle Diddle Hickory, Dickory, Dock Hot Cross Buns Humpty Dumpty It's Raining, It's Pouring Jack and Jill Jack Be Nimble Jack Sprat Ladybug, Ladybug Little Bo Peep Little Boy Blue Little Jack Horner Little Miss Muffet London Bridge Is Falling Down Mary, Mary, Quite Contrary Old King Cole Old Mother Hubbard One, Two, Buckle My Shoe Pat-a-Cake Rain, Rain, Go Away Ride a Cock-Horse Ring Around the Rosey Rock-a-bye, Baby Roses Are Red See-Saw, Margery Daw Simple Simon Sing a Song of Sixpence Star Light, Star Bright There Was a Little Girl There Was an Old Woman Who Lived in a Shoe This Little Pig Went to Market Three Blind Mice</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Other Poems, Old and New*		
<p>April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky) Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
VI. Fiction		
A. Stories*		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as "Henny-Penny") Cinderella (Charles Perrault) Goldilocks and the Three Bears How Many Spots Does a Leopard Have? (African folktale) King Midas and the Golden Touch The Legend of Jumping Mouse (Native American: Northern Plains legend) The Little Red Hen Little Red Riding Hood Momotaro: Peach Boy (Japanese folktale) Snow White and the Seven Dwarfs The Three Billy Goats Gruff The Three Little Pigs A Tug of War (African folktale) The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from Winnie-the-Pooh (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
B. Aesop's Fables*		
<p>The Lion and the Mouse The Grasshopper and the Ants The Dog and His Shadow The Hare and the Tortoise</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
C. American Folk Heroes and Tall Tales*		
<p>Johnny Appleseed Casey Jones</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
D. Literary Terms		
<p>author illustrator</p>		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
VII. Sayings and Phrases		
<p>A dog is man's best friend. April showers bring May flowers. Better safe than sorry. Do unto others as you would have them do unto you. The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It's] raining cats and dogs. Where there's a will there's a way.</p>	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade K Language Art Objectives for Listening and Learning</p>		

KINDERGARTEN MATH SCOPE AND SEQUENCE

EARLY FIRST QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.

Geometry and Spatial Sense

- F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.

Patterns, Functions and Algebra

- B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.
- C. Create and extend patterns, and describe the rule in words.
- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Data Analysis and Probability

- B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

LATE FIRST QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.
- F. Count, using numerals and ordinal numbers.

Patterns, Functions and Algebra

- C. Create and extend patterns, and describe the rule in words.
- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Data Analysis and Probability

- A. Pose questions and gathers data about everyday situations and familiar objects.
- C. Represent data using objects, picture graphs and bar graphs.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

EARLY SECOND QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.
- F. Count, using numerals and ordinal numbers.

Geometry and Spatial Sense

- A. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment.

Patterns, Functions and Algebra

- A. Sort, classify and order objects by size, number and other properties, and describe the attributes used.
- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

LATE SECOND QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.

Geometry and Spatial Sense

- B. Describe solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid, and identify them in the environment.
- C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.
- E. Recognize two- and three-dimensional objects from different positions.
- G. Identify and draw figures with line symmetry.

Patterns, Functions and Algebra

- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

KINDERGARTEN MATH SCOPE AND SEQUENCE

EARLY THIRD QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.
- D. Determine the value of a collection of coins and dollar bills.

Measurement

- B. Select appropriate units for length, weight, volume (capacity) and time, using:
 - objects; i.e., non-standard units;
 - U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;
 - metric units: centimeter, meter, gram and liter.
- D. Apply measurement techniques to measure length, weight and volume (capacity).

Patterns, Functions and Algebra

- A. Sort, classify and order objects by size, number and other properties, and describe the attributes used.
- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Data Analysis and Probability

- D. Describe the probability of chance events as more, less or equally likely to occur.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical

LATE THIRD QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.

Measurement

- A. Explain the need for standard units of measure.
- C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.
- E. Recognize that using different units of measurement will yield different numbers for the same measurement.

Patterns, Functions and Algebra

- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

EARLY FOURTH QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.
- G. Model, represent and explain addition as combining sets and counting on.
- H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.

Patterns, Functions and Algebra

- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Mathematical Processes

- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

LATE FOURTH QUARTER

Number, Number Sense and Operations

- A. Use place value concepts to represent whole numbers using numerals, words and physical models.
- B. Recognize, classify, compare and order whole numbers.
- I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.
- K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.
- L. Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.

Patterns, Functions and Algebra

- D. Model problem situations, using objects, pictures, numbers and other symbols.
- G. Describe and compare qualitative and quantitative changes.

Mathematical Processes

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- B. Identify and restate in own words the question or problem and the information needed to solve the problem.
- C. Generate alternative strategies to solve problems.
- D. Evaluate the reasonableness of predictions, estimations and solutions.
- E. Explain to others how a problem was solved.
- F. Draw pictures and use physical models to represent problem situations and solutions.
- G. Use invented and conventional symbols and common language to describe a problem situation and solution.
- H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

Foss Scope and Sequence: Grades Kindergarten – Grade 5

Grade		Life Science	Earth and Space Science	Physical Science and Technology	Scientific Reasoning and Technology	Alternative Modules*
K-6	5-6	Food and Nutrition	Solar Energy	Levers and Pulleys	Models and Designs	Living Systems*
		Environments	Landforms	Mixtures and Solutions	Variables	Water Planet*
	3-4	Human Body	Water	Magnetism and Electricity	Ideas and Inventions	Matter and Energy*
		Structures of Life	Earth Materials	Physics of Sound	Measurement	Sun, Moon, and Stars*
	1-2	New Plants	Air and Weather	Solids and Liquids		Insects and Plants*
		Insects	Pebbles, Sand, and Silt	Balance and Motion		Plants and Animals*
	K	Trees		Wood and Paper		
		Animals Two by Two		Fabric		

Scope and Sequence

ESSENTIAL KNOWLEDGE	K	1	2	3	4	5	6
HISTORY							
Understand human influence in shaping communities, states, and nations	★	★	★	★	★	★	★
Contributions of ordinary people	★	★	★	★	★	★	★
Historic figures and their lives		★	★	★	★	★	★
Understand the origins and significance of customs, holidays, celebrations, and landmarks in the community, state, nation, and world	★	★	★	★	★	★	★
Understand the concepts of time and chronology	★	★	★	★	★	★	★
Order of events	★	★	★	★	★	★	★
Past, present, future	★	★	★	★	★	★	★
Political, economic, and social change	★	★	★	★	★	★	★
Cause and effect		★	★	★	★	★	★
Understand how various sources provide information			★	★	★	★	★
Primary sources			★	★	★	★	★
Secondary sources			★	★	★	★	★
Understand how human needs, ideas, issues, and events influence the past and present	★	★	★	★	★	★	★
Exploration, colonization, and settlement	★	★	★	★	★	★	★
Conflict and revolution	★	★	★	★	★	★	★
Immigration			★	★	★	★	★
Growth and expansion			★	★	★	★	★
Understand that the past influences the present	★	★	★	★	★	★	★
Connecting past and present	★	★	★	★	★	★	★
Comparing past and present	★	★	★	★	★	★	★
GEOGRAPHY							
Understand concept of location	★	★	★	★	★	★	★
Relative and exact	★	★	★	★	★	★	★
Factors influencing location		★	★	★	★	★	★
Understand concept of place	★	★	★	★	★	★	★
Landforms, bodies of water, vegetation, animal life	★	★	★	★	★	★	★
Climate, weather, and seasonal patterns	★	★	★	★	★	★	★
Understand human-environment interactions	★	★	★	★	★	★	★
Natural resources and land use	★	★	★	★	★	★	★
Human features (housing, roads)	★	★	★	★	★	★	★
Human adaptations to and modifications of their environments		★	★	★	★	★	★
Understand the concept of movement	★	★	★	★	★	★	★
Movement of ideas through cultural sharing	★	★	★	★	★	★	★
Colonization, immigration, settlement patterns (people)		★	★	★	★	★	★
Physical characteristics affect trade (products)			★	★	★	★	★
Physical characteristics affect human activities (culture)			★	★	★	★	★
Understand the concept of region		★	★	★	★	★	★
Physical characteristics		★	★	★	★	★	★
Political characteristics			★	★	★	★	★

ESSENTIAL KNOWLEDGE	K	1	2	3	4	5	6
Population characteristics			★	★	★	★	★
Economic characteristics			★	★	★	★	★
Time zones					★	★	★
Understand and use geographic tools to collect, analyze, and interpret information	★	★	★	★	★	★	★
Maps and globes	★	★	★	★	★	★	★
Compare world regions and countries		★	★	★	★	★	★
Read, interpret, and construct charts, maps, and diagrams		★	★	★	★	★	★
ECONOMICS							
Understand how scarcity of resources leads to economic choice	★	★	★	★	★	★	★
Basic human needs and wants	★	★	★	★	★	★	★
Goods and services	★	★	★	★	★	★	★
Production, distribution, and consumption	★	★	★	★	★	★	★
Work and income	★	★	★	★	★	★	★
Saving and spending	★	★	★	★	★	★	★
Opportunity cost	★	★	★	★	★	★	★
Understand markets and price	★	★	★	★	★	★	★
Exchange of goods and services	★	★	★	★	★	★	★
Impact of mass production and specialization			★	★	★	★	★
Supply and demand				★	★	★	★
Competition				★	★	★	★
Economic interdependence				★	★	★	★
Imports, exports, and trade				★	★	★	★
Understand economic patterns and systems	★	★	★	★	★	★	★
Effects of transportation and communication	★	★	★	★	★	★	★
Free enterprise			★	★	★	★	★
Entrepreneurship			★	★	★	★	★
GOVERNMENT							
Understand the purposes of government	★	★	★	★	★	★	★
Promotion of the common good	★	★	★	★	★	★	★
Order and security			★	★	★	★	★
Distribution of services			★	★	★	★	★
Protection of individual rights and freedoms			★	★	★	★	★
Understand the structure of government	★	★	★	★	★	★	★
Purpose of rules and laws	★	★	★	★	★	★	★
Roles and responsibilities of authority figures and public officials	★	★	★	★	★	★	★
Levels of government (local, state, and national)		★	★	★	★	★	★
Government services		★	★	★	★	★	★
Branches of government			★	★	★	★	★
Government documents			★	★	★	★	★
Political parties					★	★	★
Understand the functions of government	★	★	★	★	★	★	★

ESSENTIAL KNOWLEDGE	K	1	2	3	4	5	6
Making, amending, and removing laws	★	★	★	★	★	★	★
Enforcing laws		★	★	★	★	★	★
Financing of services			★	★	★	★	★
Understand types of governments		★	★	★	★	★	★
CITIZENSHIP							
Understand good citizenship	★	★	★	★	★	★	★
Historic figures and ordinary people	★	★	★	★	★	★	★
Citizenship traits (caring, respect, responsibility, fairness, honesty, courage)	★	★	★	★	★	★	★
Working for the common good	★	★	★	★	★	★	★
Believing in truth and justice	★	★	★	★	★	★	★
Treating all people equally	★	★	★	★	★	★	★
Solving problems	★	★	★	★	★	★	★
Making decisions	★	★	★	★	★	★	★
Understand state and national identities	★	★	★	★	★	★	★
Flags, symbols, anthems, pledges	★	★	★	★	★	★	★
Customs and celebrations	★	★	★	★	★	★	★
Mottoes		★	★	★	★	★	★
Understand the freedoms, rights, and responsibilities of citizens		★	★	★	★	★	★
Individual freedoms (choosing your associates, choosing where you live)		★	★	★	★	★	★
Economic freedoms (choosing your own work, owning property)		★	★	★	★	★	★
Political freedoms (joining a political party, running for office, purpose of and need for free elections)		★	★	★	★	★	★
Rights (free speech, voting rights, freedom of religion, equal protection and opportunity under the law)		★	★	★	★	★	★
Responsibilities/ participating, voting		★	★	★	★	★	★
Responsibilities/ keeping informed			★	★	★	★	★
Understand democratic principles		★	★	★	★	★	★
Due process and equal protection under the law				★	★	★	★
Majority rule with minority respect				★	★	★	★
Government by law				★	★	★	★
CULTURE							
Understand social groups and institutions	★	★	★	★	★	★	★
Family and community	★	★	★	★	★	★	★
Education	★	★	★	★	★	★	★
Religion		★	★	★	★	★	★
Politics			★	★	★	★	★
Understand similarities and differences among people	★	★	★	★	★	★	★
Culture and culture region	★	★	★	★	★	★	★
Language	★	★	★	★	★	★	★
Customs, holidays, and traditions	★	★	★	★	★	★	★
Similarities among diverse groups	★	★	★	★	★	★	★
Contributions of diverse groups	★	★	★	★	★	★	★

ESSENTIAL KNOWLEDGE	K	1	2	3	4	5	6
Understand how the arts express cultural heritage	★	★	★	★	★	★	★
Literature	★	★	★	★	★	★	★
Music, drama, dance	★	★	★	★	★	★	★
Role of writers and artists		★	★	★	★	★	★
Art			★	★	★	★	★
Architecture			★	★	★	★	★
SCIENCE, TECHNOLOGY, AND SOCIETY							
Understand how technology has affected life	★	★	★	★	★	★	★
Tools and appliances	★	★	★	★	★	★	★
Communication	★	★	★	★	★	★	★
Transportation	★	★	★	★	★	★	★
Recreation	★	★	★	★	★	★	★
Work, education, and learning	★	★	★	★	★	★	★
Medicine				★	★	★	★
Understand the significance of the inventions or creations of people in technology	★	★	★	★	★	★	★
Understand the changes brought about by scientific discoveries and technological inventions	★	★	★	★	★	★	★
Predict how future discoveries and innovations could affect life in the United States	★	★	★	★	★	★	★
ESSENTIAL SKILLS							
MAP AND GLOBE SKILLS							
Understand directions		★	★	★	★	★	★
Cardinal directions		★	★	★	★	★	★
Intermediate directions			★	★	★	★	★
Understand globes	★	★	★	★	★	★	★
Purpose of globe	★	★	★	★	★	★	★
Equator			★	★	★	★	★
Hemispheres				★	★	★	★
Poles				★	★	★	★
Prime meridian/International Date Line				★	★	★	★
Arctic and Antarctic Circles				★	★	★	★
Latitude and longitude				★	★	★	★
Understand, use, and create maps	★	★	★	★	★	★	★
Location of cities, states, countries, continents, oceans	★	★	★	★	★	★	★
Comparison of map with photograph	★	★	★	★	★	★	★
Comparison of map with globe	★	★	★	★	★	★	★
Locator map		★	★	★	★	★	★
Routes and mental mapping		★	★	★	★	★	★
Grids			★	★	★	★	★
Inset maps				★	★	★	★
Map projections					★	★	★
Understand and use map symbols	★	★	★	★	★	★	★

Scope and Sequence

ESSENTIAL SKILLS	K	1	2	3	4	5	6
Landforms and bodies of water	★	★	★	★	★	★	★
Symbols	★	★	★	★	★	★	★
Key and legend		★	★	★	★	★	★
Direction symbols and compass rose		★	★	★	★	★	★
Borders			★	★	★	★	★
Scale and distance				★	★	★	★
Lines of latitude and longitude					★	★	★
Elevation tints					★	★	★
Understand and use special purpose maps		★	★	★	★	★	★
Historical map		★	★	★	★	★	★
Political map		★	★	★	★	★	★
Physical map			★	★	★	★	★
Climate map				★	★	★	★
Product and resource map				★	★	★	★
Transportation map					★	★	★
Distribution map					★	★	★
Precipitation map					★	★	★
Elevation map					★	★	★
Population map					★	★	★
Population density map					★	★	★
Understand time zones					★	★	★
Understand cartograms							★
CHART AND GRAPH SKILLS							
Understand charts and graphs	★	★	★	★	★	★	★
Charts	★	★	★	★	★	★	★
Diagrams	★	★	★	★	★	★	★
Calendars and time lines	★	★	★	★	★	★	★
Bar graphs	★	★	★	★	★	★	★
Pie (circle) graphs				★	★	★	★
Line graphs				★	★	★	★
Climographs						★	★
CRITICAL THINKING SKILLS							
Problem solving	★	★	★	★	★	★	★
Identify a problem	★	★	★	★	★	★	★
Gather information	★	★	★	★	★	★	★
List and consider options	★	★	★	★	★	★	★
Consider advantages and disadvantages	★	★	★	★	★	★	★
Choose and implement a solution	★	★	★	★	★	★	★
Evaluate the effectiveness of a solution	★	★	★	★	★	★	★
Decision making	★	★	★	★	★	★	★

ESSENTIAL SKILLS	K	1	2	3	4	5	6
Identify a situation that requires a decision	★	★	★	★	★	★	★
Gather information	★	★	★	★	★	★	★
Consider the options	★	★	★	★	★	★	★
Predict the consequences	★	★	★	★	★	★	★
Take action	★	★	★	★	★	★	★
Analysis of information	★	★	★	★	★	★	★
Sequence	★	★	★	★	★	★	★
Categorize and classify	★	★	★	★	★	★	★
Compare and contrast	★	★	★	★	★	★	★
Identify main ideas and details	★	★	★	★	★	★	★
Predict		★	★	★	★	★	★
Identify cause-and-effect relationships			★	★	★	★	★
Summarize				★	★	★	★
Generalize				★	★	★	★
Make inferences and draw conclusions				★	★	★	★
Identify different points of view and frames of reference (detection of bias)				★	★	★	★
Fact and opinion				★	★	★	★
Evaluation of arguments and sources				★	★	★	★
RESEARCH SKILLS							
Tables and charts	★	★	★	★	★	★	★
Time lines	★	★	★	★	★	★	★
Bar graphs	★	★	★	★	★	★	★
Diagrams	★	★	★	★	★	★	★
Pie (circle) graphs				★	★	★	★
Line graphs				★	★	★	★
Flowcharts						★	★
Primary and secondary sources	★	★	★	★	★	★	★
Audio and video recordings	★	★	★	★	★	★	★
Art	★	★	★	★	★	★	★
Photographs	★	★	★	★	★	★	★
Biographies, autobiographies, and oral histories	★	★	★	★	★	★	★
Internet	★	★	★	★	★	★	★
Computer software	★	★	★	★	★	★	★
Artifacts and historical records		★	★	★	★	★	★
Atlases and gazetteers		★	★	★	★	★	★
News sources and current events		★	★	★	★	★	★
Speeches				★	★	★	★
Encyclopedias				★	★	★	★
Dictionaries and thesauruses				★	★	★	★

ESSENTIAL SKILLS	K	1	2	3	4	5	6
Almanacs				★	★	★	★
Political cartoons						★	★
Use appropriate math skills to interpret maps and graphs		★	★	★	★	★	★
READING SKILLS							
Vocabulary	★	★	★	★	★	★	★
Context clues (synonym, antonym, definition)	★	★	★	★	★	★	★
Abbreviations and acronyms		★	★	★	★	★	★
Classification and categorization of words		★	★	★	★	★	★
Multiple meanings		★	★	★	★	★	★
Dictionary and glossary			★	★	★	★	★
Gazetteer				★	★	★	★
Comprehension	★	★	★	★	★	★	★
Order	★	★	★	★	★	★	★
Picture clues	★	★	★	★	★	★	★
Sequence	★	★	★	★	★	★	★
Compare and contrast	★	★	★	★	★	★	★
Use of visuals (pictures, maps, time lines, graphs, charts, models, graphic organizers)	★	★	★	★	★	★	★
Recall and retell	★	★	★	★	★	★	★
Main idea and details	★	★	★	★	★	★	★
Picture analysis		★	★	★	★	★	★
Prediction		★	★	★	★	★	★
Understand and use graphic and typographical features (boldface, headings, captions, phonetic respellings)		★	★	★	★	★	★
Summarize a chapter or section		★	★	★	★	★	★
Context clues			★	★	★	★	★
Understand and use book parts (table of contents, glossary, atlas, gazetteer, index, bibliography, appendices)			★	★	★	★	★
Scan for specific facts or ideas				★	★	★	★
Understand and use textbook study features (prereading questions, preview and focus statements, summary statements, postreading questions)				★	★	★	★
Make outlines				★	★	★	★
Cause and effect			★	★	★	★	★
Drawing conclusions				★	★	★	★
Summarize				★	★	★	★
Understand characteristics of text types (autobiography, biography, essay, expository, historical fiction, informational, journal/diary, legend, letter, narrative, poetry, speech)				★	★	★	★
Generalize				★	★	★	★
Take notes					★	★	★
SPEAKING AND LISTENING							
Understand and use speaking and listening skills	★	★	★	★	★	★	★

ESSENTIAL SKILLS	K	1	2	3	4	5	6
Dramatization	★	★	★	★	★	★	★
Song	★	★	★	★	★	★	★
Poems	★	★	★	★	★	★	★
Stories	★	★	★	★	★	★	★
Oral directions	★	★	★	★	★	★	★
Interviews		★	★	★	★	★	★
Debates				★	★	★	★
Use standard grammar and sentence structure				★	★	★	★
Oral reports						★	★
WRITING SKILLS							
Understand forms of writing	★	★	★	★	★	★	★
Descriptive	★	★	★	★	★	★	★
Narrative	★	★	★	★	★	★	★
Expository		★	★	★	★	★	★
Persuasive				★	★	★	★
Understand and use writing skills and processes	★	★	★	★	★	★	★
Lists	★	★	★	★	★	★	
Captions and labels	★	★	★	★	★	★	★
Use standard grammar, spelling, sentence structure, and punctuation	★	★	★	★	★	★	★
Report		★	★	★	★	★	★
Letter		★	★	★	★	★	★
Collect, organize, and record information		★	★	★	★	★	★
Identify and use reliable sources		★	★	★	★	★	★
Use multimedia tools		★	★	★	★	★	★
Journal/diary			★	★	★	★	★
Essay				★	★	★	★
Research paper				★	★	★	★
Summary				★	★	★	★
News report and feature story				★	★	★	★
Editorials and opinion articles				★	★	★	★
Biography and autobiography						★	★
Speech						★	★
Bibliography						★	★
Historical fiction						★	★
Legend						★	★

Attachment 9

Exit Standards



ACE

— Prep —

academics • character • excellence

GRADE 5

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

5.RF.1 Apply foundational reading skills to demonstrate reading fluency and comprehension.

Print Concepts

5.RF.2.1 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.2.2 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.2.3 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Phonological Awareness

5.RF.3.1 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.3.2 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.3.3 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.3.4 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.3.5 *Students are expected to build upon and continue applying concepts learned previously.*

Phonics

5.RF.4.1 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.4.2 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.4.3 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.4.4 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.4.5 *Students are expected to build upon and continue applying concepts learned previously.*

5.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

Fluency

5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

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

5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond

Indiana Academic Standards: English/Language Arts – Grade 5

to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.

Structural Elements and Organization

5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.

Synthesis and Connection of Ideas

5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.

5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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

5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Structural Elements and Organization

5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

Synthesis and Connection of Ideas

5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

- 5.RN.4.2** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

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

- 5.RV.1** Build and use accurately general academic and content-specific words and phrases.

Vocabulary Building

- 5.RV.2.1** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
- 5.RV.2.2** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- 5.RV.2.4** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).
- 5.RV.2.5** Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

- 5.RV.3.1** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, or allusion*).
- 5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- 5.RV.3.3** Analyze the meanings of proverbs, adages, and idioms in context.

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

- 5.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Handwriting

- 5.W.2.1** Students are expected to build upon and continue applying concepts learned previously.

Writing Genres: Argumentative, Informative, and Narrative

- 5.W.3.1** Write persuasive compositions in a variety of forms that –
- Clearly present a position in an introductory statement to an identified audience.
 - Support the position with qualitative and quantitative facts and details from various sources,

- including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Use language appropriate for the identified audience.
- Connect reasons to the position using words, phrases, and clauses.
- Provide a concluding statement or section related to the position presented.

5.W.3.2 Write informative compositions on a variety of topics that –

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., *therefore*, *in addition*).
- Include text features (e.g., *formatting*, *pictures*, *graphics*) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented.

5.W.3.3 Write narrative compositions in a variety of formats that -

- Develop the exposition
- Develop an event sequence that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events to show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events.

The Writing Process

5.W.4 Apply the writing process to-

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials; and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

5.W.5 Conduct short research assignments and tasks on a topic.

- With support, formulate a research question.
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.

Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling

5.W.6.1 Demonstrate command of English grammar and usage, focusing on:

5.W.6.1a **Nouns/Pronouns** – Students are expected to build upon and continue applying conventions learned

5.W.6.1b **Verbs** – writing sentences that use the perfect verb tenses; correctly using verbs that are often misused.

- 5.W.6.1c Adjectives/Adverbs** - Students are expected to build upon and continue applying conventions learned
- 5.W.6.1d Prepositions** – Writing sentences that include prepositional phrases and explaining their function in the sentence.
- 5.W.6.1e Usage** – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions
- 5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:**
- 5.W.6.2a Capitalization** – Applying correct usage of capitalization in writing
- 5.W.6.2b Punctuation-**
- Applying correct usage of apostrophes and quotation marks in writing.
 - Using a comma for appositives, to set off words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
- 5.W.6.2c Spelling** – Applying correct spelling patterns and generalizations in writing.

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.*

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

- 5.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

- 5.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 5.SL.2.2** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- 5.SL.2.3** Establish and follow agreed-upon rules for discussion.
- 5.SL.2.4** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.2.5** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

NUMBER SENSE

GRADE 5

5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$, $=$, and $<$ symbols.

5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

5.NS.3: Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.

5.NS.4: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NS.5: Use place value understanding to round decimal numbers up to thousandths to any given place value.

5.NS.6: Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).

COMPUTATION

GRADE 5

5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.

5.C.2: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.

5.C.3: Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.

5.C.5: Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.

5.C.6: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.

5.C.7: Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.

5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.

5.C.9: Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

ALGEBRAIC THINKING

GRADE 5

5.AT.1: Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.

5.AT.2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.

5.AT.3: Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).

5.AT.4: Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).

5.AT.5: Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).

5.AT.6: Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.AT.7: Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.AT.8: Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.

GEOMETRY

GRADE 5

5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.

5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.

MEASUREMENT

GRADE 5

5.M.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.

5.M.2: Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.

5.M.4: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.

5.M.5: Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.

5.M.6: Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.

DATA ANALYSIS AND STATISTICS

GRADE 5

5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

5.DS.2: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

Grade 5

Students in fifth grade study the relationship between weight and volume and the differences between weight and mass. They study the solar system and patterns in the sun-moon-earth system. Students study the roles and relationships of producers and consumers in an ecosystem. They investigate the human musculoskeletal system and how to design and build prototypes. Within this study students employ the key principles of the nature of science and the design process.

Process Standards

The Nature of Science

Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings. The following principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis.

- Make predictions and formulate testable questions.
- Design a fair test.
- Plan and carry out investigations—often over a period of several lessons—as a class, in small groups or independently.
- Perform investigations using appropriate tools and technologies that will extend the senses.
- Use measurement skills and apply appropriate units when collecting data.
- Test predictions with multiple trials.
- Keep accurate records in a notebook during investigations and communicate findings to others using graphs, charts, maps and models through oral and written reports.
- Identify simple patterns in data and propose explanations to account for the patterns.
- Compare the results of an investigation with the prediction.

The Design Process:

As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems.

- Identify a need or problem to be solved.
- Brainstorm potential solutions.
- Document the design throughout the entire design process.
- Select a solution to the need or problem.
- Select the most appropriate materials to develop a solution that will meet the need.
- Create the solution through a prototype.
- Test and evaluate how well the solution meets the goal.
- Evaluate and test the design using measurement.

- Present evidence by using mathematical representations (e.g., graphs, data tables).
- Communicate the solution (including evidence) using mathematical representations (graphs, data tables), drawings or prototypes.
- Communicate how to improve the solution.

Content Standards

Standard 1: Physical Science

Core Standard:

Describe the weight and volume and measure the weight and volume of various objects. (5.1.1, 5.1.2)

Core Standard:

Demonstrate that mass is conserved even when a substance has undergone a change in its state. (5.1.3, 5.1.4)

- 5.1.1 Describe and measure the volume and weight of a sample of a given material.
- 5.1.2 Describe the difference between weight and mass. Understand that weight is dependent on gravity and mass is the amount of matter in a given substance or material.
- 5.1.3 Demonstrate that regardless of how parts of an object are assembled the weight of the whole object is identical to the sum of the weight of the parts; however, the volume can differ from the sum of the volumes.
- 5.1.4 Determine if matter has been added or lost by comparing weights when melting, freezing or dissolving a sample of a substance.

Standard 2: Earth Science

Core Standard:

Observe, describe and ask questions about patterns in the sun-moon-earth system.

- 5.2.1 Recognize that our earth is part of the solar system in which the sun, an average star, is the central and largest body. Observe that our solar system includes the sun, moon, seven other planets and their moons, and many other smaller objects like asteroids and comets.
- 5.2.2 Observe and use pictures to record how the sun appears to move across the sky in the same general way every day but rises and sets in different places as the seasons change.

- 5.2.3 In monthly intervals, observe and draw the length and direction of shadows cast by the sun at several chosen times during the day. Use the recorded data as evidence to explain how those shadows were affected by the relative position of the earth and sun.
- 5.2.4 Use a calendar to record observations of the shape of the moon and the rising and setting times over the course of a month. Based on the observations, describe patterns in the moon cycle.

Standard 3: Life Science

Core Standard:

Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

- 5.3.1 Observe and classify common Indiana organisms as producers, consumers, decomposers, predator and prey based on their relationships and interactions with other organisms in their ecosystem.
- 5.3.2 Investigate the action of different decomposers and compare their role in an ecosystem with that of producers and consumers.

Standard 4: Science, Engineering and Technology

Core Standard:

Design a prototype that replaces a function of a human body part.

- 5.4.1 Investigate technologies that mimic human or animal musculoskeletal systems in order to meet a need.
- 5.4.2 Investigate the purpose of prototypes and models when designing a solution to a problem and how limitations in cost and design features might affect their construction.
- 5.4.3 Design solutions to problems in the context of musculoskeletal body systems. Using suitable tools, techniques and materials, draw or build a prototype or model of a proposed design.

Standard 1: History

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge

Ways of Life Before and After the Arrival of Europeans to 1610

- 5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.
- 5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.
- 5.1.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.
- 5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.

Colonization and Settlements: 1607 to 1763

- 5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.
- 5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.
- 5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.
- 5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

The American Revolution: 1763 to 1783

- 5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution
- 5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- 5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.
- 5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution
- 5.1.13 Identify contributions of women and minorities during the American Revolution.
- 5.1.14 Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800

- 5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.
- 5.1.16 Describe the origins and drafting of the Bill of Rights, ratified in 1791.
- 5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 5.1.18 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.
 - 5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the
- Indiana Academic Standards: Grade 5 – Social Studies. Approved March 2014.

United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events

5.1.20 Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

5.1.20 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

Standard 2: Civics and Government

Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

5.2.4 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Functions of Government

5.2.6 Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.

5.2.7 Identify the three branches of the United States government and explain the functions of each.

Roles of Citizens

5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

5.2.10 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Standard 3: Geography

Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Places and Regions

5.3.2 Identify and describe cultural and physical regions of the United States

- 5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the US.
- 5.3.4 Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.

Physical Systems

- 5.3.5 Locate the continental divide and the major drainage basins in the United States.
- 5.3.6 Use maps to describe the characteristics of climate regions of the United States.
- 5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

Human Systems

- 5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.
- 5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
- 5.3.10 Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.

Environment and Society

- 5.3.11 Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.
- 5.3.12 Describe and analyze how specific physical features influenced historical events and movements.

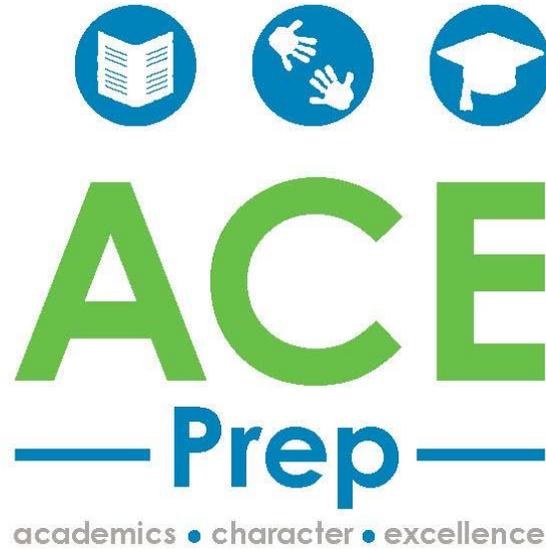
Standard 4: Economics

Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.

- 5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.
- 5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.
- 5.4.3 Define types of trade barriers.
- 5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.
- 5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*.
- 5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.
- 5.4.7 Predict the effect of changes in supply* and demand* on price.
- 5.4.8 Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.
- 5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.

Attachment 10

School Calendar and Schedule





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 subject areas such as language arts, mathematics, science, and social studies.

NOTE: *Limit attachment to ten (10) pages.*

Annual School Calendar

“[D]emanding that students learn more in the same amount of time is especially counterproductive for students who are behind in grade level, have limited English proficiency, or have special needs.”¹ Research shows that extended learning has strong impact on low-income, minority student achievement.² At ACE Prep, we believe extended time benefits the achievement of all students and professional development for staff, while minimizing the impact of potential disruptions such as tardiness, sickness, and testing. We know that for all students to be at or above grade level, regardless of entry level, there must be more time for learning. The annual school calendar includes the following key elements designed to implement and sustain an achievement-oriented culture and to support a rigorous curriculum for our target population.

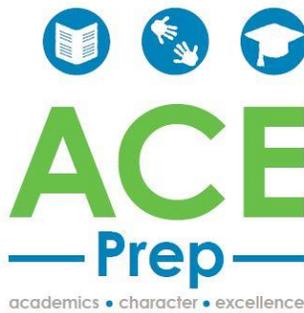
Extended Day and Year

We provide an extended school year of 181 days of learning, extended school day of 8 hours between 7:45 AM and 3:45 PM, and multiple blocks of literacy and mathematics instruction daily. All staff members arrive by 7:00 AM. School doors open at 7:30 for students who have breakfast at school. All students must arrive by 7:45 AM and receive 480 minutes of daily instruction, between 7:45 AM and 3:45 PM (with 55 minutes reserved for breakfast, lunch and recess) on M/T/Th/F. On Wednesdays, the school operates with an abbreviated schedule. All students are dismissed at 2:00 PM to provide for two weekly hours of targeted teacher and staff professional development and collaborative planning to accelerate and increase instruction's impact on student achievement.³ These days provide students with 390 minutes (6 hours 30 minutes) of instruction from 7:45 AM to 2:00 PM (with 55 minutes reserved for breakfast, lunch, and recess).

¹ Farbman, David, and Clair Kaplan. *Time for a Chang*. 2020 Education Opportunity. Fall 2005.

² Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. "How New York City's Charter Schools Affect Achievement, August 2009 Report." Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

³ We are working at identifying partner organizations to provide after school activities to families who need additional care for their children on these days through enrichment programming.



Six-week Diagnostic, Interim and Final Assessments

At the start of each new academic year, we use Home Visits to assess each student's reading level using the STEP Assessment. During the first weeks of the year, we assess each incoming student's reading and math proficiency using the nationally-normed NWEA MAP reading, language, and math tests. We use these tests to: (1) obtain a baseline level for each child against which we can measure growth throughout the academic year; and (2) target and pace instruction and academic support programs strategically to ensure all students progress at the rate necessary to reach grade-level proficiency and content mastery by the conclusion of the academic year. The test is administered again in May (at the end of the year) to track, evaluate, and compare student progress over time. Throughout the academic year, as outlined in the proposed calendar, we conduct standards-based interim assessments on six-week cycles to gauge student progress in reading, writing, math, Science and Social Studies while we conduct the STEP Assessment to measure reading level growth.

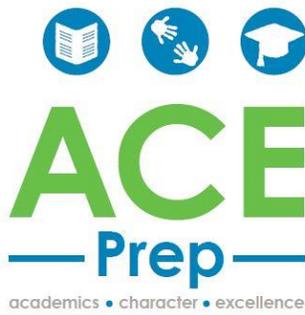
Data-Driven Professional Development

The school year begins and ends with professional development. Staff have 35 days of development to guarantee everything from a powerful adult culture to strategic student groupings, seamless report card administration, and conferences. Portions of all professional learning opportunities will include reflections of, and refinement to, individual instructional practices using methods such as video studies, role play, and coaching.

Family Orientation and Conferences

ACE Prep families play an active role in their children's education and are essential to fulfilling our mission of ensuring academic and personal excellence for all students. We cultivate positive and productive relationships with all families and engage them in the life of the school. Following the lottery, or the close of our enrollment process, we conduct Home Visits to each new student's family before their child begins at the school. Individualized meetings provide families with an overview of the school's design, including our college preparatory mission, academic program, homework expectations, code of conduct, uniform policy, and opportunities for family involvement. All families attend Annual Family Orientation Sessions held before the start of the school year.

Throughout the year, we engage with families through: Daily Behavior Reports based on code of conduct; Weekly Summary of Learning Objectives and HW for all classes each night; Bi-weekly Phone Calls to all families to discuss student academic progress and character development; Weekly Newsletters for school-wide news and information; Monthly Newsletters for classrooms.



Additionally, each year we host three University Nights to support families in helping their students achieve academic success. Such topics as “How do I effectively help my child with their homework?” and “What are the best techniques for Read Alouds?” are addressed. These nights coincide with Trimester Conferences to facilitate family schedules and set them up for engagement and discussion of the academic and behavioral performance of their children. Trimester Conferences include a quantitative and qualitative evaluation of student achievement. Each conference includes assets and challenges as well as a concrete plan for moving forward.

ACE Prep's proposed 2016-2017 school calendar, divided into trimesters, is provided in **Figure 10.1**.

Figure 10.1 ACE Prep 2016-2017 Calendar

ACE Prep 2016-2017 Academic Calendar

July, 2016						
S	M	T	W	T	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						

Days of Instruction 0 / PD - 18

August, 2016						
S	M	T	W	T	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			

Days of Instruction 23 / PD - 2

Calendar Key	
	Professional Development (Staff Only)
	Parent Nights/Parent Conferences
	First Day of School/Last Day of School
	2:00 Dismissal for Students & Staff PD
	NWEA Map Testing
	Holiday/Vacation (No School)
	Interim Assessments
	Staff Data Day (Staff Only)
	Interim/Midterm Progress to Families
	Last Day of Trimester (Staff Only)

September, 2016						
S	M	T	W	T	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	

Days of Instruction 19 / PD - 2

October, 2016						
S	M	T	W	T	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					

Days of Instruction 15 / PD - 1

Important Dates	
July 6-19:	Summer PD for Staff
July 26 & 28:	Family Orientation
Aug. 1:	First Day of School
Aug. 10-12:	NWEA MAP Testing
Aug. 23-24:	University Night
Sept. 7 - 9:	NWEA MAP Testing
Sept. 5:	Labor Day
Sept. 6:	Staff PD Day, No Students
Sept. 12-13:	Interim Assessments
Sept. 16:	Staff Data Day, No Students
Sept. 21:	Interim Progress to Parents
Oct. 7:	Staff PD Day, No Students
Oct. 10-14:	Fall Break
Oct. 31 - Nov. 1:	Interim Assessments
Nov. 4:	Trimester Ends, No Students
Nov. 9-10:	Parent Teacher Conferences
Nov. 23-25:	Thanksgiving Break
Nov. 28:	Staff PD Day, No Students
Dec. 12-13:	Interim Assessments
Dec. 20:	Interim Progress to Parents
Dec. 21:	Staff PD Day, No Students
Dec. 21-30:	Winter Break
Jan. 2:	Staff PD Day, No Students
Jan. 16:	MLK Day, No School
Jan. 30-31:	Interim Assessments
Feb. 3:	Trimester Ends, No Students
Feb. 8-9:	Parent Teacher Conferences
Feb. 20:	Presidents' Day, No School
Feb. 21:	Staff PD Day, No Students
Mar. 13-14:	Interim Assessments
Mar. 17:	Staff Data Day, No Students
Mar. 22:	Interim Progress to Parents
Mar. 27-31:	Spring Break
Apr. 3:	Staff PD Day, No Students
Apr. 24-25:	Interim Assessments
Apr. 28:	Staff Data Day, No Students
May 3:	Interim Progress to Parents
May 15-17:	NWEA MAP Testing
May 22-23:	Interim Assessments
May 26:	Trimester Ends, No Students
May 29:	Memorial Day, No School
May 31:	Last Day for Students
June 1-2:	Staff PD Day, No Students

November, 2016						
S	M	T	W	T	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			

Days of Instruction 17 / PD - 2

December, 2016						
S	M	T	W	T	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

Days of Instruction 14 / PD - 1

January, 2017						
S	M	T	W	T	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				

Days of Instruction 20 / PD - 1

February, 2017						
S	M	T	W	T	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				

Days of Instruction 17 / PD - 2

March, 2017						
S	M	T	W	T	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	

Days of Instruction 17 / PD - 1

April, 2017						
S	M	T	W	T	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						

Days of Instruction 18 / PD - 2

May, 2017						
S	M	T	W	T	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			

Days of Instruction 21 / PD - 1

June, 2017						
S	M	T	W	T	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

Days of Instruction 0 / PD - 2

Days of Instruction = 161
Professional Development Days = 36



Mission-Focused Schedule

Daily Schedule

Our doors open for breakfast at 7:30 AM, students arrive by 7:45 AM, and the day ends at 3:45 PM; Wednesdays we operate until 2:00 PM.⁴ ACE Prep provides an additional 4 hours 35 minutes per week and an additional 180.5 hours per year, or 26.4 standard IPS school days. The extended instructional day ensures that students benefit from 195 minutes of literacy instruction and 120 minutes of math instruction daily.

Both student and teacher schedules reflect commitment to our mission in length, organization, and content. We obsessively protect instructional time; therefore, our schedule minimizes transitions and emphasizes the importance of strong foundational skills and competency in the areas of literacy and math.

The daily schedule maximizes student learning and teacher collaboration. Two fully certified and highly qualified teachers deliver literacy instruction in a co-teaching model to support our college preparatory mission for all students by increasing both teacher capacity and opportunities for small group instruction. In addition, we have specifically designed our schedule to support ELL students, students with special needs, and to increase the capacity of our staff. At the end of the day, the school's entire staff is mobilized to support students during LEAP (Learn, Enrich, and Practice), enabling small group intervention or enrichment on previously taught content.

Staff have a guaranteed 80 planning minutes per day, with administrators and office staff covering all breaks and lunch periods and literacy teachers taking responsibility for enrichment and lead teachers taking responsibility for social studies/science.

Daily, teachers benefit from our extended day, as they receive 80 minutes of planning time every Monday, Tuesday, Thursday, and Friday during which they collaborate with grade level colleagues to develop, refine, and reflect upon their lessons and unit plans. Weekly, every Wednesday from 2:15 PM to 4:15 PM, teachers participate in building-wide professional development. These sessions include, but are not limited to, classroom observation video debriefs, calibration on writing assignments, review and discussion of the progress of instructional plans, specific student data, instructional grouping assignments, and lesson plan feedback.

⁴ We recognize that an early dismissal day may be a burden for some parents. For those parents who cannot pick up their student(s) at 2:00 PM on Wednesdays, we will work closely with neighborhood and community partners to ensure all students have a safe environment to which they can go following dismissal.

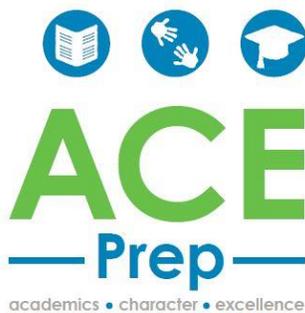
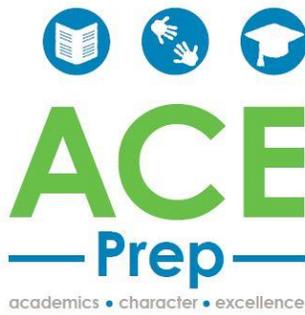


Figure 10.2 outlines and describes the major components within the daily schedule.

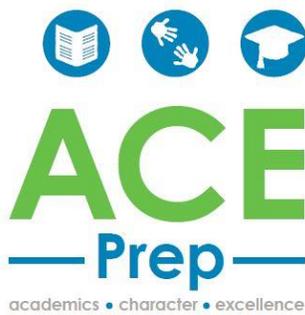
Figure 10.2 Components of ACE Prep's Daily Schedule		
Components of the Day	Description	Duration
Greeting	The Head of School greets all scholars and families upon arrival to ACE Prep with a handshake and a smile. Teachers and staff are strategically placed throughout the school to monitor students as they transition into the cafeteria for breakfast, completing Brainwork, and joyful recitation of classroom college chants and the ACE Prep school cheer.	30 minutes (duration of arrival)
Morning Motivation	Teachers share a personalized letter to the class focused on a core value and introduce the helpers of the day. Students chant their college cheer and classroom rule cheer and briefly share daily goals.	10 minutes
Literacy Rotations	Students rotate through four different stations in groups of six and each for 30 minutes. Two occur with adults and focus on specific reading strategies, one takes place at a computer, and the other is independent.	120 minutes
Guided Reading & Read Aloud	Teachers model strong voice and expression while reading aloud a text tied to the unit of study and during which they model aloud their thinking, always tied to an explicit comprehension strategy.	30 minutes
Writers Workshop	Each workshop begins with a grammar mini-lesson and then moves into explicit writing instruction in a workshop model while the teacher confers 1:1 with students.	30 minutes
Math Meeting	During this whole group meeting, students review calendar math, place value, and money. Remaining time is spent on quick math fact recall.	10 minutes
Math Focus Lesson	Aligned to the state standards, and elevated by the Common Core Standards, the focus lesson is rigorous and consistent across the grade level. Students are given ample opportunity to apply their learning.	50 minutes
Snack & Restroom Break	Structured opportunities are scheduled for restroom and snack breaks during which scholars can read independently or participate in a trivia game, for example.	20 minutes
Math Rotations and Problem Solving	Teachers will guide the class through a shared math problem as part of Cognitively Guided Instruction (CGI) followed by an intentional lesson on problem solving or application of content in small group rotations.	60 minutes



Science/SS & Informational Writing	Science and Social Studies instruction takes place on a rotating basis unit by unit. Each unit lasts three weeks and is connected to the scope and sequence for informational writing and the comprehension strategies for nonfiction text.	30 minutes
Enrichment	Enrichment provides students extracurricular opportunities, and allows for a variety of experiences, including music, theater, dance, art, and physical education.	30 minutes
LEAP Time	Learn, Enrich, and Practice Time is devoted for small group or individual remediation and enrichment on previously taught concepts. This is not for new instruction, but instead to differentiate the instruction already provided as a means of application.	30 minutes
Community Meeting	Occurring every Wednesday, the entire school comes together for a lesson on character and to celebrate student success.	25 minutes

Our daily schedule maximizes student learning and teacher collaboration. **Figure 10.3** and **Figure 10.4** illustrate the two different schedules that ACE Prep will offer in Grade 1. These complimentary schedules allow us to have 1.5 FTE teachers for every set of two classrooms, and to schedule teachers such that all literacy instruction has two teachers in the classroom working with small groups of six. These schedules enable the school to use a two-teacher model for literacy in an economically viable manner. The second teacher per each set of two classrooms is a Literacy Teacher, and focuses on literacy instruction – specifically phonemic awareness, phonics, fluency and writing. In addition, the schedule provides opportunities for staff to insert joyful cheers, breaks, or structured games.

Figure 10.3 Sample Grade 1 Schedule A		Figure 10.4 Sample Grade 1 Schedule B	
Homeroom Name: Butler University		Homeroom Name: University of Indianapolis	
7:30-8:00 7:45 Late Bell	Arrival, Breakfast, Morning Routines	Arrival, Breakfast, Morning Routines	7:30-8:00 7:45 Late Bell
8:00-8:10	Morning Motivation	Morning Motivation	8:00-8:10
8:10-9:10	Math Meeting & Focus Lesson	Literacy Rotation 1	8:10-8:40
		Literacy Rotation 2	8:40-9:10
9:10-10:10	Math Rotations & Problem Solving	Literacy Rotation 3	9:10-9:40
		Literacy Rotation 4	9:40-10:10
10:10-10:15	Transition		10:10-10:15



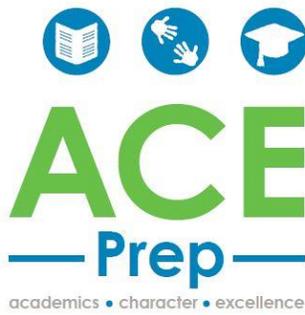
10:15-10:45	Literacy Rotation 1	Math Meeting & Focus Lesson	10:15-11:15
10:45-11:15	Literacy Rotation 2		
11:15-11:35	Snack & Restroom Break		11:15-11:35
11:35-12:05	Literacy Rotation 3	Math Rotations & Problem Solving	11:35-12:35
12:05-12:35	Literacy Rotation 4		
12:35-1:10	Lunch and Recess		12:35-1:10
1:10-1:40	Guided Reading/Read Aloud	Guided Reading/Read Aloud	1:10-1:40
1:40-2:10	Writers Workshop	Writers Workshop	1:40-2:10
2:10-2:40	Enrichment	Science/Social Studies & Informational Writing	2:10-2:40
2:40-3:10	Science/Social Studies & Informational Writing	Enrichment	2:40-3:10
3:10-3:40	LEAP Time (Learn, Enrich And Practice)	LEAP Time (Learn, Enrich And Practice)	3:10-3:40
3:40-3:45	Pack-Up, Dismissal	Pack-Up, Dismissal	3:40-3:45

Weekly Schedule

The academic components of our daily schedule such as how much time is devoted to the teaching of core academic subjects, extended school day, and enrichment remain the same throughout the week with the exception of Wednesdays. As noted above, students will have an abbreviated schedule on Wednesdays to allow for two hours of weekly professional development for teachers and staff. Wednesdays will include the core academic subject areas but Character Education will replace Physical Fitness as the day is shorter. We will incorporate writing into the Character Education class and students will apply writing skills to topics and behaviors they learn and discuss in class each Wednesday.

On Wednesday afternoons, we will have a school-wide Community Meeting to recognize students who are demonstrating academic, character or community excellence and improvement. We will also take time to share each class' college cheer and engage in shout-outs and chants for individual core value awards. Community Meeting will be an opportunity to celebrate the hard work and commitment each student and our school makes to education each day and reminds us of our college-bound mission. Once per month, families will be invited to join us for Community Meeting to share in the celebration, as we know they play an integral part of their child's school success.

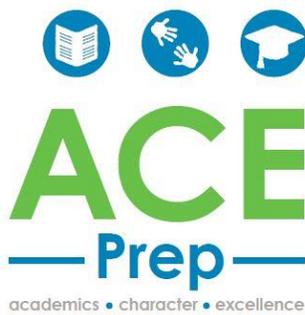
One of the critical elements at ACE Prep will be recruiting and developing exceptional teachers. At ACE Prep, teachers will be provided with two hours of weekly professional development on Wednesdays after students are dismissed. Topics addressed in these sessions will be adult culture, data analysis, instructional strategies and techniques, behavior management, and collaboration through planning. In addition to weekly



professional development, teachers will have 35 professional development days throughout the calendar dedicated to their own growth and development and to prepare them to best serve our students.

A sample of the weekly schedule for Kindergarten is provided in **Figure 10.5**.

Figure 10.5 Sample Kindergarten Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00 7:45 late bell	Arrival, Breakfast, Bright Work, Morning Routines				
8:00-8:10	Morning Motivation (replaced by Community Meeting on Wed PM)				
8:10-9:10	Math Meeting & Focus Lesson	Math Meeting & Focus Lesson	8:00-8:45 Math Meeting & Focus Lesson	Math Meeting & Focus Lesson	Math Meeting & Focus Lesson
9:10-10:10	Math Rotations & Problem Solving	Math Rotations & Problem Solving	8:45-9:30 Math Rotations & Problem Solving	Math Rotations & Problem Solving	Math Rotations & Problem Solving
10:10-10:15	Transition	Transition	9:30-9:35 Transition	Transition	Transition
10:15-10:45	Literacy Rotation 1	Literacy Rotation 1	9:35-10:05 Literacy Rotation 1	Literacy Rotation 1	Literacy Rotation 1
10:45-11:15	Literacy Rotation 2	Literacy Rotation 2	10:05-10:35 Literacy Rotation 2	Literacy Rotation 2	Literacy Rotation 2
11:15-11:35	Snack & Restroom Break	Snack & Restroom Break	10:35-10:45 Snack and Restroom Break	Snack & Restroom Break	Snack & Restroom Break
11:35-12:05	Literacy Rotation 3	Literacy Rotation 3	10:45-11:15 Literacy Rotation 3	Literacy Rotation 3	Literacy Rotation 3
12:05-12:35	Literacy Rotation 4	Literacy Rotation 4	11:15-11:45 Literacy Rotation 4	Literacy Rotation 4	Literacy Rotation 4
12:35-1:10	Lunch and Recess	Lunch and Recess	11:45-12:15 Lunch	Lunch and Recess	Lunch and Recess



1:10-1:40	Guided Reading/ Read Aloud	Guided Reading/ Read Aloud	12:15-12:35 Guided Reading/ Read Aloud	Guided Reading/ Read Aloud	Guided Reading/ Read Aloud
1:40-2:10	Writers Workshop	Writers Workshop	12:35-1:00 Writers Workshop	Writers Workshop	Writers Workshop
2:10-2:40	Enrichment	Enrichment	1:00-1:25 Character Education	Enrichment	Enrichment
2:40-3:10	Science/SS & Informational Writing	Science/SS & Informational Writing	1:25-1:50 Community Meeting	Science/SS & Informational Writing	Science/SS & Informational Writing
3:10-3:40	LEAP Time (Learn, Enrich And Practice)	LEAP Time (Learn, Enrich And Practice)	1:50-2:00 Pack-Up, Dismissal	LEAP Time (Learn, Enrich And Practice)	LEAP Time (Learn, Enrich And Practice)
3:40-3:45	Pack-Up, Dismissal	Pack-Up, Dismissal		Pack-Up, Dismissal	Pack-Up, Dismissal

Teacher Schedule

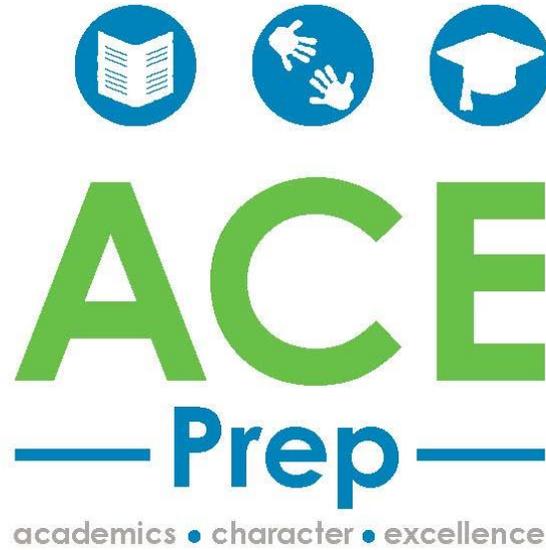
Each week our teachers will follow a rigorous teaching schedule of core academic subjects as well as character education. Monday through Friday teachers will be responsible for 480 minutes of core academic instruction, with the exception of the abbreviated Wednesday schedule, during which teachers will deliver 390 minutes of instruction.

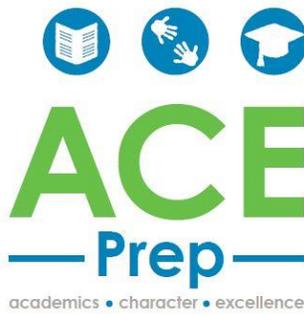
For teachers to be prepared for students, we know that planning time is necessary. In a 1.5 teacher model, teachers will have a guaranteed 80 minutes of planning time daily, and may gain an additional 55 minutes if it is not their day to cover snack, lunch, or recess.

To continuously grow our teachers and prepare them with the training and resources necessary to impact student achievement, teachers will receive 120 minutes of Professional Development Wednesday afternoons from 2:15 PM – 4:15 PM after students are dismissed. As our school grows, we will prioritize coverage and enrichment within our schedule to allow more opportunities for grade level teams to plan together during the day. In our first year, we will dedicate the first 30 minutes of each Wednesday's PD to grade-level planning and data analysis.

Attachment 11

Enrollment Policy





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.

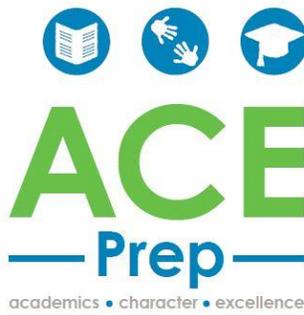
NOTE: *Limit attachment to ten (10) pages.*

Enrollment Policy

ACE Prep intends to begin operation in August 2016 with 72 Kindergarten and 72 First Grade students. We start with a larger inaugural cohort of two grade levels to provide for financial stability within start-up, and we move to a smaller enrolled cohort each year thereafter by enrolling a new class of 72 Kindergarteners. This enrollment plan best supports our mission and aligns with our three core beliefs. The slow growth model will allow us to grow strategically, increasing the complexity and size of our school after firmly establishing our culture of academic achievement. By growing one grade level at a time, we will be able to identify and address the specific needs of our students and families. We will add one grade level each year until the school reaches full enrollment in Grade 5.

A study of successful charter schools across the country as part of the Building Excellent Schools Fellowship year evidences that the slow growth model allows for the ability to strongly implement a college preparatory academic program and school culture from year one of the charter term. In addition to fostering a strong culture, benefits such as increased student engagement and achievement, better communication among the staff and with parents, and greater accountability, are all connected with small school size stemming from the slow growth model. Each class will have approximately 24 students and a 1.5 teacher model to allow for two teachers in all classrooms during literacy instruction, so that all literacy groups remain at a 6:1 student to teacher ratio as students are learning to read.

As outlined in **Figure 11.1**, upon reaching K-5 capacity the maximum school wide enrollment will be 432 students. ACE Prep will replace students who do not remain



enrolled through second grade, however we do not anticipate enrolling students directly into our third through fifth grades.¹

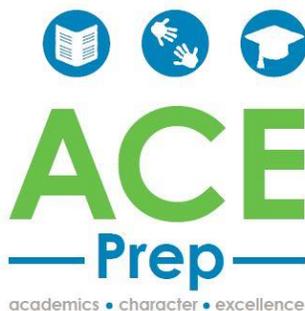
Figure 11.1 Enrollment Without Attrition					
	Y1 2016-17	Y2 2017-18	Y3 2018-19	Y4 2019-20	Y5 2020-21
Kindergarten	72	72	72	72	72
Grade 1	72	72	72	72	72
Grade 2		72	72	72	72
Grade 3			72	72	72
Grade 4				72	72
Grade 5					72
Total Enrolled	144	216	288	360	432

With an attrition of 7% due to family mobility and as experienced by similar schools, and using a slow growth model that grows one grade per year, ACE Prep will be an anticipated size in grades Kindergarten through Grade 5 of 394 students in the 2020 school year as outlined in **Figure 11.2**.

Figure 11.2 Enrollment With Attrition					
	Y1 2016-17	Y2 2017-18	Y3 2018-19	Y4 2019-20	Y5 2020-21
Kindergarten	72	72	72	72	72
Grade 1	72	72	72	72	72
Grade 2		72	72	72	72
Grade 3			67	67	67
Grade 4				62	62
Grade 5					58
Total Enrolled	144	216	283	345	403

ACE Prep has designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet our enrollment projections. Given our school design and the needs of children from the Northeast Outer District of Indianapolis, we will target families equally throughout the proposed area, regardless of race, disability, ethnicity, or gender. We are deeply aware of the challenges some charter schools have faced in reaching their initial targets and therefore we have put in place a plan to reach and exceed our enrollment needs, thus providing a waiting list for all available seats. We benefit greatly from strong community relationships, support from child care providers, churches, and neighborhood

¹ If financial need requires or if community need suggests, we will revisit this enrollment and student replacement plan accordingly.



associations, founding board membership with deep and longstanding roots within the community, and multiple networks into the local family community.

A. Admission Requirements

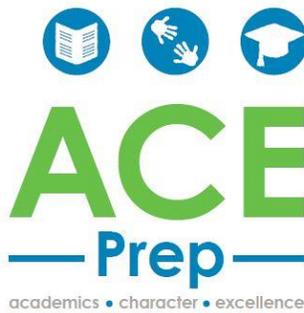
ACE Prep will establish admission policies in full compliance with IC 20-24-5-4² and will not limit student admission in any manner that a traditional public school is not permitted to establish. We are non-selective, open to all applicants residing in Indiana, and will enroll any eligible student who submits a timely application for enrollment unless the number of applicants exceeds the availability. In this case, we will adhere to our lottery policies (see Section C, page 5).

Pre-admission Activities

ACE Prep families play an active role in their children's education and are essential to fulfilling our mission of ensuring academic and personal excellence for all students. We cultivate positive and productive relationships with all families and engage them in the life of the school from the very moment they express an interest in becoming a part of the ACE Prep family.

- **Information Sessions.** Facilitated by ACE Prep's proposed Head of School, supported in the start-up year by Board members (and supported by staff in all future years), hosted by community partners, and held within target neighborhoods, information sessions provide potential families with an opportunity to learn about the culture, programming and expectations of our school. We will hold a minimum of twenty (20) information sessions in the Northeast Outer communities between **April 2015** and **December 2015**.
- **Sneakers on the Street.** ACE Prep will have a monthly presence in our target neighborhoods. Community canvassing events will be held a minimum of once per month between **April 2015** and **March 2016**. Beginning July 2015, these events will be managed by our Development and Community Outreach Coordinator as hired, who will solicit support from Board members and local volunteers. Volunteers will be trained, provided a buddy, and be given general information to pass out about the school while going door-to-door, visiting neighborhood parks, local sporting events and other community celebrations.
- **Home Visits.** Following the lottery, or the close of our enrollment process, we will conduct Home Visits with each new student's family before their child begins at the school. Individualized meetings provide families with an overview of the school's design, including our college preparatory mission, academic program, homework

² See IC 20-24-5-4: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch5.pdf>



expectations, Code of Conduct, uniform policy and opportunities for family involvement.

- **Contract of Excellence.** The Contract of Excellence articulates what families can count on from the school and clarifies expectations of families. Signing of the contract occurs at the end of each Home Visit and is required to be on file prior to completing enrollment at ACE Prep.
- **Family Orientation Sessions.** Held before the start of the school year, all families must attend one of two Family Orientation Sessions, currently planned in our inaugural year for **July 26** and **July 28, 2016**. These sessions will be facilitated by school leadership, attended by school staff, and offer an opportunity for families to meet the ACE Prep founding team. During the 90 minute session, families will receive an in-depth explanation of the Family and Student Handbook and leave with a clear understanding of the expectations placed upon an ACE Prep family and ACE Prep student, as well as assurances on behalf of the school.

Assurances

In full compliance with all state and federal laws regarding nondiscrimination, ACE Prep will not discriminate on the basis of disability, race, color, gender, national origin, religion, or ancestry or any other protected group.³ ACE Prep will not discriminate in student enrollment practices against those who have or may appear to have disabilities. ACE Prep 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 formally accepting applications on the first business day Monday of September, which in 2015 will be **September 7**. Our application will be made available on our future website as well as distributed in canvasses, newsletters, information sessions held at a variety of local venues, and community events.

Intent to Enroll Forms

All applications to the school during the formal enrollment period will be time-stamped and day-stamped and signed as received and complete, then filed into a dedicated organization system. We will add time and day-stamped applications to our organization system in the order they are received. All applicant contact information will be kept in a central database that is shared between the Head of School, the Development and Community Outreach Coordinator, and the Operations Manager. In the future, the formal enrollment process will be managed by the Operations Manager once hired.

Enrollment Deadlines

³ See IC 20-24-2-2: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch2.pdf>



Applications to enroll Kindergarten and Grade 1 students for the 2016-2017 school year will be accepted until **5:00 PM on the first business Friday in March, which in 2016 will be March 4**. All applications to the school after this deadline will be added to our wait list post-enrollment lottery on a day-stamped and time-stamped basis.

C. Lottery Dates and Procedures

Lottery Schedule

Pursuant to IC 20-24-5-5⁴, 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 2016, this date is March 5.
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.
5. The lottery will be conducted within two weeks of the application deadline. In 2016, the lottery will occur on **March 19** at a location to be determined but accessible by all.

In accordance with IC 20-24-5-5⁵, should a public lottery be required, admission preference is prioritized based on the following criteria:

- Students currently attending ACE Prep
- Siblings of students attending ACE Prep

D. Additional Enrollment Policies and Procedures

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

⁴ IC 20-24-5-5: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch5.pdf>

⁵ IC 20-24-5-5: <http://www.in.gov/legislative/ic/2010/title20/ar24/ch5.pdf>



(10 business days) from notification to confirm in writing their intent to enroll their student in ACE Prep 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 ACE Prep 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 2016, we will begin offering seats to wait listed students on **April 7**. Wait listed families offered a spot 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 summarizes key enrollment dates for the 2016-2017 school year.

Figure 11.3 Year 1 Enrollment Process Timeline	
Date	Step in Process
September 7, 2015	Applications available
March 4, 2016	Application window closes at 5:00 PM
March 19, 2016	Public lottery (if necessary)
March 24, 2016 (no later than)	Enrollment results mailed and calls made to families
March 26, 2016	Post Lottery Enrollment Fair
April 2, 2016	Post Lottery Enrollment Fair
April 7, 2016	Deadline to confirm intent to enroll and submit enrollment packet

Student Withdrawals

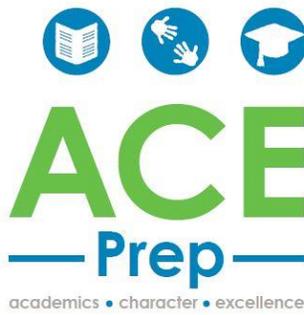
If a student withdraws or is expelled from ACE Prep, that seat will be offered to the next person on the waiting list.

Re-Enrollment

Once a student formally withdraws from the school, for that student to be readmitted they would be placed at the bottom of the waiting list, or granted a seat if there is no waiting list and there is an available seat.

Student Transfers

Families expressing interest in enrolling their student at ACE Prep after the enrollment deadline has closed will be granted admittance if there are available seats. If there are no available seats the student will be placed on the waiting list in the next numerical order.



**DRAFT of Parent Letter
for Post-Lotto
Enrollment Event**

March 24, 2016

Dear ACE Prep Kindergarten Family,

Congratulations! Your student has been accepted into ACE Prep's inaugural Kindergarten class. As a member of the college graduating class of 2033, we are excited to begin preparing them on this path beginning the very first day of Kindergarten.

This letter is to confirm your student has been awarded a seat in next year's Kindergarten class, however all required registration paperwork must be received at the school no later than April 7th to officially confirm your child's enrollment. If we do not receive your student's paperwork by April 7th, than we will assign the spot to the next person on our waiting list.

Please Join Us for a Post Lotto Enrollment Fair!

When: March 26, 9:00 AM – 11:30 AM or April 2, 12:30 PM – 3:00 PM

Where: ACE Preparatory Academy, 5326 Hillside Avenue, 46220

Picnic Lunch Provided!

Come meet our teachers and see our school!

Be sure to bring with you the following paperwork to complete your student's enrollment. You may bring copies of the documents or we will makes copies for you.

- Birth certificate
- Social security card
- Proof of address
- Immunization records

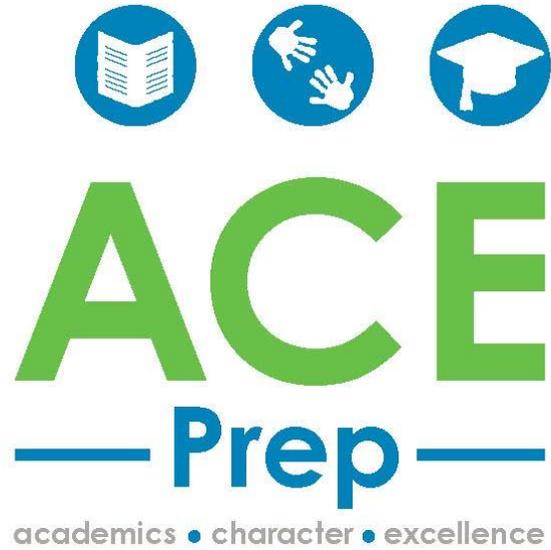
I'd like to personally thank you for beginning your child's education with us at ACE Prep. We are looking forward to a great year together!

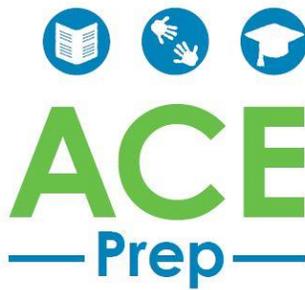
Looking forward to seeing you soon,

Ms. Shults, Head of School

Attachment 12

Discipline Policy





Provide, as **Attachment 12**, the school's Discipline Policy, which should include a summary of the following:

- A. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
- B. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
- C. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- D. A description of the appeal process that the school will employ for students facing expulsion.
- E. How parents will be informed of the school's discipline policy.

NOTE: *Limit attachment to ten (10) pages.*

A. Student Discipline Policy

To deliver on all aspects of our mission we will establish a positive school culture around character and community development, as well as behavioral expectations from the very first day of school. The ACE Prep Code of Conduct is based on the philosophy that structure and respect in the classroom are essential to building within students the strong academic and excellent character foundation necessary to excel in high school, graduate from college, and lead in their communities.

To ensure that students are physically, emotionally, and intellectually safe, the school will be respectful, orderly, and supportive. We will implement a discipline policy that provides a setting that is free from disruption and misbehavior and promotes positive behaviors and an achievement-oriented environment for every student. To maximize student achievement, we will minimize any disciplinary issues that could undermine student success.

Our school-wide culture will reward and teach positive behavior and is based upon the teaching and practice of our BE GREAT core values: Bravery, Enthusiasm, Growth, Responsibility, Endurance, Achievement, and Team. We will address potential behavioral issues before they escalate to a level where more serious disciplinary interventions would be necessary. This strategy will be accomplished by explicitly teaching and modeling correct behaviors, using a common language to teach behaviors, and executing uniform instructional practices to provide consistency in student expectations and promote achievement. The establishment of this culture is vital for the execution of a rigorous college preparatory academic program, as it increases student time on task and boosts enthusiasm and engagement around learning.



Classroom learning time is valuable and irreplaceable. Teachers will effectively and proactively enforce our school-wide code of conduct. All teachers will be trained on modeling and enforcement to ensure consistency school-wide. It is our belief that positive, productive behavior can be anticipated when the behavioral expectations for students are made clear through teaching and modeling. We will explicitly teach and model clear behavioral expectations, first by training our teachers during summer professional development on a common vision and aligned set of expectations, then during student orientation at the beginning of school, and continuing throughout the year via a shared language of expectations. Using a variety of methods such as STAR (**s**it up straight, **t**rack the speaker, **a**sk and **a**nswer questions, **r**espect those around you) and HALL (**h**ands at sides, **a**ll eyes forward, **l**ips zipped, **l**egs walking), as well as nonverbal cues for silence, redirection, and basic systems such as the need to sharpen a pencil, we will create a culture of discipline that emphasizes the urgency of learning within our school. It is the responsibility of our trained teachers to prevent inappropriate behaviors or redirect inappropriate behaviors immediately when witnessed. Additionally, we believe that keeping an engaging, enthusiastic, and rigorous learning environment will significantly reduce inappropriate behavior.

The Code of Conduct at ACE Prep is centered on the philosophy that students will demonstrate positive and productive mannerisms when the rules have been made clear through modeling, reinforcement and a consistently applied set of behavioral expectations held and executed by all staff members. Our approach to discipline holds leadership and staff accountable for:

- explicitly instructing on and practicing the behavioral expectations and systems with students;
- consistently creating engaging and challenging lessons that evoke enthusiasm, joy, and engagement with students, minimizing opportunities for disruptive behaviors; and
- proactively modeling and applying our BE GREAT values (Bravery, Endurance, Growth, Responsibility, Enthusiasm, Achievement, Team) while teaching and interacting with one another.

We will maintain warm-strict, detail-oriented behavior systems, appropriate for each academy (K-3 and 4-5), which will quickly redirect any undesired or inappropriate behavior and allow the entire school community to remain focused on our college preparatory mission. Embraced by many high performing urban charter schools, this philosophy is inspired by Wilson and Kelling's "Broken Windows" theory: "[I]f the first broken window in a building is not repaired, then people who like breaking windows will assume that no one cares about the building and more windows will be broken. Soon



the building will have no windows.”¹ Staff will always “sweat the small stuff,” never allowing minor infractions to go unaddressed, leading to larger problems that detract from learning.

The purpose for our highly structured and disciplined culture is to allow for a joyful environment focused on learning, support, and achievement. When staff and students are able to focus on learning, highlighting the positives of school culture and academics, there is time and space created for more celebration, college chants, and recognitions, and students feel part of an environment in which learning and growing is recognized and supported at all times.

To monitor and track behavior, teachers will implement developmentally appropriate systems, consistent within ACE Prep Lower Academy and ACE Prep Upper Academy, that record student behavior and assign incentives and consequences based on a pre-determined progressive scale.

Because ACE Prep will educate students in grades K-5, we recognize that our Code of Conduct must be adapted for specific age groups to ensure developmental appropriateness.

ACE Prep Lower Academy Kindergarten - Grade 3

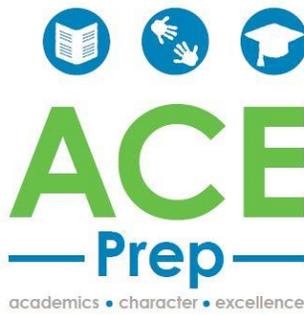
Culture of Positive Behavior

Since many of our incoming Kindergarten students will not have had any formal schooling, it will be our responsibility to ensure we employ a developmentally appropriate student disciplinary plan. Since our teachers will spend the majority of the day with the same students, it is important they have highly structured and similarly coordinated classrooms. Additionally, it is important that a common language is used to teach expectations to ensure consistency of expectation and discipline policies school-wide.

Common systems will include:

- Common bulletin boards with grade specific common core aligned vocabulary words and site recognition words
- Common blackboard configuration
- STAR learning position
- Common and consistent classroom expectations
- Hallway expectations
- Our BE GREAT character foundation values

¹ The “broken window” theory is a prominent community policing theory stating that the prevention of larger crimes begins with stopping small ones. James Wilson and George Kelling, “Broken Windows,” *The Atlantic Monthly*, March 1982.



- **Bravery:** We are not afraid to take risks.
- **Enthusiasm:** We are fiercely positive and it shows.
- **Growth:** We are constantly learning.
- **Responsibility:** We look to ourselves to get the job done.
- **Endurance:** We never give up.
- **Achievement:** We focus on results.
- **Team:** We succeed and fail as one.

Positive Behavior Rewards

Students in K-3 will receive BE GREAT stickers on a daily behavior chart and take-home log which outlines behavior each day. A typical K-3 reward for positive behavior might follow this sequence:

- 1 sticker on daily behavior log = morning motivation or community meeting recognition
- Stickers each day of the week = choice of Friday activity, positive phone call home
- Stickers every day for a month = college t-shirt that can be worn in place of uniform shirt on designated day

At the end of each day teachers will award one letter in BE GREAT to the class based on their collective demonstration of our core values. Once all seven letters in the word have been spelled, students will be able to enjoy a special activity together as a class (i.e., lunch in the classroom with the teacher, extra recess).

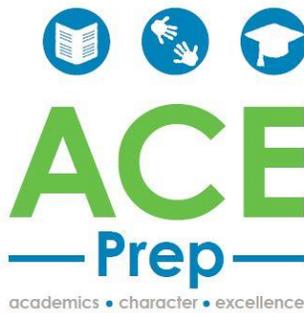
Behavior Management Procedure

- Teacher teaches and models positive behavior.
- Teacher clearly communicates the explicit directions they need the student to follow.
- Teacher utilizes a strategy called “positive framing” to provide positive support to students who are complying with the directions.²
- Teacher takes immediate and corrective action when students are not complying with directions given.

Consequences for Negative Behavior

While our approach to discipline will be focused on positive reinforcement, there will be specific consequences for student infractions of the Code of Conduct. We understand the need to have a school-wide approach to discipline in order to maximize quality instructional time.

² This concept is based on Doug Lemov's *Teach like a Champion*.



Staff members will be authorized to address infractions that do not require suspension or expulsion. Having received professional development in the school-wide discipline policy, all staff will be trained and capable of using their professional judgment. Teachers will notify school leaders of any significant or repeated discipline issues and seek support from school leaders in finding ways to modify student behavior where needed.

Common Behavior Notification and reinforcement system in K-3 classrooms

Teachers in K-3 will implement a common behavior system in the classroom that visually shows students how they are behaving at any given time throughout the day. For slight misbehaviors, students will move from green to yellow on a color chart, meaning they are in jeopardy of losing their star for the day. For consistently poor choices, or a serious infraction such as disrespecting another student or staff, a student can move immediately to red.

ACE Prep Upper Academy Grade 4 - Grade 5

Culture of Positive Behavior

We believe that students should be empowered to understand that their choices in life determine if they earn positive rewards or negative consequences. Students who choose to uphold our BE GREAT core values and school-wide behavioral expectations will be rewarded, and students who choose not to uphold them will be held accountable and receive consistent consequences. This philosophy is reflected in ACE Prep's step system, in which students will earn daily "steps toward college" and "steps away from college" for making positive behavior choices, maintaining attendance requirements and homework expectations.

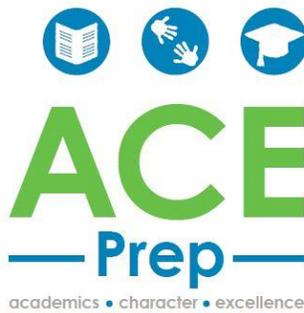
Positive Behavior Rewards

A typical fourth and fifth grade classroom incentive progression might follow this sequence:

- Five or more steps in a week = Choice of Friday activity and a joint call home
- 17 or more steps in a month = College t-shirt can be worn in place of a school uniform on designated day
- 40 or more steps in a trimester = Recognition at school-wide Community Circle
- 100 steps or more = Special field trip

Each student in Grades 4-5 will have a weekly step log that captures his or her behavior throughout the week. Students may earn steps for scholarly habits, but may lose (individually/team) steps for choosing not to uphold one of the school's values. Cumulative step reports will be sent home in a Friday folder. Every student will be required to return the log signed by his or her parent/guardian on Monday morning.

At the end of each day teachers will award one letter in BE GREAT to the class based on their collective demonstration of our core values. Once all seven letters in the word have



been spelled, students will be able to enjoy a special activity together as a class (i.e., lunch in the classroom with the teacher, extra recess).

Common School Rules and Conduct Expectations in Grades 4-5 classrooms

We believe that a common system of rules and consequences that are consistent, fair, and immediately enforced by all staff will minimize off task behavior and ensure maximum learning time.

School-wide behavior expectations for Grades 4-5 include:

- Follow the directions of school staff the first time given.
- Sit up straight, track the speaker, ask/answer questions and respect the community (STAR).
- Respect yourself, others, and school property.
- Walk silently and purposefully in school halls.
- Keep your hands, feet, and objects to yourself.
- Use appropriate language and voice levels.
- Complete work as directed and in a timely manner.

B. ACE Prep Rules (Offenses) and Code of Conduct

We believe that a common system of rules and consequences that are consistent, fair and immediately enforced by all staff will minimize off-task behavior and ensure maximum learning time. School-wide behavior expectations for K-3 include:

- Follow the directions of school staff the first time given.
- Sit up straight, track the speaker, ask and answer questions and respect the community (STAR).
- Respect yourself, others, and school property.
- Walk silently and purposefully in school halls.
- Keep your hands, feet, and objects to yourself.
- Use appropriate language and voice levels.
- Complete work as directed and in a timely manner.

The committing of disciplinary infractions on school grounds before, during and after school hours, while traveling to and from school or for a school activity, or during field trips or other school functions will result in consequences. Levels of Offenses and Consequences for Grades K-3 and Grades 4-5 are outlined in **Figure 12.1** and **Figure 12.2**.

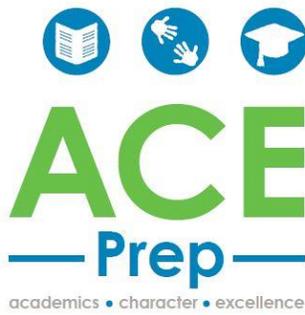


Figure 12.1 Lower Academy (K-3) Level of Offences and Consequence	
Level of Offenses	Consequences
<p>Level One Offenses (Mild Student Misbehavior)</p> <ul style="list-style-type: none"> • Failure to comply with school expectations • Dress Code violation • Unexcused absences/unexcused or excessive tardiness • Being in unauthorized area/not having a hall pass • Having unauthorized food, gum, etc. • Littering 	<p>Level One Consequences</p> <ul style="list-style-type: none"> • Verbal warning/student conference • Parent contact • Time out/loss of privileges/loss of recess/ • Conduct grade will be lowered
<p>Level Two Offenses (Moderate Student Misbehavior)</p> <ul style="list-style-type: none"> • Offensive behavior/use of profanity or obscene language towards peers • Theft • Damaging or destroying school property • False accusations 	<p>Level Two Consequences</p> <ul style="list-style-type: none"> • Student conference and parent contact • Time out/loss of privileges/loss of recess/ choice time and parent conference • Parent-student conference • Conduct grade lowered
<p>Level Three Offenses (Severe Student Misbehavior)</p> <ul style="list-style-type: none"> • Continued Level One or Level two conduct • Fighting/Violent behavior(resulting in minor injury) • Bullying and harassment of peers • Disrespectful/defiant behavior toward school personnel 	<p>Level Three Consequences</p> <ul style="list-style-type: none"> • Disciplinary office referral and administrative parent conference • Conduct grade lowered • In school suspension • Out-of-school suspension
<p>Level Four Offenses (Zero Tolerance Behavior)</p> <ul style="list-style-type: none"> • Fighting/violent behavior resulting in serious injury or with the use of a weapon • Assault and battery against a school community member • Possession of weapon or explosive device of any kind • Possession, use, or distribution of illegal or unauthorized prescription drugs 	<p>Level Four Consequences</p> <ul style="list-style-type: none"> • Disciplinary office referral and administrative parent conduct • School expulsion for maximum of one year

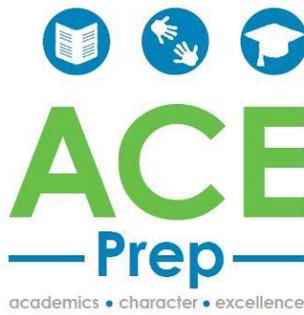
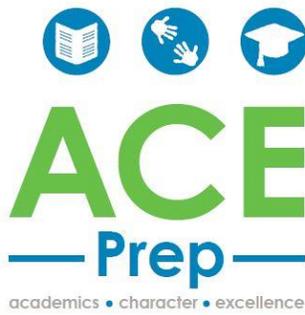


Figure 12.2 Upper Academy (4-5) Level of Offences and Consequence

Level of Offenses	Consequences
<p>Level One Offenses (Mild Student Misbehavior)</p> <ul style="list-style-type: none"> • Failure to comply with school expectations • Dress Code violation • Unexcused absences/unexcused or excessive tardiness • Being in an unauthorized area/not having a hall pass • Having unauthorized food, gum, etc. • Littering 	<p>Level One Consequences</p> <ul style="list-style-type: none"> • 1st offense Verbal warning (uniform)/student conference • 2nd offense detention/Parent contact Loss of privileges/loss of recess/ • Loss of steps (2 steps)
<p>Level Two Offenses (Moderate Student Misbehavior)</p> <ul style="list-style-type: none"> • Offensive behavior/use of profanity or obscene language towards peers • Threatening peers • Theft • Damaging or destroying school property • False accusations • Cheating/ plagiarism/forgery • Gambling • Unauthorized use or inappropriate use of the internet or computer • Disrespectful language /behavior towards peers 	<p>Level Two Consequences</p> <ul style="list-style-type: none"> • Detention • In school suspension • Student conference and parent contact • Loss of privileges and parent conference • Conduct grade lowered • Parent conference • Lowering of grade/assignment of failing grade/ additional work make up work. • Loss of steps (4 steps) • Community apology and reflection paper
<p>Level Three Offenses (Severe Student Misbehavior)</p> <ul style="list-style-type: none"> • Continued Level One or Level two conduct. • Threatening peers • Fighting/violent behavior(resulting in minor injury) • Bullying and harassment of peers • Disrespectful/defiant behavior toward school personnel • Damaging or destroying school supplies/property • Offensive behavior/use of profanity or obscene language toward peers 	<p>Level Three Consequences</p> <ul style="list-style-type: none"> • Disciplinary office referral and administrative parent conference • In school suspension or out of school suspension • In school suspension and detention • Out-of-school suspension • Community Apology and reflection paper • Loss of steps (10 steps)
<p>Level Four Offenses (Zero Tolerance Behavior)</p>	<p>Level Four Consequences</p> <ul style="list-style-type: none"> • Disciplinary office referral and administrative parent conduct



<ul style="list-style-type: none"> • Fighting/violent behavior resulting in serious injury or with the use of a weapon • Assault and battery against a school community member • Possession of a weapon or explosive device of any kind • Possession, use, or distribution of illegal or unauthorized prescription drugs 	<ul style="list-style-type: none"> • School expulsion for maximum of one year.
--	---

C. Discipline and Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, ACE Prep 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.

D. Appealing an Expulsion

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, 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 can be filed with the School 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 the appealing party.

The School 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 School Governing Board of Directors is final.

E. Parent Notification of Discipline Policies



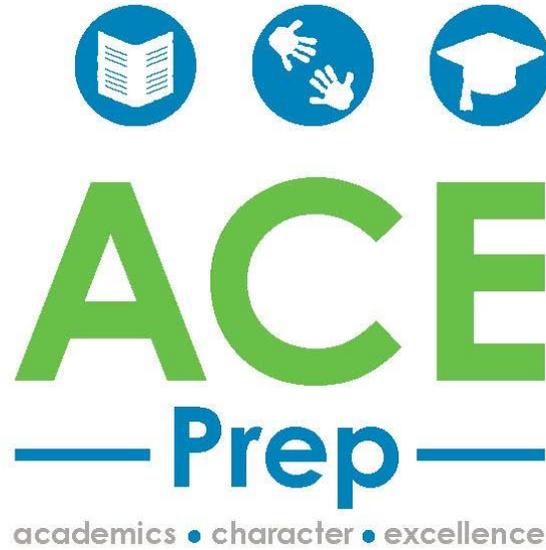
Parents are educational partners with ACE Prep, and we work hard to engage every family in the learning of their child and the life of the school. Beginning with initial enrollment, the administrative team meets individually with each family in a Home Visit to welcome them to the school community. Students, parents, and teachers together sign a Contract of Excellence that articulates the clear expectations for behavior at the family orientation prior to the start of school. The purpose of this contract is to bring absolute clarity to the expectations and consequences of student behavior so that miscommunication never is the reason for student misbehavior. The Contract of Excellence is specifically cited when addressing all infractions. We hold annual Family Orientations each year, during which we provide copies of the Student and Family Handbook which outlines our approach to discipline, we review these elements with families, and all families sign that they have received and reviewed the Handbook.

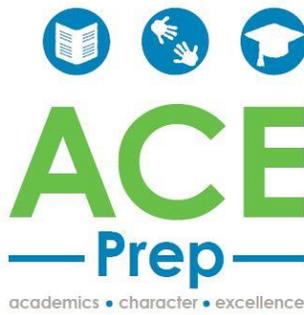
Additionally, we will engage parents and families in their child's learning and behavioral goals through:

- Notification of positive and negative behaviors through daily Behavior Logs
- Monthly ACE Prep Newsletters with recognition of students positive behavior choices
- Progress Reports and Report Cards three times per year with a conduct grade
- Three annual University Nights designed to help families support academic and character growth

Attachment 13

Evidence of Support





Letters of Support for ACE Preparatory Academy Charter School

Support from the Business Community

1. Scenario Adebessin, *Senior Vice President, Fifth Third Bank*
2. Thomas Brinkman, *Owner, Brinkman Press, Inc*
3. George Dury, *President, Dury Investment Group*
4. Christopher Gill, *General Manager, School Zone*

Support from Community Organizations

5. Karen Burns, *President, Downtown Kiwanis Club*
6. Meresa Creekmore-Armor, *Executive Director, Avondale Meadows YMCA*
7. Shawn Gardner, *Commanding Officer, Indiana National Guard*

Support from the Education Community

8. Tamika Bennett, *Founder and Parent Advocate, Restore the Role*
9. Dr. Tony Bennett, *Education Consultant*
10. Linda Brown, *Founder*, and Sue Walsh, *Chief Academic Officer, Building Excellent Schools*
11. Charles Friedman, *Founder and Executive Director, Nashville Classical Charter School*
12. Brent Kent, *Education Advocacy Fellow, 50CAN*
13. Therese Rooney, *President, M.A. Rooney Foundation*
14. Richard Talbot, *Special Projects Coordinator, Core Knowledge*
15. Rebecca Thompson Boyle, *Executive Director, Teach For America*
16. Betsy Wiley, *President, Institute for Quality Education*

Support from the Higher-Education Community

17. Daniel Elsener, *President, Marian University & Member, Indiana State Board of Education*
18. Dr. Lindy Hill, *Assistant Vice President & Director, Office of Graduate Studies, Marian University*
19. Jennifer Oliver, *Director, Center for Excellence in Leadership of Learning*

**Signatures of support available upon request.*



March 12, 2015

Dear Indiana Charter School Board:

On behalf of Fifth Third Bank I am proud to support the ACE Preparatory Academy Charter School application. Strong, high-quality education options for all children is critical to serving the thousands of students who likely would not have access to these resources within the Indianapolis community.

Access to a quality education is important to the development of strong healthy communities and represents a promise of a bright future for the next generation of leaders within our community. This aligns perfectly with the Fifth Third Bank strategy of providing comprehensive community and economic development through lending and investing in affordable housing and neighborhood revitalization, small business and workforce development, education, diversity and inclusion, and health and wellness.

The proposed location for ACE Prep will meet the educational needs in the designated area and facilitate the school's efforts to partner with parents and the community. It will also enable families to accomplish their dreams – graduating from high school and sending their children off to the college of their choice. Our efforts to deliver financial education and empowerment to youth and families will be bolstered by more students that exceed literacy standards and more students driven to go to college – both core principles of ACE prep.

It is with great enthusiasm that we support the approval of ACE Preparatory Academy Charter School.

If you have any questions, please contact me at 317.383.2491 or scenario.adebesin@53.com.

Sincerely,

A handwritten signature in black ink that reads 'Scenario B. Adebesein'. The signature is written in a cursive style with a large initial 'S'.

Scenario B. Adebesein, Senior Vice President
Community and Economic Development



BRINKMANPRESS)

COMMERCIAL PRINTING • DIGITAL PRINTING • BINDERY • MAILING

2112 EAST 54TH STREET INDIANAPOLIS, INDIANA 46220
PH 317 722 0305 PRINT@BRINKMANPRESS.COM FX 317 722 0312

March 9, 2015

Dear Indiana Charter School Board:

As a life long resident of Indianapolis, I have had the unique pleasure of growing up in a city that was largely just known as the 'Racing Capitol of the World,' to now being able to host a Super Bowl! I have always been proud to call Indy home, but watching this transformation of our city, especially now as a Business owner for the last 24 years, I truly get excited on what more we can become and achieve as our city develops into a thriving environment for both young and old. Nothing drives these opportunities more than HOPE! From an early age, my values, my respect for others, my character were driven from the home, and reinforced at school. In today's world, that still remains the case for the vast majority, but there is a segment that may not receive that certain advantage. They need an outside structure to build that inner confidence, to show that there truly is a level playing field if they so choose.

What happens at the earliest age, so often dictates the final outcome for that life. For me, it all comes back to HOPE. If we can offer Hope to our young children at these early stages, they will grow and thrive and become our next generation of planners, teachers, our new leaders. That is why I truly believe in what Anna Shults is going to accomplish with ACE Prep. Charter means Choice. Families and children, if they so choose, will have a choice to become better, to develop character, to grow their minds on the way to becoming outstanding individuals.

Education has always been linked to freedom. Freedom and Choice are now in the hands of Education. ACE Prep will deliver on that promise of HOPE.

I truly support this opportunity.

Sincerely,

Thomas B. Brinkman
Brinkman Press, Inc





March 8, 2015

RE: Ms. Anna Shults - Ace Preparatory Academy

To whom it may concern:

I've had the opportunity and pleasure to grow up and live in and around the area of 54th and Keystone for 49/50 years of my life. Having my own commercial real estate business for over 25 years, I understand how important education and even more importantly education options are to the stability and vibrancy of a local community.

It's been my personal experience that a community school and its student body are only as strong as the Leadership team of that particular school. "Sticks and bricks" are great, but leadership of a school is far more important to the success of its students than a new facility or athletic fields.

Anna Shults, the Lead Founder of Ace Preparatory Academy, is the leader I believe understands the need for community involvement in the success of a school and its students. She has the vision, training, and expertise and combined with her passion for serving children; make her the perfect leader for a charter school wanting to open at 5326 Hillside Avenue for the 2016-17 school year.

Our community needs this educational option for our children. I strongly believe the area needs this option. As a father, parent, local business person, I cannot imagine a more qualified individual to lead this new charter than Anna Shults. Her leadership and community involvement and outreach combined with the proposed location of this school set this school up for success and to be a model of excellence going forward.

Sincerely,

George S. Dury
President

GSD/md



5425 N. Keystone Avenue Indianapolis IN 46220 (877) 478-7889

My name is Christopher Gill, General Manager of School Zone Uniforms, which is located at 5425 N. Keystone Avenue Indianapolis IN 46220. School Zone is a retail location for school uniform garments. We have had the honor of working with several schools and organizations in our community. School Zone was happy to hear that a new charter school, Ace Preparatory Academy, is looking to establish a school in our area. On a daily basis, many families purchase uniform garments and schools also utilize School Zone as a sole vendor to supply official logoed school attire.

A future relationship with Ace Preparatory Academy will enable the families at Ace Prep to utilize the programs and resources that School Zone has created to assist in making the purchasing of school uniforms convenient and affordable. Many of the families that will become Ace Prep attendees have already been customers at School Zone. School Zone works with the Washington Township Trustee who provides free uniform assistance at the beginning of the school year to families that reside in the township. School Zone has the same relationship with the surrounding area Trustee Offices. School Zone also offers a layaway and Uniform Recycling Program which buys back gently worn uniforms and allows the purchase of discounted uniforms. School Zone also donates up to 10% of gross sales annually back to our service schools, which can be used for in house programs and school development.

School Zone welcomes the arrival of Ace Preparatory Academy to the community. We look forward to accommodating your students and staff. Our community is striving and we know Ace Prep would be a great addition.

Christopher Gill

School Zone, LLC



Kiwanis®

March 9, 2015

Dear Indiana Charter School Board:

The stated purpose of Kiwanis International is to “serve the children of the world.” The local Kiwanis clubs in greater Indianapolis certainly answer that call each and every day. Through our various service projects, philanthropic activities, and scholarship offerings, Kiwanis is supporting the youth of Indianapolis and beyond.

Our care and concern for youth means we also care about the quality of their education. We support the success of all schools, and are in favor of opportunities for every child to get a high quality education. Charter schools have helped to create more options in Indianapolis and thousands of students benefit from this movement.

It is in this spirit that we support charter schools such as ACE Preparatory Academy led by founder Anna Shults. The Indianapolis community has a great need for high-quality schools in ACE Prep’s proposed location.

Sincerely,

Karen Burns

Karen Burns
President

Downtown Kiwanis Club of Indianapolis



FOR YOUTH DEVELOPEMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

March 9, 2015

Dear Indiana Charter School Board:

My name is Meresa Creekmore-Armor and I'm the Executive Director of the Avondale Meadows YMCA. The Y provides everyone who lives and works in the Avondale Meadows community the finest opportunities for personal health and wellness, complemented by a variety of programs appealing to all ages and interests. Although one of the newest YMCAs in Indianapolis, the Avondale Meadows provided over \$680,000 in financial assistance last year, enabling youth and families, with the most need, opportunities to participate in Y programs. The Avondale Meadows YMCA embraces a cradle to college philosophy and provides a continuous pipeline of youth development programming, ranging from early childhood education to college access and workforce development.

It is my pleasure to provide support for the approval of ACE Preparatory Academy Charter School, led by founder Anna Shults. ACE Prep will partner with parents and the community to build a school that supports families to accomplish their dreams of sending their children off to the college of their choice. Anna Shults, as well as members of the Founding Board, are committed to building local partnerships to ensure a strong opening in August 2016. I am confident that ACE Prep will provide the necessary quality, rigor and support needed to strength public education in Indianapolis.

With deep respect,

Meresia Creekmore-Armor
Executive Director, Avondale Meadows YMCA

YMCA OF GREATER INDIANAPOLIS
Avondale Meadows, 3908 Meadows Drive, Indianapolis, IN 46205
P 317.266.9622 F 317.266.2845 www.OurCausesYou.org

Our mission is to put Christian principles into practice through programs that build healthy spirit, mind and body for all.



DEPARTMENT OF THE ARMY
INDIANA NATIONAL GUARD
RECRUITING AND RETENTION BATTALION
2002 SOUTH HOLT ROAD
INDIANAPOLIS, INDIANA 46241

NGIN-RRZ

12 March 2015

MEMORANDUM OF SUPPORT FOR EDUCATIONAL INITIATIVES

SUBJECT: ACE Preparatory Academy Charter School

1. As the leader responsible for recruiting and retaining quality men and women for service in our nation's armed forces, I fully understand the importance of quality education. One of the greatest threats to our nation's ability to field an all-volunteer force is illiteracy.
2. The Indiana National Guard is committed to assisting and supporting educational initiatives across the State of Indiana. This is evident by our "Books and Boots" literacy initiative that provides reading skills development and mentorship to students in Kindergarten through 3rd grade. Additionally, we support and host two Starbase STEM Academies in Indianapolis and Fort Wayne.
3. The nation's physical and economic security are grounded in a well-educated and literate society. Unfortunately, two-thirds of students who cannot read proficiently by the 4th grade will end up in jail or on welfare. Eighty-five percent of juveniles who interface with the court system are functionally illiterate. And 90 percent of all welfare recipients are high school dropouts. The Indiana National Guard is committed to curbing this trend by supporting all educational opportunities, both public and private, that will positively impact the future of Hoosier youth.
4. I am happy to further discuss why the Indiana National Guard is committed to educational excellence like that provided by ACE Preparatory Academy and why we value quality academic endeavors that are focused on improving and securing Indiana's future for generations to come.
5. The point of contact for this memorandum is the undersigned at shawn.d.gardner.mil@mail.mil or 317 714 9523.

A handwritten signature in black ink, appearing to read "Shawn D. Gardner", with a long horizontal flourish extending to the right.

SHAWN D. GARDNER
LTC, Infantry, INARNG
Commanding

Tamika O Bennett
Restore the Role
5671 Brendon Way Pkwy
Indianapolis, IN 46226

March 12, 2015

Dear Indiana Charter School Board:

My name is Tamika O. Bennett and I'm the Founder & Parent Advocate for Restore the Role. Restore the Role is a parent advocacy organization built on the idea that the parental perspective needs to be brought back into the education conversation. We empower, educate, and implore parents to take their much needed roles back into the education system for the success of all students and community transformation.

As a vanguard in the reform movement, I take a no nonsense approach to making changes so that equality in education happens for all. It is my pleasure and an honor for this organization to give unwavering support for the approval of ACE Preparatory Academy led by founder Anna Shults.

It is imperative for parents to have high-quality school options. Our children need more options that offer a college-bound culture beginning in Kindergarten. We believe and support the belief that "literacy is everything" and ACE Prep demonstrates an innovative approach to deliver on this belief.

In my opinion the Indianapolis community has a great need for high-quality schools in ACE Prep's proposed location. ACE Prep will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice. Lead Founder, Anna Shults, as well as members of the Founding Board, are committed to building local partnerships in order to open strong in August 2016.

Ultimately, it is with great enthusiasm that we support the approval of ACE Preparatory Academy Charter School. It is exactly the type of school that is needed within the Indianapolis community.

With deep respect,

Tamika O. Bennett

Tamika O. Bennett
restoretherole@gmail.com
(317) 919-9388

Dr. Tony Bennett
711 Mure De Ronce Dr.
New Albany, Indiana 47150
502-263-3223
drtonybennett@gmail.com

To The Indiana Charter School Board,

As a former state education chief in both Indiana and Florida, I have had countless opportunities to pen letters of recommendation and support for a myriad of individuals and entities. I have never written one that I feel more passionately about than the one you are about to read.

This letter comes to you in support of the application Anna Shults is presenting for the authorization of ACE Preparatory Academy. I support this application for a multitude of reasons.

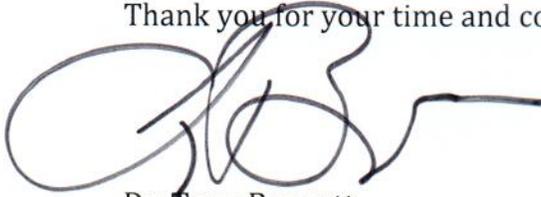
First, every great school starts with great leadership. In my 25+ years in education and 5 years as a state school chief, I can honestly say that I know of no better leader than Anna Shults. Anna is an Indiana Teacher of the Year, the driving force in the implementation of Indiana's 3rd grade reading law (which propelled our state to the second highest NAEP gains in the United States), and the point person for the implementation of Common Core Standards in Florida during our tenure there. In short, there is no challenge too big for Anna Shults and there is no person who I would trust more as a state chief with an initiative like starting a top-quality charter school.

Second, Indiana is a case study in the fact that school choice works and that college and career readiness preparation starts with early literacy. ACE Prep will provide children a critical high-quality choice that will focus on making sure that every child who enters the doors will have the greatest access to the cornerstones of future success. I believe we have a moral imperative to provide those opportunities and your authorization of this school will meet that imperative.

In conclusion, in an era where school quality is a national focal point and the need for high-quality charter schools is a priority for Indiana, the work of Building Excellent Schools and Anna Shults preparing for the opening of this school should give the Board great confidence in its future success. Furthermore, the combination of a great person, educator and leader in Anna Shults overseeing the school, along with a mission and focus that will meet the most pressing needs of Indiana's education landscape should make authorizing this school an easy decision.

It brings me great pleasure to ask you to authorize this school with my highest recommendation. Please feel free to contact me if I can provide any further information or insights.

Thank you for your time and consideration.

A handwritten signature in black ink, appearing to be 'Tony Bennett', written in a cursive style. The signature is positioned above the printed name.

Dr. Tony Bennett



March 3, 2015

To Indiana Charter School Board:

Building Excellent Schools (“BES”) is proud to support the charter application for ACE Preparatory Academy Charter School (“ACE Prep”) and the outstanding leadership of Anna Shults as Lead Founder and Proposed Head of School.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates for urban charter school leadership. We are confident that Anna has the capacity and the competencies that are indispensable to the creation and leadership of a high achieving charter school. Anna came to the BES Fellowship with a lived understanding that strong instruction matters most to generating quality outcomes for children, an acute understanding of elementary instruction, and the broader professional view of and experience in the power and requirements of true education reform that leads to opportunity for all children. She has developed into the rare leader that has both heralded experience and unabashed eagerness to be a better school leader. In her visits to high performing schools, her warm interpersonal skills shine through, as does her scientific mindset to break down why schools function at the high level that they do. She is *the* BES Fellow in her cohort who has squeezed the most out of the school visits, all the while memorializing how these borrowed practices will come to life at ACE Prep. We have the fullest confidence that Anna will go forth from the BES Fellowship to lead a high quality, high performing K-5 college preparatory charter school for Indianapolis.

An element of the BES Fellowship – the leadership residency – has only validated our belief. Anna conducted her leadership residency at Nashville Classical, a BES elementary school in which, after one year, 85% of kindergarteners scored above national median on the nationally norm referenced Terra Nova exam in math and ELA last year, and of that number, 70% scored in the top quartile, and 10 students scored in the top decile or 99th percentile. Nashville Classical students are from a high poverty community: 79% of students are eligible for Free or Reduced Lunch, 79% are identified as African American and 4% as Latino. Anna worked closely with Nashville Classical’s school founder and BES Fellow, Charlie Friedman, to learn the systems – instructional and executive - necessary for a high achieving elementary school. Anna concluded the leadership residency with the resolve to create a school with the operational and academic functions that will be necessary to change the lives of all students who enter ACE Prep’s building and she continues a close professional relationship with the school and its executive leadership.

Lastly, Anna will also benefit from the depth of support which BES provides its BES Fellows. Through BES Follow-on Support, BES will help the leadership team at ACE Prep operationalize the lessons of the BES Fellowship - lessons in leadership, culture and rigor –through high touch coaching from a BES Director of Leadership Development. Moreover, as members of the BES portfolio of schools, the founding team at ACE Prep will have full access to a trusted partner of BES, Charter School Support Services, which has helped find facilities – and secure the requisite financing of those facilities – for the vast majority of BES schools to recently come out of the BES Fellowship.

We are honored to work with Anna and have absolute confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for ACE Prep will lead to strong student achievement for the children of Indianapolis.

Respectfully,

Linda Brown

Linda Brown

Founder and Chief Executive Officer

Sue Walsh

Sue Walsh

Chief Academic Officer

Charles Friedman
Head of School
Nashville Classical Charter School
217 S. 10th Street
Nashville, TN 37206

February 27, 2015

Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

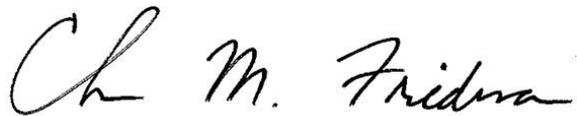
To Indiana Charter School Board:

I am writing to express my support for the application of Ace Academy and Ms. Anna Shults. As a school founder and school leader, I believe deeply in the need to better educate our nation's neediest students and am confident that the achievement-oriented ethos the founding board and lead founder plan to adopt will raise your entire state's academic bar.

Our school, in its first year, achieved standardized test results in the 89th National Percentile. Our school enrolls a diverse, high-needs population and Ms. Shults was an integral part of our school's second year. She served as a resident in our school and helped us to organize curriculum, teach lessons, and improve school culture.

Ms. Shults is, quite simply, an A+. Any school or system would be lucky to have her as an employee; I can only imagine what she will accomplish as a leader. I believe in her, I believe in her potential and I believe in Ace Academy. My only regret is that she cannot start a school closer to ours so that we could steal her best practices.

Sincerely,

A handwritten signature in black ink that reads "Ch M. Friedman". The signature is written in a cursive, flowing style.

Charles M. Friedman
Head of School
Nashville Classical Charter School

Brent Kent
2615 Solana Way Apt 307
Indianapolis, IN 46240

March 2, 2015

Dear Indiana Charter School Board:

I am writing this letter in strong support of ACE Preparatory Academy Charter School, a proposed K-5 college preparatory public charter school for the northern Indianapolis area.

I most recently served as the Indiana State Director with the education reform organization, StudentsFirst. During my time with StudentsFirst my supported the passage of stricter charter authorizer accountability and Indiana's first effort to provide minimum performance standards for teacher preparation programs. This past fall I was accepted into an education advocacy fellowship with the 50-State Campaign for Achievement Now (50CAN), a nonprofit organization that works at the local level to advocate for a high-quality education for all kids regardless of their address.

Indiana's innovative policy climate has clearly helped drive increased student achievement over the last several years and has ensured that parents continue to have meaningful school choices for their children. Too many children today are left without access to high-quality school options. ACE Preparatory Academy, with it's distinguished board and qualified leadership, is well-poised to partner with parents and the community to build a successful school that supports families to accomplish their dreams - sending their children off to the college of their choice.

It is with great enthusiasm that I support the approval of ACE Preparatory Academy Charter School. It is exactly the type of school that is needed within our community and will undoubtedly set a high bar for other charter schools to come.

Sincerely,

Brent Kent
Brent.kent@50can.org
50CAN Education Advocacy Fellow, Indiana

M. A. Rooney Foundation

March 3, 2015

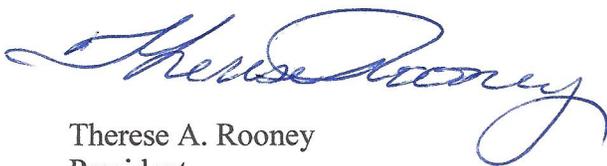
Dear Indiana Charter School Board:

Founded in 1969, the M. A. Rooney Foundation is a non-profit organization dedicated to charitable and educational opportunities. Today, the Foundation is concentrating its efforts and resources on helping educators improve literacy and educational excellence in Indiana. Our mission is all children, K-2, reading at grade level. We strongly believe that literacy is an essential element in all one's future endeavors.

In pursuing our mission, we had the opportunity to cross paths with Anna Shults and observe her commitment to and talents in educating our youth. We have talked extensively about the OG curriculum in supporting her commitment and hope we get a chance to work with Anna as she pursues her vision. We firmly believe that quality schools and educators are essential to our children in breaking the cycle of poverty.

Ultimately, it is with great enthusiasm that we support the approval of ACE Preparatory Academy Charter School. It is the type of school that is needed within the Indianapolis community.

Sincerely,



Therese A. Rooney
President



Core Knowledge Foundation
Letter of School Support

February 4th, 2015

Anna Shults

ACE Preparatory Academy

Indianapolis, IN

Dear Ms. Shults,

We are pleased to hear of your interest in implementing the *Core Knowledge Sequence* in your charter school. As you are aware, Core Knowledge provides a research-based, teacher-tested curriculum that immerses students in diverse historical, scientific, and cultural content. The curriculum engages students by introducing them to the world, past and present. This wide array of subject matter enables strong reading comprehension and critical thinking—the keys to educational success. I am pleased to describe how we, at the Core Knowledge Foundation, offer various supports to you and your faculty in the early stages of planning and as your school moves forward.

The Core Knowledge Foundation supports many rigorous standards initiatives by complementing these with a content-rich curriculum. The two components—standards and curriculum—work together to bring an equitable education to all students. Many state standards around the country emphasize the importance of students reading texts across disciplines and building a foundation of knowledge that will give them the background to be better readers in all content areas. Students can only gain this foundation when their curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. The *Core Knowledge Sequence* offers a framework for this coherence and our new *Core Knowledge Language Arts* program, which is based upon the *Sequence*, offers a comprehensive preschool through fifth grade program for teaching reading, writing, listening, and speaking while building students' knowledge and vocabulary.

Through various professional development offerings, the Core Knowledge Foundation offers teachers support as they coherently plan for the *domain immersion approach* required by the Core Knowledge curriculum. Several complementary resources are available on the [Core Knowledge website](#), including the [Sequence](#), a [general information packet](#), and a webinar titled [An Overview of Core Knowledge](#). The Foundation also offers support through [workshops, consultations, webinars, institutes, and visits](#).

Through the [Getting Started with the Core Knowledge Sequence](#) workshop, your teachers will learn how and why Core Knowledge is content rich, coherent, cumulative, and should be taught in a cross-curricular way. One product the teachers create during the training is a school-wide, yearlong curriculum plan. When sequencing the topics in the Core Knowledge curriculum, your teachers will use [Filters for Coherence](#) to ensure the order of domains maximizes learning. When determining the pacing of the curriculum plan and developing domain maps, your teachers will reflect on the cumulative nature of the *Sequence* as well as considerations for cross-curricular and context-specific instruction. The Core Knowledge curriculum cumulatively spirals from basic to advanced content to ensure that knowledge

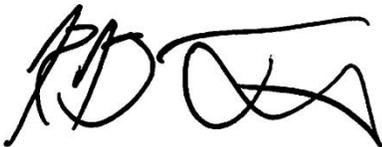
builds within and across grades. Context-specific instruction calls for ideas, people, geography, sayings, works of art, etc., to be taught in the context of the time period or domain—not in isolation. This enables students to make connections within and across subjects, as well as build on content they learned previously.

The [Core Knowledge Leadership Institute](#) is designed to guide your school leaders on how to implement the Core Knowledge curriculum with fidelity. Topics include the Core Knowledge curriculum and approach, implementation planning, resources, effective teaching, parent and community involvement, and high-leverage leadership strategies.

The Foundation also offers support to your school throughout its implementation with [Workshop Follow-up](#) and [School Diagnostic](#) visits. The Workshop Follow-up Visit reviews your school's progress with curriculum planning and initial implementation of Core Knowledge content since participating in the *Getting Started* workshop. The School Diagnostic Visit is tailored to examine your school's Core Knowledge implementation as a whole; it enables us to write detailed feedback that informs you as to areas of strength and continued opportunity. This feedback changes based on the maturity of Core Knowledge implementation, recent professional development, and previously shared feedback and next steps. Recommendations for specific professional development experiences (i.e., [Teaching, Learning, Assessment: Meaningful Instruction](#) or [Domain-Based Unit Writing](#)) may also result from a School Diagnostic visit. Please note that your school is not required to participate in our professional development opportunities; however, staff should be able to demonstrate implementation of the tenets set forth in the trainings and outlined in the [Core Implementation Practices](#) guide available on our website.

Thank you for contacting the Core Knowledge Foundation. We look forward to supporting your school as you implement the Core Knowledge curriculum and provide your students the content-rich education they need to become productive, engaged citizens.

Best regards,

A handwritten signature in black ink, appearing to read 'Richard Talbot', with a stylized flourish at the end.

Richard Talbot
Special Projects Coordinator
Core Knowledge Foundation
1 (434) 977-7550 ext. 345
rtalbot@coreknowledge.org

One day, all children in this nation will have the opportunity to attain an excellent education.



February 27, 2015

To Whom It May Concern:

Each year Teach For America (TFA) recruits corps members from all over the country to teach in high poverty urban and rural areas. This past year, over 40,000 applied for 5,000 positions nationwide. We believe that many of these people will go on to become great educational leaders. It's often rare for someone to show up at your door step. That was the case with my introduction to Anna Shults, Indiana's 2007 State Teacher of the Year and former Program Director at the Gates Foundation. With over 15 years of education experience in Indiana alone, Anna is now the Lead Founder of ACE Preparatory Academy, a proposed K-5 charter school for students in our city. Our city needs excellent, experienced educators and school leaders for kids and Anna represents both.

TFA-Indianapolis has a deep belief in the need for more high 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 500 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, a national nonprofit with a proven track record, has produced leaders who go on to found schools generating dramatic results across the country. For example, Nashville Classical Charter School (NCCS) led by former TFA alum and staffer Charlie Friedman, saw truly remarkable results during its first year of operation. End of the year measures in kindergarten indicated that the average Nashville Classical scholar achieved as well or better than 89% of children across the entire nation. We are delighted that Anna is using NCCS as a model from which to replicate. Our city deserves nothing less.

We believe Anna's track record makes her a perfect candidate to lead a high performing school in Indianapolis. Her leadership, record of success, and her fellowship with the highly selective Building Excellent Schools program will make her a successful school leader.

TFA-Indianapolis is committed to supporting Anna with a successful school launch in August of 2016, and we look forward to supporting her efforts as she designs, founds, and leads ACE Preparatory Academy.

Sincerely,

A handwritten signature in black ink that reads "Rebecca Thompson Boyle".

Rebecca Thompson Boyle
Executive Director
Teach For America - Indianapolis



AN AMERICORPS PROGRAM



Betsy Wiley
Institute for Quality Education
101 W. Ohio Street, Suite 700
Indianapolis, IN 46208

March 12, 2015

Dear Indiana Charter School Board Members:

The Institute of Quality Education (IQE) is a nonprofit organization working to achieve three goals: help more families exercise school choice so that each child is receiving their education in the learning environment which meets their individual need, assist schools of any type or model to continually improve so that fewer students are attending an underperforming school and create a network of concerned parents, educators, civic leaders and others who are interested in improving education in their own communities. As such, it is with great pleasure that I am writing to you today in support of the application for ACE Preparatory Academy led by Anna Shults.

High quality schools are run by high quality leaders, and there is no question that Ms. Shults fits that description. With over twenty years of educational experience, participation in the Building Excellent Schools Fellowship and being honored as Indiana Teacher of the Year Ms. Shults brings both strong operational and academic skills to the ACE Preparatory Academy. Her involvement has led to the recruitment of strong school board members and staff.

Although an elementary school, the ACE Preparatory Academy is designed with college attainment for all students in mind. ACE Prep's focus on literacy, character development, data as it serves to inform teachers of student progress, and community involvement are all key reasons why IQE supports its application. The elements to run a successful school are present from a business and operational standpoint as are the elements to ensure academic success for their students.

IQE believes change must be local. In every community across the state, there are Hoosiers who are passionate about giving children opportunities. By putting the needs of children above all else, local communities have the power to transform lives through quality education options. IQE believes that ACE Preparatory Academy will be a tremendous asset to the Indianapolis community and will transform the lives of many young students in the northern Indianapolis area beginning in 2016 and for many years to come.

Thank you for your time and consideration of ACE Preparatory Academy's charter application. Your support and approval of ACE Prep is sure to be a decision in which you will take great pride.

Respectfully,

Betsy Wiley
President

MARIAN UNIVERSITY
— Indianapolis —
Office of the President

February 24, 2015

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

RE: Recommendation for approval of ACE Preparatory Academy

Dear Indiana Charter School Board:

Having had the pleasure of working alongside Ms. Anna Shults in her time as a liaison to the Indiana State Board of Education and knowing of her great leadership talents and acumen as an educator, I am writing to offer my support for the establishment of the ACE Preparatory Academy which she has formally proposed for your approval as a charter school in central Indiana.

As President of Marian University, I have been charged by Marian University's Board of Trustees with providing leadership to our Catholic, coeducational, comprehensive liberal arts and sciences based university located in Indianapolis, Indiana. With nearly 3,000 students from the U.S. and 14 countries world-wide, we are a university that provides higher education for a diverse student body population of traditional age and adult students, resident and non-resident of varied religious, cultural, ethnic, and socio-economic backgrounds. Marian University prides itself on being a distinguished university offering more than 50 degree programs from mathematics to music to medicine.

In this position, I have witnessed first-hand the academic advantage provided to our students by a rigorous, challenging, and college-focused elementary and high school education and fundamentally recognize that the development of our students' abilities in the classroom traces back to the preparation they received beginning in their earliest years of instruction. The students who excel at Marian University are those who have been held to the highest standards of achievement in mathematics, science, history, philosophy, and, most importantly, literacy, over the course of their academic careers. Indeed, it is this literacy development which allows our students and, in fact, all students, to comprehend new and complex subjects, draw connections between seemingly isolated realities and events, and critically analyze and internalize the facts and relationships under study.

I say all of this because in my assessment of Ms. Shults's proposed ACE Preparatory Academy I see a charter school that Indianapolis greatly needs to ensure that our young men and women are able to fully develop their gifts and talents and receive the education that will allow them not simply to excel in undergraduate education but employ their knowledge and degrees meaningfully and impactfully in our city, state, and nation. The model of education Ms. Shults has created for ACE Preparatory Academy is that which will ensure the greatest level of success for its students because it recognizes that academic rigor is required in the earliest years of instruction and that any and all academic achievement is wholly rooted in a strong foundation of literacy. Ms. Shults and her Founding Board have clearly given the greatest care and attention to crafting an educational program that will be truly transformative in the lives of its students.

Further, the priority that Ms. Shults gives to the involvement of the community as stakeholders in this charter school is both prudent and essential to its success and sustainability. The Indianapolis community has a great need for high-quality schools in ACE Preparatory Academy proposed location. I have the greatest assurance that Ms. Shults and her colleagues will partner with parents and the community to build a school that supports families and affords them the greatest opportunity to send their children to the college of their choice.

Marian University will itself be counted among the many organizations willing to provide assistance and work in conjunction with ACE Preparatory Academy. Ms. Shults will have my full support; the partnership of the faculty and students in the undergraduate and graduate School of Education and within the outstanding literacy and STEM programs to which we are committed; and, the openness and resources of the entire Marian University community. Because of my past experience as a member of the State Board of Education, I have seen firsthand the excellent leadership that charter schools deliver. Marian University wants to not only be supportive but a true partner in ACE Preparatory Academy's mission and outreach.

Thank you for giving consideration to this letter of support for the approval of the ACE Preparatory Academy for opening in August of 2016. The Indianapolis community deserves a charter school that is as dedicated to academic rigor, collegiate readiness, and excellence in literacy as Ms. Shults's proposed educational program. With Ms. Shults as its leader, the children enrolled in this program will receive quality instruction that well-prepares them to become leaders in their own right, able to make significant contributions to the well-being of citizens in our community, our state, and our nation.

Sincerely,



Daniel J. Elsener
President

March 11, 2015

To the Indiana Charter School Board:

My name is Lindan B. Hill and I am Assistant Vice President and Director of the Office of Graduate Studies for Marian University, Indianapolis, Indiana. Over the last ten years, Marian's Graduate Programs in Education have prepared nearly 1000 teachers, primarily from Teach For America, The New Teacher Project, Master's Bridge to Teaching and the ACTION program, who have taught and are teaching in many of the traditional public and public charter schools in the Indianapolis community with a specific focus on improving academic equality, equity and achievement in the most challenged schools and neighborhoods. It is my pleasure and an honor for the Office of Graduate Studies and Graduate Programs in Education at Marian University to give unwavering support for the approval of ACE Preparatory Academy led by founder Anna Shults.

I have the distinct honor and pleasure of knowing Anna Shults personally as she was Teacher of the Year in Indiana some years ago, and served in critically important roles in literacy improvement in both the Indiana Department of Education and Florida Department of Education. Quite simply, Anna is the very best of the best in education for the 21st century.

The Indianapolis community has a great need for high-quality schools in ACE Prep's proposed location. ACE Prep will partner with parents and the community to build a school that supports families to accomplish their dreams - sending their children off to the college of their choice. Lead Founder, Anna Shults, as well as members of the Founding Board, are committed to building local partnerships in order to open strong in August 2016.

Ultimately, it is with great enthusiasm that we support the approval of ACE Preparatory Academy Charter School. It is exactly the type of school that is needed within the Indianapolis community.

Respectfully submitted,

Lindan B. Hill, Ph.D.
Assistant Vice President, and
Director
Office of Graduate Studies
Marian University
Indianapolis, Indiana

Jennifer Oliver
Center of Excellence in Leadership of Learning
University of Indianapolis
1400 East Hanna Avenue
Indianapolis, Indiana

March 9, 2015

Dear Indiana Charter School Board,

My name is Jennifer Oliver, and I serve as Indiana's director for the TAP System initiative at the Center of Excellence in Leadership of Learning (CELL). CELL, founded in 2001, is a education-focused non-profit organization that partners with schools, state agencies and policymakers, business leaders, and other stakeholders to implement transformative innovations to Indiana schools. My role, which I have held for the past five years, includes coordinating and administering the nationally-renowned TAP System in 45 schools across the state. TAP is a comprehensive, school improvement system that includes teacher leadership pathway opportunities, ongoing and job-embedded professional development, model teacher evaluation processes, and performance-based compensation.

In my role, I have the pleasure of working with passionate and talented school leaders in some of Indiana's most high-need schools. As a result, I have been able to identify and recognize the key characteristics and dispositions of school leaders that need to be in place for a school to be successful. As research tells us, effective school leadership is an essential ingredient, if not *the* essential ingredient for schools to show significant student achievement gains. Anna Shults, founder of ACE Preparatory Academy, possesses those key leadership characteristics as well as a thorough plan for starting the school. For these reasons, I confidently support an approval of the school's charter.

With Anna's Leadership, ACE Preparatory Academy will partner with parents and the community members to build a school that supports families to accomplish their goals for their students. The school will also heavily focus on building a strong foundation for critical literacy skills starting at the earliest age when students are "learning to read" and building on that foundation as they transition to "reading to learn." This will allow for all students to begin their school careers with the necessary college and career-focused skills that will allow them to be successful.

ACE Preparatory Academy will provide Indianapolis with another high quality choice for students and their families and will benefit from strong school leadership. For these reasons, I support the approval of their charter application.

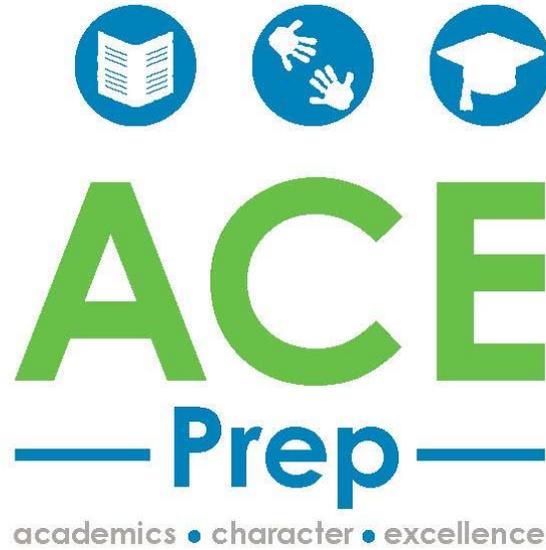
Best,

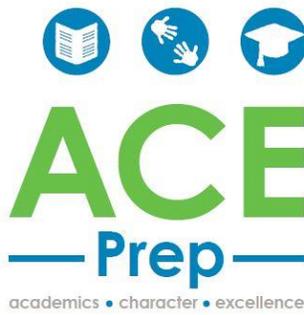


Jennifer Oliver

Attachment 14

Organizational Charts





Provide, as **Attachment 14**, an organizational chart for the proposed school 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 ACE Prep will develop and expand as the school reaches its enrollment capacity. Additional teachers and support staff will be added to support enrollment demands and student needs. The organizational model represents fiscal conservatism, and decisions around the allocation of resources are based solely on the school's mission. We provide the founding staff of ACE Prep with the opportunity to build a strong structure on which to fulfill our mission of the school. Growth or retraction in funding will adjust the organizational structure of the school as needed, which is always approved by the Board of Directors. **Figure 14.1** outlines our staffing plan through full K-5 enrollment. **Figure 14.2** provides an organizational chart that outlines the reporting structures for Year 1. **Figure 14.3** provides an organizational chart for when we reach full capacity in Year 5.

During operational year one, the Board of Directors and Head of School will ensure all necessary components are in place for opening the school. The Board of Directors will hire the Head of School following charter approval. The Head of School will hire leadership and instructional staff for the school opening. **Figure 14.1** provides the type and number of teachers to be hired in the first five years of operation.

Figure 14.1 Organizational Structure Years 1-5					
Position	2016- 17 144 students	2017- 18 216 students	2018- 19 288 students	2019- 20 360 students	2020- 21 432 students
Head of School	1	1	1	1	1
Operations Manager	1	1	1	1	1
Dean of Culture	1	1	1	1	1
Development and Community Outreach Coordinator	.5	.5	1	1	1
Office Manager	1	1	1	1	1
K-5 Teachers ¹	9	13.5	18	22.5	27
Special Education Coordinator	.5	1	1	1.5	2

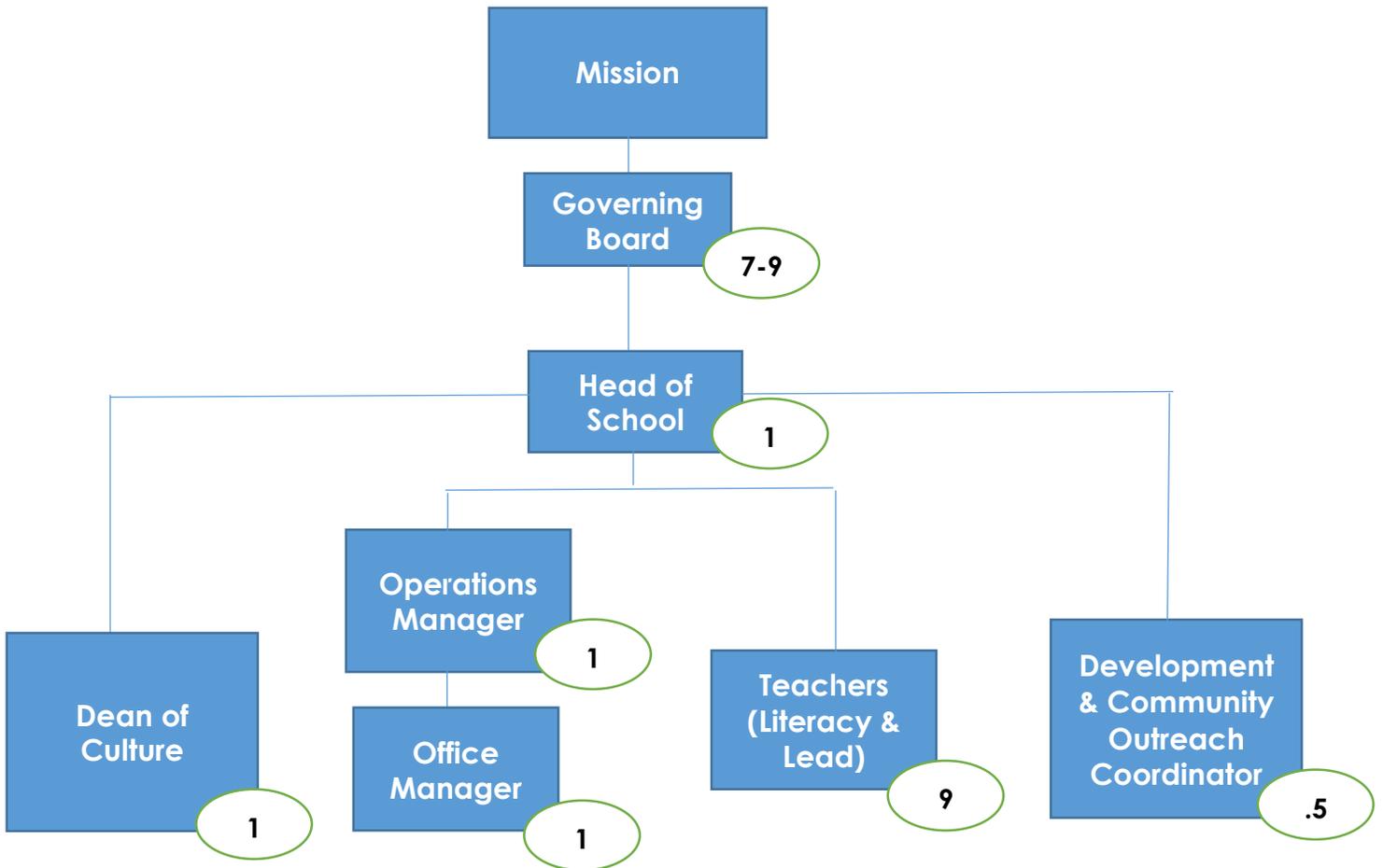
¹ For every 2 classrooms teachers we will hire a literacy teacher creating a 1.5 teacher model during literacy instruction and creating a student to teacher ratio of 6:1 during small group literacy rotations.



Director of Lower Academy					.5
Director of Upper Academy					.5

Figure 14.2 Operational Year 1

Year 1 will have 1 Head of School, 1 Dean of Culture, 1 Operations Manager, 1 Office Manager, .5 Development and Community Outreach Coordinator, and 9 FTE teachers (including 1 special education teacher).



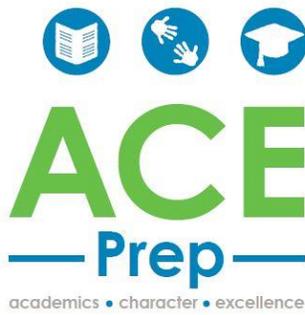
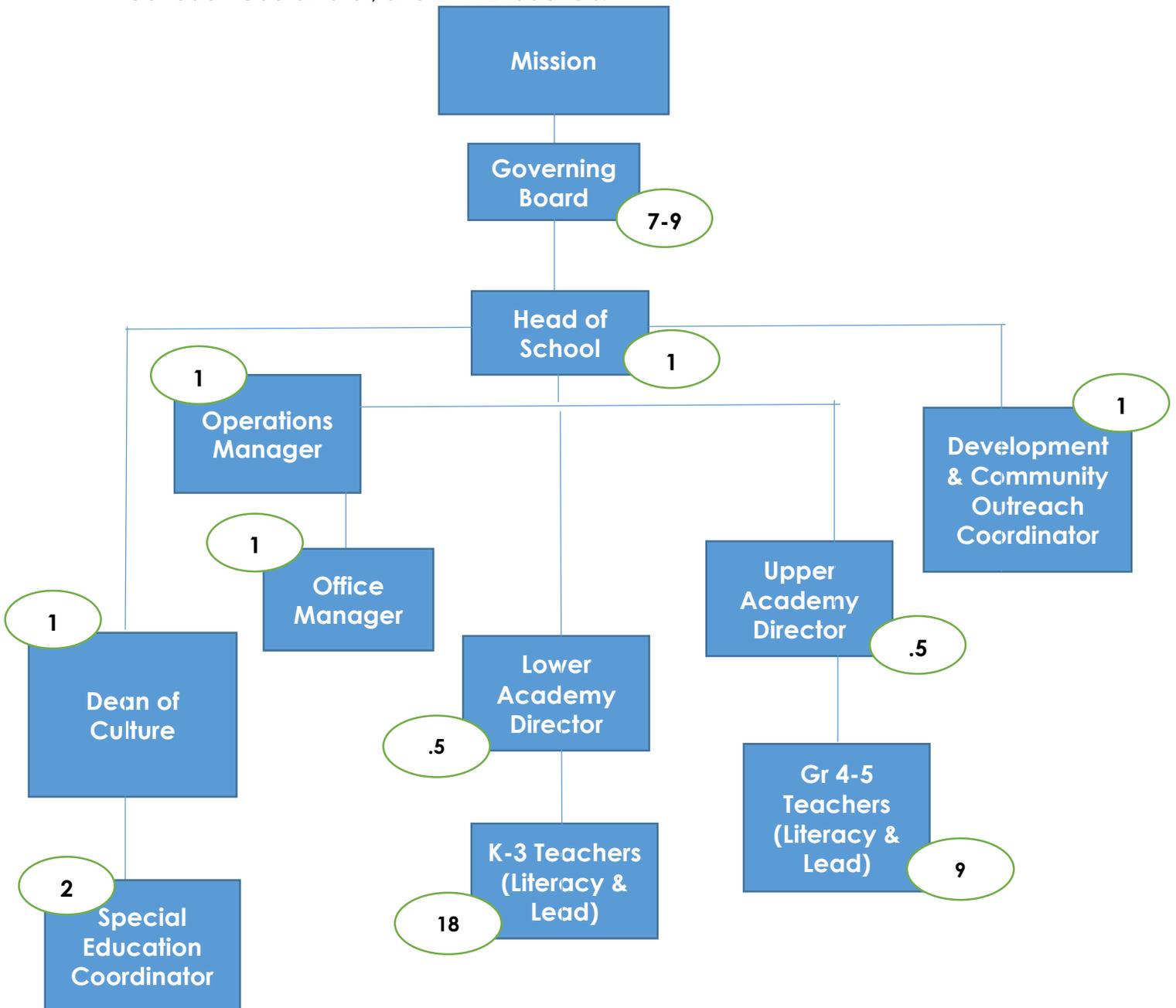


Figure 14.3 Operational Year 5

ACE Prep will reach full capacity in Year 5 and will have 1 Head of School, 1 Dean of Culture, 1 Operations Manager, 1 Office Manager, 2 Special Education Coordinator, .5 Upper Academy Director, .5 Lower Academy Director, 1 Development and Community Outreach Coordinator, and 27 FTE teachers.



Attachment 15

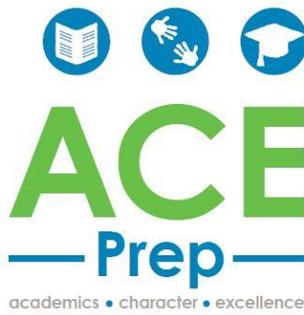
Start-Up Plan



ACE

— Prep —

academics • character • excellence



Provide, as **Attachment 15**, a detailed start-up plan for the period leading up to the school's first day of student attendance.

- 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.

NOTE: *Limit attachment to ten (10) pages.*

A. First Day of School

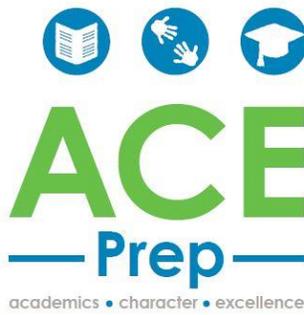
On August 1, 2016, ACE Prep will open to 72 Kindergarten and 72 First Grade students.

B. Start-Up Plan

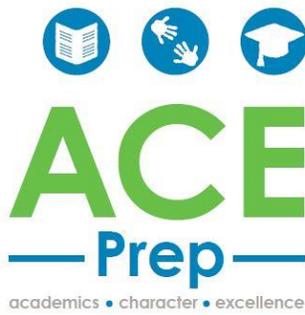
In order to create all the necessary systems, protocols, documents, and meet other responsibilities of startup, ACE Prep has designed an action plan that divides tasks between the Board, individual members of the management team, and external support providers.

BD = Governing Board	HOS = Head of School	CSSS = Charter School Support Services
OM = Operations Manager	DCOC = Development and Community Outreach Coordinator	BES = Building Excellent Schools
INIS = INISchools	CON = Consultants	T = Teachers

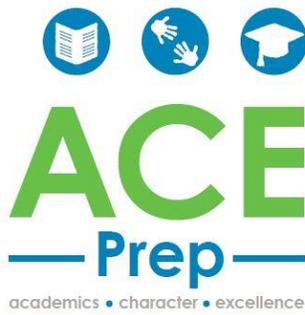
Start Up Plan	Who	Date	Notes
Task/Planning Area			
Board Development and Governance			
Pre-charter, secure high capacity, diverse founding board members	HOS	10/2014	
Hold monthly founding board meetings	HOS & BD	1/2015	Ongoing
Pre-charter, hold founding board retreat	HOS & BD	1/2015	
Student Recruitment and Admission			
Marketing			
Design general marketing materials (flyers, postcards, posters, door hangers)	HOS	10/2014	
Work with community orgs to promote	HOS & BD	10/2014	
Post Flyers and leaflets in the communities	HOS & BD	2/2015	
Enrollment Form			



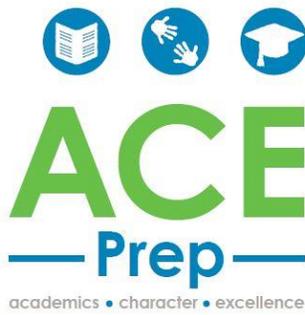
Design Student Enrollment form	HOS & BES	12/2014	
Make enrollment form available	HOS	2/2015	
Post enrollment form on website	HOS	4/2016	
Information Sessions			
Secure locations for information sessions	HOS & BD	1/2015	
Host information sessions	HOS & BD	2/2015	
Mobilize volunteers for community canvassing	HOS & BD	3/2015	
Publicity Campaign			
Develop targeted press release	HOS & CON	10/2016	
Admission Lottery and Enrollment			
Distribute application forms	HOS & BD	9/2015	
Final day for enrollment form submission	HOS & BD	3/2016	
Secure lottery announcer	HOS	2/2016	
Finalize lottery protocol	HOS & BD	2/2016	
Highlight lottery date on website	HOS	9/2015	
Post lottery details in local paper	HOS	1/2016	
Practice lottery protocol	HOS	1/2016	
Conduct admissions lottery	HOS & BD	3/2016	
Notify families of status	HOS & BD	3/2016	
Establish waitlist	HOS & BD	3/2016	
Send enrollment report to stakeholders	HOS & BD	4/2016	
Confirm acceptance with home visit	HOS & DCOC & T	5/2016	
Request student records	HOS	5/2016	
Receive student records	HOS	6/2016	
Facilities			
Get real estate expert to locate, view, evaluate site	CSSS	12/2014	
Negotiate lease	HOS & CSSS	5/2015	
Sign Lease (HOS manages process, BD formally votes to approve lease, and CSSS supports process)	HOS, BD, & CSSS	6/2016	
Secure financing/permits (HOS manages process, BD formally approves all financing decisions, and CSSS)	HOS, BD, & CSSS	4/2015	
Perform Renovations	HOS & CSSS	8/2016	
Pass final inspection and clear occupancy	HOS & CSSS	7/2016	
Facilities Procurement			
Hire gen. contractor & architect to evaluate potential site	HOS & CSSS	3/2015	



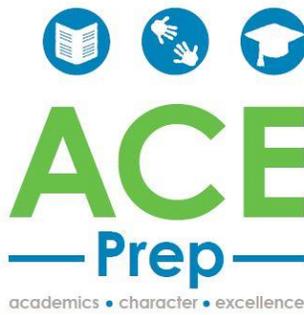
HOS recommends contractor & architect and manages process, BD formally votes to approve contract hires, and CSSS supports process			
Hire lawyer to structure contract w/costs	HOS & CSSS	4/2015	
Preliminary inspection made	HOS & CSSS	1/2015	
Hire contractor	HOS, BD, & CSSS	6/2015	
Acquisition of furniture and materials	HOS & CSSS	6/2016	
Prepare building Infrastructure	HOS & CSSS	6/2016	
Obtain property insurance	HOS & CSSS	7/2016	
Post Charter Board Governance			
Move from Founding to Governing Board	HOS & BD	6/2015	
Board Expansion and Transition	HOS & BD	6/2015	
Recruit and nominate new board members	HOS & BD	6/2015	
Ratify By-Laws	BD	6/2015	
Define role of Board members	HOS & BD	6/2015	
Define relationship of Board and HOS	HOS & BD	6/2015	
Define Communication methods	HOS & BD	6/2015	
Define decision making process	HOS & BD	6/2015	
Approve policies	BD & BES	8/2015	
Arrange Board liability insurance	HOS & BD	8/2015	
Receive tax-exemption status	HOS & BD	9/2015	
Develop Board Calendar	HOS & BD	6/2015	
Board Structure			
Finalize by-laws	HOS & BD	6/2015	
Finalize & adopt job description for full board	HOS & BD	6/2015	
Finalize & adopt job description for board members	HOS & BD	6/2015	
Finalize and adopt job description for officers. Elect officers	HOS & BD	6/2015	
Finalize and adopt job description for committee chairs and committee	HOS & BD	6/2015	
Finalize written document that defines relationship between school leader and board	HOS & BD	6/2015	
Finalize and approve standards of conduct for board members	HOS & BD	6/2015	
Finalize and approve Board members handbook	HOS & BD	6/2015	
Board Meetings			



Pick set day and time to consistently hold meetings. Print schedule. Follow postings for Open Meeting Law.	HOS & BD	6/2015	
Develop agenda and packet format.	HOS & BD	6/2015	
Start creating formal meeting minutes.	HOS & BD	6/2015	
Create mechanisms to track attendance	HOS & BD	7/2015	
Develop board calendar and start to list critical tasks that need to happen at each board meeting,	HOS&BD	7/2015	
Develop and file articles of incorporation	HOS	2/2015	
Create binder to track all official policies.	HOS & BD	1/2015	
Create comprehensive list of all policies that need to be created before school opening.	HOS&BD	5/2015	
School Leader			
Create a job description for the HOS	HOS, BD,BES	5/2015	
Determine performance & targets for HOS	HOS,BD, BES	7/2015	
Create a clear process for evaluating HOS	HOS,BD, BES	7/2015	
Set a salary range for HOS	HOS,BD, BES	7/2015	
Hire Head of School	BD	6/2015	
Board Development			
Create a board development plan to include orientation of new members, retreats, workshops, etc.	HOS,BD, BES	11/2015	
Host Board Retreat	HOS & BD	12/2015	
Fund Development/Fundraising			
Establish 501(c)(3)	HOS & BD	9/2015	Filed 3/2015
Identify potential individual donors/Strategy	HOS & BD	8/2015	
Secure public/private grant money			
Write need statement	HOS & BD	8/2015	
Write and disseminate proposals to state/feds	HOS & BD	8/2015	
Write and disseminate proposals foundations	HOS & BD	8/2015	
Secure donations from individuals			
Identify prospects for cultivation	HOS, BD, DOCD	9/2015	
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	HOS & BD	9/2015	
Plan/host series of fundraisers	HOS, BD, DCOD	9/2015	
Cultivate solicit potential donors	HOS, BD, DOCD	9/2015	



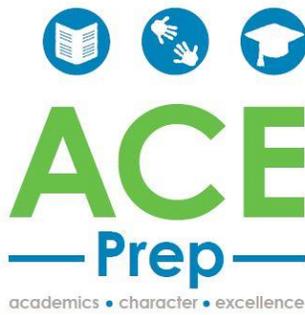
Administrative			
Data Management			
Create filing system	HOS	3/2016	
Develop database for student reporting	HOS & INIS	3/2016	
Develop student attendance reporting system	HOS & CON	3/2016	
Procurement			
Secure janitorial services	HOS	5/2016	
Family Outreach			
Write family letter re: Parent Orientation	HOS & DCOD	4/2015	
Mail family letter re: Parent Orientation	HOS & OM	5/2015	
Call/visit all families re: Parent Orientation	HOS & DCOD	6/2015	
Prepare pre-opening Parent Orientation protocol and materials	HOS & DCOD	5/2015	
Hold pre-opening Parent Orientation	HOS	7/2015	
Curriculum Development			
Determine instructional vision for the school	HOS	3/2015	
Create plan to ensure instructional program aligns with mission/values	HOS	6/2015	
Identify preliminary models for core subjects	HOS	6/2015	
Finalize all instructional staff job descriptions	HOS	6/2015	
Site visits and analysis of "best practice" charter/public school models	HOS	9/2015	ongoing
Attend national and local educational conferences	HOS	6/2015	ongoing
Create and finalize curriculum plans and timelines	HOS	7/2015	
Create benchmarks aligned with state standards and curriculum frameworks	HOS	7/2015	
Create scope and sequence for each subject	HOS	7/2015	
Procurement			
Purchase materials and textbooks	HOS	3/2016	
Purchase standardized testing materials	HOS	3/2016	
Assessment			
Define assessment strategy and timeline	HOS	6/2016	
Create diagnostic assessment and tools for data analysis	HOS	12/2015	
Conduct diagnostic testing of all students	HOS	12/2015	Upon enrollment



Enter data from diagnostic tests	HOS	12/2015	Upon completion
Instructional Program			
Develop Curriculum	HOS	12/2015	
-Scope and sequence for math and reading	HOS	12/2015	
-Standards/mission for subjects	HOS	12/2015	
-Scope and sequence for all subjects	HOS	12/2015	
-Preliminary in house benchmarks- all subjects	HOS	12/2015	
-Deadline for all in house benchmark production	HOS	1/2016	
-Purchase materials	HOS	3/2016	
Create Interim Assessments – math and reading.	HOS & CON	1/2016	
Create Interim Assessments – Science, Social Studies, and Writing	HOS & CON	1/2016	
Create Student Handbook, code of conduct	HOS & BES	12/2015	
Finalize school calendar	HOS	1/2016	
Develop class configuration	HOS	1/2016	
Organize tutoring workshops and after school tutoring schedule	HOS	2/2016	
Special Education			
Recruit and hire SPED qualified staff	HOS	12/2015	
Identify and secure specific texts and materials	HOS	3/2016	
Consult with SPED administrator from the district	HOS	6/2015	
Identify SPED student population	HOS	6/2016	
Acquire student records - sped records	HOS	6/2016	
Develop IEPs - if needed (update and review)	HOS	8/2016	
Define service requirements for all SPED students	HOS	8/2016	
School Culture and Behavior			
Determine school wide behavioral expectations	HOS & BES	12/2015	
Determine expectations for routines around common student behaviors (lining up, hallway expectations, classroom transitions, bathroom use, celebrations, rewards, and consequences)	HOS & BES	12/2015	



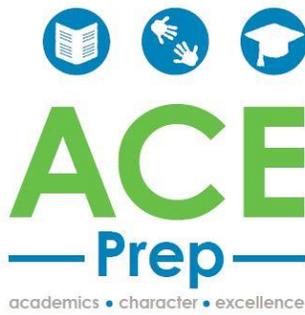
Finalize daily schedule	HOS & BES	12/2015	
Finalize discipline policy	HOS & BES	12/2015	
Finalize school calendar	HOS & BES	12/2015	
Create staff cultural binders defining all routines and systems	HOS & BES	12/2015	
Create student culture orientation	HOS & BES	12/2015	
Develop community meeting curricula	HOS & BES	12/2015	
Financial Management			
Codify the fiscal controls and financial policies the school will employ to track daily operational finances	HOS, BD, INIS	11/2015	
Identify check signers	HOS, BD, INIS	11/2015	
Identify check writers	HOS, BD, INIS	11/2015	
Define signature policy	HOS, BD, INIS	11/2015	
Develop financial reporting templates (budget vs. actual) and policy	HOS, BD, INIS	11/2015	
Design process forms (purchase orders, expense forms) & policy	HOS, BD, INIS	11/2015	
Appoint Treasurer	HOS & BD	6/2015	
Develop segregation of funds policy (public/private)	HOS & BD	11/2015	
Establish payroll	HOS & BD	11/2015	
Develop schedule of Bard Financial reviews	HOS & BD	11/2015	
Bid and hire back office service provider	HOS & BD	11/2015	
Set up bank account	HOS & BD	11/2015	
Define investment/saving strategy(where will excess funds be placed)	HOS & BD	11/2015	
Finalize cash flow plan	HOS & BD	11/2015	
Personnel			
Develop org chart and job description	HOS	5/2015	
Advertise/spread job descriptions	HOS & BD	10/2015	
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission	HOS & BES	9/2015	
Create job descriptions, flyers, and ads.	HOS & BES	9/2015	
Design the interview process	HOS & BES	8/2015	
Design compensation and benefits packages	HOS & BD	9/2015	6
Design a filing/documentation process.	HOS	10/2015	
Identify potential recruitment opportunities	HOS & BES	9/2015	



Advertise in community newspapers and use database of INs colleges and universities to set up interviews and post opportunities on websites	HOS	9/2015	
Create "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet	HOS	9/2015	
Recruit and Hire Development and Community Outreach Coordinator	HOS	7/2015	Part-time
Recruit and Hire Operations Manager	HOS	4/2016	Part-time
Negotiate and sign agreements for contracted services (HOS manages process; BD approves contracts)	HOS & BD	11/2015	
Develop professional development plans	HOS	11/2015	
Define policies and procedures for evaluation of staff	HOS	11/2015	
Develop staff handbook	HOS & BD	10/2015	HOS drafts; BD approves
Perform background checks on employees before making an offer	HOS	12/2015	
Fill out forms to enroll teachers in TERF/PERF	HOS	4/2016	
Have new staff fill out Employee information forms	HOS	7/2016	
Plan and hold staff orientation	HOS & BES	7/2016	
Food Service			
Issue RFP	HOS	2/2016	
Define requirement (# of students- any religious/individual requirements)	HOS	5/2016	
Identify free/reduced lunch students- contact DOE/LEA	HOS	5/2016	
Determine food service arrangement	HOS & BD	4/2016	
Select vendor and draft contract	HOS	5/2016	
Develop food service policies - (menu, delivery time, logistics, etc.)	HOS	5/2016	
Sign Contract	HOS & BD	5/2016	
Health and Safety			
Complete all state reporting requirements			



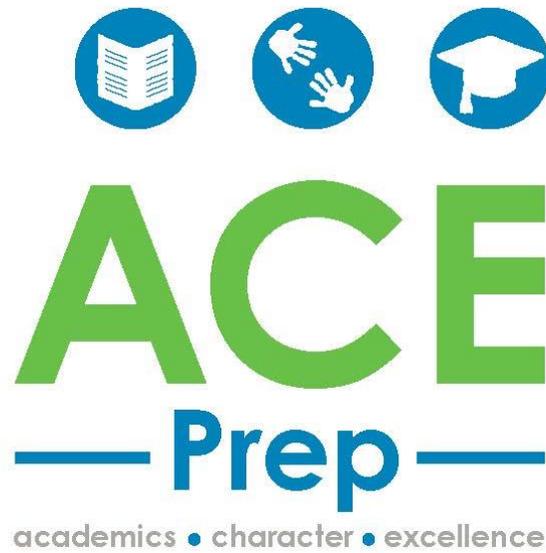
Identify doctor/nurse resources	HOS	1/2016	
Identify first aid resources	HOS	1/2016	
Develop a system for record-keeping	HOS	1/2016	
Develop policy for non-compliance by parents	HOS	1/2016	
Acquire medical forms - from parents (included in application)	HOS	1/2016	
Check for completeness	HOS	1/2016	
Staff first aid training	HOS	1/2016	
Create and distribute health and safety handbook	HOS	7/2016	
Purchase first aid resources	HOS	5/2015	
Contact police and fire departments	HOS	6/2016	
Undergo fire inspection	HOS	6/2016	
Contact Board of Health	HOS	6/2016	
Develop fire drill policy, schedule, route	HOS	6/2016	
Community Partnerships			
Identify community partnership opportunities	HOS & BD	10/2014	ongoing
Meet with potential partner organizations	HOS & BD	10/2014	ongoing
Devise performance measures for each strategic alliance	HOS & BD	10/2015	
Develop partnerships of after school opportunities on early release Wednesdays	HOS & DCOC	8/2015	
Develop partnerships for before/after school care as options for families	HOS & DCOC	8/2015	
Parents and Community			
Get and study models of schools doing it well	HOS & BES	9/2014	
Draft content of Parent Handbook	HOS	8/2015	
Edit handbook(s)	HOS	8/2015	
External review of school handbook(s) by legal counsel	HOS & CON	8/2015	
Secure approval of school handbook(s) by Board	HOS & BD	9/2015	
Secure a printer	HOS & BD	8/2015	
Submit edited copy to printer	HOS	9/2015	
Communication			
Work with a graphic designer to create full website	HOS & CON	4/2015	
Set up full website	HOS & CON	6/2015	
Set up nonprofit mailing status with Post Office	HOS & BD	9/2015	



Develop filing system to store student records	HOS	3/2016	
Define how information will flow within school (i.e. who is called when student is sick, who is contacted about discipline infractions)	HOS & OM	4/2016	
Define procedure for visitors entering building	HOS & OM	4/2016	
Develop forms necessary to track and monitor visitors	HOS & OM	4/2016	
Select provider for Internet access (DSL, cable)	HOS & BD	3/2016	
Set up Intranet (so all computers are linked)	HOS & BD	6/2016	
Define how staff will communicate (email, walkie talkie, phones)	HOS	6/2016	
Set up phone systems and answering services	HOS & BD	6/2016	
Purchasing			
Create a comprehensive list of all items that need to be purchased through Dec. of Y1	HOS	11/2015	
Purchase classroom equipment and furniture	HOS & CSSS	5/2016	
Purchase office equipment and furniture	HOS & CSSS	5/2016	
Purchase postage meter	HOS & OM	5/2016	
Purchase restroom supplies	HOS & OM	5/2016	
Purchase cleaning products	HOS & OM	5/2016	
Purchase library materials	HOS & OM	6/2016	
Purchase Art material	HOS & OM	6/2016	
Purchase PE equipment	HOS & OM	6/2016	
Purchase medical supplies & furniture	HOS & OM	6/2016	
Purchase office supplies	HOS & OM	6/2016	
Purchase P.A./communication system	HOS & OM	6/2016	
Contract Personnel			
Hire necessary contracted student personnel	HOS	6/2016	
Technology			
Create Tech Plan	HOS	5/2016	
Computers for teachers	HOS	6/2016	
Uniforms			
Select key vendors and place orders	HOS	1/2016	
-student backpacks	HOS	1/2016	
-student folders	HOS	5/2016	
-notify enrolled families of uniform availability	HOS	5/2016	

Attachment 16

Insurance Coverage



February 13, 2015

RE: ACE Preparatory Academy
Broker of Record – Arthur J. Gallagher & Co.

To Whom It May Concern:

We are pleased to provide insurance services for ACE Preparatory Academy. 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 Ace Preparatory Academy 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	\$ 3,700
Directors & Officers / Employment Practices / Fiduciary	\$ 5,373
Property	\$ 3,350
Excess \$10 million Limits (follow form over underlying)	\$ 1,000
Workers Compensation/Employers Liability	\$ 2,500
Cyber Liability Premium	\$ 1,298
Total Annual Premium	\$ 17,221

Premiums are based upon 1st year projections of 120 students, 12 staff members, \$600,000 payroll, \$50,000 Contents, and less than \$2,000,000 in revenue. This includes an estimated building insurance premium of \$2,500.

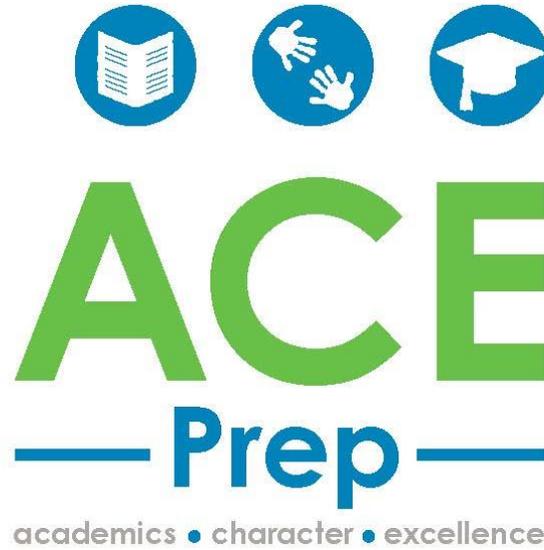
Please let me know if you have any questions.

Sincerely,

Martin S. Dezelan
Area Vice President
Arthur J. Gallagher Risk Management Services, Inc.

Attachment 17

Budget and Staffing Workbook



School Name: ACE Preparatory Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant	\$ -	\$ 734,400	\$ 1,224,000	\$ 1,679,328	\$ 2,102,783	\$ 2,496,596
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten	\$ -	\$ 176,256	\$ 176,256	\$ 176,256	\$ 176,256	\$ 176,256
Gifted and Talented Program	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Textbook Reimbursement	\$ -	\$ 8,855	\$ 13,321	\$ 17,430	\$ 21,266	\$ 24,834
Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (Early Literacy Intervention Grant)	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other State Revenue (State Special Education)	\$ -	\$ 16,655	\$ 25,582	\$ 33,976	\$ 42,903	\$ 50,764
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 110,000	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -
Facilities Assistance Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)	\$ -	\$ 7,479	\$ 11,418	\$ 14,697	\$ 17,931	\$ 20,776
Title I	\$ -	\$ 108,000	\$ 162,000	\$ 212,220	\$ 258,925	\$ 302,360
Title II	\$ -	\$ 4,608	\$ 6,920	\$ 9,055	\$ 11,047	\$ 12,901
Federal Lunch Program	\$ -	\$ 62,029	\$ 93,313	\$ 122,773	\$ 148,969	\$ 173,959
Federal Breakfast Reimbursement	\$ -	\$ 40,173	\$ 60,434	\$ 79,514	\$ 96,480	\$ 112,665
Other Revenue Federal sources (E Rate)	\$ -	\$ 21,600	\$ 10,800	\$ 10,044	\$ 9,341	\$ 8,687
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Walton Family Fund)	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other (One year sublet)	\$ -	\$ -	\$ 60,000	\$ -	\$ -	\$ -
Other (fundraising)	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 360,000	\$ 1,445,055	\$ 2,109,044	\$ 2,420,293	\$ 2,950,902	\$ 3,444,798
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 108,717	\$ 712,022	\$ 950,899	\$ 1,211,825	\$ 1,474,456	\$ 1,805,878
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 10,500	\$ 10,500	\$ 14,250	\$ 18,000	\$ 21,750	\$ 26,250
Bonuses	\$ -	\$ 13,500	\$ 18,000	\$ 22,500	\$ 27,000	\$ 31,500
Other (staff recruitment)	\$ 10,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ -	\$ 2,045	\$ 2,727	\$ 3,409	\$ 4,091	\$ 4,772
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ 3,409	\$ -	\$ 4,772
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 129,717	\$ 741,067	\$ 988,876	\$ 1,258,734	\$ 1,530,297	\$ 1,871,400

Instructional Supplies and Resources							
Textbooks	\$ -	\$ 30,000	\$ 44,200	\$ 57,600	\$ 70,000	\$ 81,600	
Library, periodicals, etc	\$ 10,000	\$ 15,000	\$ 10,400	\$ 12,074	\$ 13,631	\$ 15,079	
Technology	\$ -	\$ -	\$ -	\$ 1,460	\$ 1,040	\$ 2,840	
Assessment materials	\$ -	\$ 5,250	\$ 7,735	\$ 10,080	\$ 12,083	\$ 14,110	
Computers	\$ -	\$ -	\$ -	\$ 21,000	\$ 21,000	\$ 21,000	
Software	\$ -	\$ 3,600	\$ 5,525	\$ 7,074	\$ 8,631	\$ 10,079	
Other classroom supplies	\$ -	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	
Field trips, other unclassified items	\$ -	\$ 2,000	\$ 6,000	\$ 8,000	\$ 10,000	\$ 12,000	
Co-curricular & Athletics	\$ -	\$ 2,000	\$ 3,000	\$ 4,000	\$ 5,000	\$ 6,000	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Supplies and Resources	\$ 10,000	\$ 61,850	\$ 81,860	\$ 127,288	\$ 148,385	\$ 170,707	
Support Supplies and Resources							
Administrative Computers	\$ 1,800	\$ 9,900	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	
Administrative Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Administration Dues, fees, misc expenses	\$ -	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,500	\$ 2,500	
Office supplies	\$ 1,200	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	
Other (copier lease)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,100	
Other (faculty/parent meetings)	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	
Other (please describe)	\$ -	\$ 1,000	\$ 500	\$ 500	\$ 500	\$ 500	
Other (please describe)	\$ -	\$ 2,840	\$ 4,110	\$ 5,230	\$ 6,352	\$ 7,531	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Support Supplies and Resources	\$ 3,000	\$ 22,740	\$ 18,110	\$ 19,730	\$ 21,352	\$ 23,631	
Board Expenses							
Charter Board Services, including Board Training, retreats	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	
Charter Board Supplies & Equipment	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (copies/printing)	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	
Other (D & O insurance)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Board Expenses	\$ 2,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	
Professional Purchased or Contracted Services							
Legal Services	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	
Payroll Services	\$ -	\$ 2,800	\$ 3,800	\$ 4,800	\$ 5,800	\$ 7,000	
Accounting Services	\$ 10,000	\$ 40,000	\$ 45,000	\$ 65,000	\$ 66,950	\$ 68,959	
Printing/Newsletter/Annual Report Services	\$ 4,500	\$ 4,500	\$ 6,480	\$ 8,490	\$ 10,357	\$ 12,094	
Consultants	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	

Internet Services	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Telephone/Telecommunication Services	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Travel	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Postage	\$ 2,250	\$ 1,440	\$ 2,200	\$ 2,830	\$ 3,452	\$ 4,031
Special Education Services	\$ -	\$ 7,500	\$ 15,000	\$ 20,000	\$ 25,000	\$ 30,000
Student Information Services	\$ -	\$ 1,238	\$ 1,815	\$ 2,334	\$ 2,848	\$ 3,326
Food service	\$ -	\$ 107,312	\$ 161,434	\$ 212,401	\$ 257,722	\$ 300,955
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (student uniforms)		\$ 4,500	\$ 3,750	\$ 4,270	\$ 4,892	\$ 5,471
Other (bank charges)	\$ -	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125
Other (student recruitment)	\$ 8,250	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Other (SPED administration)	\$ 10,000	\$ 10,000	\$ 20,000	\$ 25,000	\$ 25,750	\$ 26,523
Other (performance analysis/compliance)	\$ 2,500	\$ 12,500	\$ 17,500	\$ 18,025	\$ 18,566	\$ 19,123
Total Professional Purchased or Contracted Services	\$ 37,500	\$ 240,914	\$ 326,104	\$ 412,275	\$ 470,463	\$ 526,609
Facilities						
Rent, mortgage, or other facility cost	\$ 600	\$ 110,000	\$ 325,000	\$ 325,000	\$ 475,000	\$ 475,000
Furniture & Equipment	\$ -	\$ 68,400	\$ 68,400	\$ 68,400	\$ 68,400	\$ 20,000
Gas/electric	\$ -	\$ 37,500	\$ 41,250	\$ 41,250	\$ 42,075	\$ 42,917
Water/Sewer	\$ -	\$ 2,400	\$ 2,640	\$ 5,000	\$ 5,100	\$ 5,202
Grounds Keeping	\$ -	\$ 3,600	\$ 3,672	\$ 4,000	\$ 4,080	\$ 4,162
Maintenance Services	\$ -	\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,440	\$ 25,949
Custodial	\$ -	\$ 33,000	\$ 33,660	\$ 44,000	\$ 44,000	\$ 44,000
Waste disposal	\$ -	\$ 5,000	\$ 5,100	\$ 5,100	\$ 5,100	\$ 5,100
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Security System/Alarm)	\$ -	\$ 1,800	\$ 1,836	\$ 1,836	\$ 1,836	\$ 1,873
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 600	\$ 285,700	\$ 506,038	\$ 519,556	\$ 671,031	\$ 624,202
Other						
Contingency	\$ -	\$ 14,451	\$ 21,090	\$ 24,203	\$ 29,509	\$ 34,448
Indiana Charter School Board Administrative Fee	\$ -	\$ 22,032	\$ 36,720	\$ 50,380	\$ 63,083	\$ 74,898
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 36,483	\$ 57,810	\$ 74,583	\$ 92,593	\$ 109,346
Total Expenditures	\$ 183,317	\$ 1,391,754	\$ 1,981,799	\$ 2,415,166	\$ 2,937,120	\$ 3,328,895
Carryover/Deficit	\$ 176,683	\$ 53,301	\$ 127,245	\$ 5,127	\$ 13,782	\$ 115,903
Cumulative Carryover/(Deficit)	\$ 176,683	\$ 229,984	\$ 357,229	\$ 362,356	\$ 376,138	\$ 492,041

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 734,400	Assumes \$6800 x 72 = \$489,600 (Gr 1) \$3,400 x 72 = \$244,800 (K)
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 176,256	Assumes \$2448 x 72 = \$176,256 Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ 5,000	Assumes conservative estimate - historically closer to \$10,000 as per DOE GT Coordinator
Textbook Reimbursement	\$ 8,855	Assumes \$77 x 115 (80% FRL) - based on historical rates
Summer School	\$ -	
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Assumes applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (State Special Education)	\$ 16,655	Assumes estimate based on 10% = 15 students. 10 x \$533 (speech only) = \$5,330. 5 x \$2,265 = \$11,325
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 200,000	Assumes conservative estimate. NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ 7,479	Assumes conservative estimate calculated on a base pay amount of \$519.40 per SPED (10%)
Title I	\$ 108,000	Assumes \$750 x 144 - based on historical rates
Title II	\$ 4,608	Assumes costs based on historical data of \$40 per FRL
Federal Lunch Program	\$ 62,029	Assumes Lunch = \$2.98 x 181 days x 115 FRL
Federal Breakfast Reimbursement	\$ 40,173	Assumes Breakfast = \$1.93 x 181 days x 115 FRL
Other Revenue Federal sources (E Rate)	\$ 21,600	Assumes \$150 per newly enrolled student
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (Fundraising)	\$ -	
Other (please describe)	\$ -	
Other (Fundraising)	\$ 50,000	Assumes modest fund development by board
Other (please describe)	\$ -	
Total Revenue	\$ 1,445,055	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 712,022	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 10,500	Assumes \$750 x FTE
Bonuses	\$ 13,500	Assumes 60% of staff receive a \$1,500 bonus
Other (Teacher Recruitment for Y2)	\$ 3,000	Assumes \$500 x 6 (allow for turnover)
Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ 2,045	Assumes 7.65% for social security and medicare and 7.5% for retirement (Computed on Bonuses)
Other (please describe)	\$ -	

Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Personnel Expenses	\$	741,067	
Instructional Supplies and Resources			
Textbooks	\$	30,000	Assumes \$200 per student (used 150 students for loss) = \$30,000 (textbooks, student workbooks, teacher guides)
Library, periodicals, etc	\$	15,000	Assumes \$25 per student for classroom library x 144 = \$3,600 School library \$11,400
Technology	\$	-	Assumes all costs held within lease for 1 document camera per classroom \$300 x 6 = \$1800 + 1 camcorder per grade level at \$140 each = \$280
Assessment materials	\$	5,250	Assumes \$35 per student (used 150 students to account for loss)
Computers	\$	-	Assumes all costs held within lease for 10 per classroom (6) x \$700 each = \$42,000
Software	\$	3,600	Assumes \$25 per student = \$3,600
Other classroom supplies	\$	4,000	Assumes \$1,000 per grade level + \$2,000 building décor
Field trips, other unclassified items	\$	2,000	Assumes \$2000 per grade level
Co-curricular & Athletics	\$	2,000	Assumes \$1,000 per grade level
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Instructional Supplies and Resources	\$	61,850	
Support Supplies and Resources			
Administrative Computers	\$	9,900	Assumes 11 computers x \$900 each
Administrative Software	\$	-	
Administration Dues, fees, misc expenses	\$	1,500	Assumes costs based on similar schools
Office supplies	\$	6,000	Assumes \$500 per month
Other (copier lease)			Assumes 2 machines at \$750 total - assumed in lease
Other (faculty/parent meetings)	\$	1,500	Assumes incidental costs based on similar schools
Other (first aid/health supplies)	\$	1,000	Assumes start-up costs for medical kits
Other (gifts & awards)	\$	2,840	Assumes \$10 per student + \$100 FTE
Other (please describe)	\$	-	
Total Support Supplies and Resources	\$	22,740	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	Assumes local costs
Charter Board Supplies & Equipment	\$	-	
Charter Board Dues, fees, etc	\$	-	
Other (copies/printing)	\$	500	Assumes costs based on similar schools
Other (D&O Insurance)	\$	2,000	Assumes costs based on similar schools
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Board Expenses	\$	3,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	Assumes costs based on similar schools
Audit Services (compliant with SBOA requirements)	\$	10,000	Assumes annual costs based on similar schools
Payroll Services	\$	2,800	Assumes \$200 per employee
Accounting Services	\$	40,000	Assumes costs based on quote from INISchools
Printing/Newsletter/Annual Report Services	\$	4,500	Assumes \$30 per student
Consultants	\$	5,000	Assumes cost based on similar schools
Internet Services	\$	2,500	Assumes cost based on similar schools
Telephone/Telecommunication Services	\$	2,500	Assumes cost based on similar schools
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	18,000	Assumes quote from CCST - see quote in Attachment 18

Travel	\$ 2,500	Assumes travel to visit high performing schools and to trainings
Postage	\$ 1,440	Assumes \$10 per student
Special Education Services	\$ 7,500	Assumes additional needs per contracted services
Student Information Services	\$ 1,238	Assumes Kickboard Management System: \$8.25 x 150
Food service	\$ 107,312	Assumes zero net from Revenue + 5% for labor
Transportation	\$ -	
Nursing Services	\$ -	
Other (student uniforms)	\$ 4,500	Assumes \$30 per new student, \$10 for returning student
Other (bank charges)	\$ 125	Assumes local costs
Other (student recruitment)	\$ 3,500	Assumes costs based on historical data from similar schools
Other (SPED administration)	\$ 10,000	Assumes costs as quoted from INISchools
Other (performance analysis/compliance)	\$ 12,500	Assumes costs as quoted from INISchools
Total Professional Purchased or Contracted Services	\$ 240,914	
Facilities		
Rent, mortgage, or other facility cost	\$ 110,000	Assumes CSSS quote of \$1.5 M in cost of the facility and upfit. There will be a ballon payment and refinancing at charter renewal.
Furniture & Equipment	\$ 68,400	Assumes all furniture and equipment costs per build out, and per quote from CSSS
Gas/electric	\$ 37,500	Assumes costs based on similar schools
Water/ Sewer	\$ 2,400	Assumes costs based on similar schools
Grounds Keeping	\$ 3,600	Assumes costs based on similar schools
Maintenance Services	\$ 24,000	Assumes costs based on similar schools
Custodial	\$ 33,000	Assumes costs based on similar schools
Waste disposal	\$ 5,000	Assumes costs based on similar schools
Debt Service for Facilities (Interest Only)	\$ -	
Other (Security System/Alarm)	\$ 1,800	Assumes costs based on similar schools
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 285,700	
Other		
Contingency	\$ 14,451	Assumes 1% of revenue
Indiana Charter School Board Administrative Fee	\$ 22,032	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 36,483	
Total Expenditures	\$ 1,391,754	
Carryover/Deficit	\$ 53,301	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,224,000	Assumes \$3,400 x 72 = \$244,800 (K), \$6,800 x 72 = \$489,600 (Gr 1) , \$6,800 x 72 (Gr 2) = \$489,600.
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 176,256	\$2448 x 72 = \$176,256 Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ 5,000	Assumes conservative estimate - historically closer to \$10,000 as per DOE GT Coordinator
Textbook Reimbursement	\$ 13,321	Assumes \$77 x 173 (80% FRL) - based on historical rates
Summer School	\$ -	
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Assumes applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (State Special Education)	\$ 25,582	Assumes estimate based on 10% = 22 students. 14 x \$533 (speech only) = \$7,462. 8 x \$2,265 = \$18,120
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 200,000	Conservative Estimate NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ 11,418	Assumes conservative estimate calculated on a base pay amount of \$519.40 per SPED (10%)
Title I	\$ 162,000	Assumes \$750 x 216 - based on historical rates
Title II	\$ 6,920	Assumes costs based on historical data of \$40 per FRL
Federal Lunch Program	\$ 93,313	Assumes Lunch = \$2.98 x 181 days x 173 FRL
Federal Breakfast Reimbursement	\$ 60,434	Assumes Breakfast = \$1.93 x 181 days x 173 FRL
Other Revenue Federal sources (E Rate)	\$ 10,800	\$150 per newly enrolled student
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (Fundraising)	\$ -	
Other (One year sublet)	\$ 60,000	Assumes income from one year sublet
Other (Fundraising)	\$ 50,000	Assumes modest fund development by board
Other (please describe)	\$ -	
Total Revenue	\$ 2,109,044	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 950,899	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 14,250	Assumes \$750 x FTE
Bonuses	\$ 18,000	Assumes 60% of staff receive a \$1,500 bonus
Other (Teacher Recruitment for Y3)	\$ 3,000	Assumes \$500 x 6 (allows for turnover)

Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ 2,727	Assumes 7.65% for social security and medicare and 7.5% for retirement (Computed on Bonuses)
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 988,876	
Instructional Supplies and Resources		
Textbooks	\$ 44,200	Assumes \$200 per student (used 221 students) (textbooks, student workbooks, teacher guides)
Library, periodicals, etc	\$ 10,400	Assumes \$25 per student for classroom library x 216 = \$5,400 School library \$5000
Technology	\$ -	Assumes costs within lease - 1 document camera per classroom \$300 x 3 = \$900 + 1 camcorder per grade level at \$140 each
Assessment materials	\$ 7,735	Assumes \$35 per student (used 221 students to provide for loss)
Computers	\$ -	Assumes costs in the lease - 10 per classroom (3) x \$700 each = \$21,000
Software	\$ 5,525	Assumes \$25 per student = \$5525
Other classroom supplies	\$ 5,000	Assumes \$1,000 per grade level + \$2,000 building décor
Field trips, other unclassified items	\$ 6,000	\$2000 per grade level
Co-curricular & Athletics	\$ 3,000	\$1,000 per grade level
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 81,860	
Support Supplies and Resources		
Administrative Computers	\$ 4,500	Assumes purchase of 5 computers x \$900 each
Administrative Software	\$ -	
Administration Dues, fees, misc expenses	\$ 1,500	Assumes costs based on similar schools
Office supplies	\$ 6,000	Assumes \$500 per month
Other (copier lease)	\$ -	Assumes costs in lease - 3 machines at \$1100 total
Other (faculty/parent meetings)	\$ 1,500	Assumes costs based on similar schools
Other (First Aid/Health Supplies)	\$ 500	Assumes costs based on similar schools
Other (gifts & awards)	\$ 4,110	Assumes \$10 per student + \$100 FTE
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 18,110	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 500	Assumes costs based on similar schools
Charter Board Supplies & Equipment	\$ -	
Charter Board Dues, fees, etc	\$ -	
Other (copies/printing)	\$ 500	Assumes costs based on similar schools
Other (D&O Insurance)	\$ 2,000	Assumes costs based on similar schools
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Board Expenses	\$ 3,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	Assumes costs based on similar schools
Audit Services (compliant with SBOA requirements)	\$ 10,000	Assumes costs based on similar schools

Payroll Services	\$ 3,800	Assumes \$200 per employee
Accounting Services	\$ 45,000	Assumes costs as quoted by INISchools
Printing/Newsletter/Annual Report Services	\$ 6,480	Assumes \$30 per student
Consultants	\$ 5,000	Assumes costs per similar schools
Internet Services	\$ 2,500	Assumes costs based on similar schools
Telephone/Telecommunication Services	\$ 2,500	Assumes costs based on similar schools
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 18,000	Assumes costs based on similar schools
Travel	\$ 2,500	Assumes travel to study high quality schools and other PD needs
Postage	\$ 2,200	Assumes \$10 per student
Special Education Services	\$ 15,000	Assumes contracted services
Student Information Services	\$ 1,815	Assumes Kickboard Management System: \$8.25 x 220
Food service	\$ 161,434	Assumes Revenue + 10% for labor
Transportation	\$ -	
Nursing Services	\$ -	
Other (student uniforms)	\$ 3,750	Assumes \$30 per new student, \$10 for returning student + 5 additional for loss
Other (bank charges)	\$ 125	Assumes cost based on similar schools
Other (student recruitment)	\$ 3,500	Assumes costs based on similar schools
Other (SPED administration)	\$ 20,000	Assumes costs as quoted by INISchools
Other (performance analysis/compliance)	\$ 17,500	Assumes costs as quoted by INISchools
Total Professional Purchased or Contracted Services	\$ 326,104	
Facilities		
Rent, mortgage, or other facility cost	\$ 325,000	Assumes costs of Build out for rest of phase 1
Furniture & Equipment	\$ 68,400	Assumes costs based on similar schools
Gas/electric	\$ 41,250	Assumes costs based on similar schools
Water/ Sewer	\$ 2,640	Assumes costs based on similar schools
Grounds Keeping	\$ 3,672	Assumes costs based on similar schools
Maintenance Services	\$ 24,480	Assumes costs based on similar schools
Custodial	\$ 33,660	Assumes costs based on similar schools
Waste disposal	\$ 5,100	Assumes costs based on similar schools
Debt Service for Facilities (Interest Only)	\$ -	
Other (Security System/Alarm)	\$ 1,836	Assumes costs based on similar schools
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 506,038	
Other		
Contingency	\$ 21,090	Assumes 1% of revenue
Indiana Charter School Board Administrative Fee	\$ 36,720	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$ -	
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 57,810	
Total Expenditures	\$ 1,981,799	
Carryover/Deficit	\$ 127,245	

Cumulative Carryover/(Deficit)

			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL	19		768,041	182,858	950,899

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,679,328	Assumes \$3,400 x 72 = \$244,800 (K), \$6,800 x 72 = \$489,600 (Gr 1), \$6,800 x 72 = \$489,600 (Gr 2), \$6,800 x 67 = \$455,600 (Gr 3)
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 176,256	Assumes \$2448 x 72 = \$176,256 Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ 5,000	Assumes conservative estimate - historically closer to \$10,000 as per DOE GT Coordinator
Textbook Reimbursement	\$ 17,430	Assumes \$77 x 226 (80% FRL) - based on historical rates
Summer School	\$ -	
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Assumes applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (State Special Education)	\$ 33,976	Assumes estimate based on 10% = 28 students. 17 x \$533 (speech only) = \$9,061. 11 x \$2,265 = \$24,915
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 14,697	Assumes conservative estimate calculated on a base pay amount of \$519.40 per SPED (10%)
Title I	\$ 212,220	Assumes \$750 x 283 - based on historical rates
Title II	\$ 9,055	Assumes costs based on historical data of \$40 per FRL
Federal Lunch Program	\$ 122,773	Assumes Lunch = \$2.98 x 182 days x 226 FRL
Federal Breakfast Reimbursement	\$ 79,514	Assumes Breakfast = \$1.93 x 182 days x 226 FRL
Other Revenue Federal sources (E Rate)	\$ 10,044	Assumes \$150 per newly enrolled student
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (Fundraising)	\$ -	
Other (please describe)	\$ -	
Other (Fundraising)	\$ 50,000	Assumes modest fund development by board
Other (please describe)	\$ -	
Total Revenue	\$ 2,420,293	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,211,825	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 18,000	Assumes \$750 x FTE
Bonuses	\$ 22,500	Assumes 60% of staff receive a \$1,500 bonus
Other (Teacher Recruitment for Y4)	\$ 3,000	Assumes \$500 x 6 (allow for turnover)
Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ 3,409	Assumes 7.65% for social security and medicare and 7.5% for retirement (Computed on Bonuses)
Other (please describe)	\$ -	

Other (please describe)		
Other (please describe)	\$	-
Total Personnel Expenses	\$	1,258,734
Instructional Supplies and Resources		
Textbooks	\$	57,600
Library, periodicals, etc	\$	12,074
Technology	\$	1,460
Assessment materials	\$	10,080
Computers	\$	21,000
Software	\$	7,074
Other classroom supplies	\$	6,000
Field trips, other unclassified items	\$	8,000
Co-curricular & Athletics	\$	4,000
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	127,288
Support Supplies and Resources		
Administrative Computers	\$	4,500
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	2,000
Office supplies	\$	6,000
Other (copier lease)	\$	-
Other (faculty/parent meetings)	\$	1,500
Other (First Aid/Health Supplies)	\$	500
Other (gifts & awards)	\$	5,230
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	19,730
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	500
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Other (copies/printing)	\$	500
Other (D&O Insurance)	\$	2,000
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	3,000
Professional Purchased or Contracted Services		
Legal Services	\$	5,000
Audit Services (compliant with SBOA requirements)	\$	10,000
Payroll Services	\$	4,800
Accounting Services	\$	65,000
Printing/Newsletter/Annual Report Services	\$	8,490
Consultants	\$	5,000

Internet Services	\$ 2,500	Assumes historical costs per similar schools
Telephone/Telecommunication Services	\$ 2,500	Assumes historical costs per similar schools
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 18,000	Assumes historical costs per similar schools
Travel	\$ 2,500	Assumes costs of travel to study high performing schools and other PD needs
Postage	\$ 2,830	Assumes \$10 per student
Special Education Services	\$ 20,000	Assumes costs of contracted services
Student Information Services	\$ 2,334	Assumes Kickboard Management System: \$8.25 per student
Food service	\$ 212,401	Assumes Revenue + 5% for labor
Transportation	\$ -	
Nursing Services	\$ -	
Other (student uniforms)	\$ 4,270	Assumes \$30 per new student, \$10 for returning student
Other (bank charges)	\$ 125	Assumes costs based on similar schools
Other (student recruitment)	\$ 3,500	Assumes costs based on similar schools
Other (SPED administration)	\$ 25,000	Assumes costs as quoted by INISchools
Other (performance analysis/compliance)	\$ 18,025	Assumes costs as quote by INISchools
Total Professional Purchased or Contracted Services	\$ 412,275	
Facilities		
Rent, mortgage, or other facility cost	\$ 325,000	Assumes costs of Phase 2
Furniture & Equipment	\$ 68,400	Assumes costs based on school growth
Gas/electric	\$ 41,250	Assumes costs based on historical data from similar schools
Water/ Sewer	\$ 5,000	Assumes costs based on historical data from similar schools
Grounds Keeping	\$ 4,000	Assumes costs based on historical data from similar schools
Maintenance Services	\$ 24,970	Assumes costs based on historical data from similar schools
Custodial	\$ 44,000	Assumes costs based on historical data from similar schools
Waste disposal	\$ 5,100	Assumes costs based on historical data from similar schools
Debt Service for Facilities (Interest Only)		
Other (Security System/Alarm)	\$ 1,836	Assumes costs based on historical data from similar schools
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 519,556	
Other		
Contingency	\$ 24,203	Assumes 1% of revenue
Indiana Charter School Board Administrative Fee	\$ 50,380	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 74,583	
Total Expenditures	\$ 2,415,166	
Carryover/Deficit	\$ 5,127	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,102,783	\$3,400 x 72 = \$244,800 (K), \$6,800 x 72 = \$489,600 (Gr 1) , \$6,800 x 72 = \$489,600 (Gr 2), \$6,800 x 67 = \$455,600 (Gr 3), \$6,800 x 62 = \$421,600 (Gr 4)
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 176,256	\$2448 x 72 = \$176,256 Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ 5,000	Conservative estimate - historically closer to \$10,000 as per DOE GT Coordinator
Textbook Reimbursement	\$ 21,266	\$77 x 276 (80% FRL) - based on historical rates
Summer School	\$ -	
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (State Special Education)	\$ 42,903	Estimate based on 10% = 35 students. 21 x \$533 (speech only) = \$11,726. 14 x \$2,265 = \$31,710
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 17,931	Conservative estimate calculated on a base pay amount of \$519.40 per SPED (10%)
Title I	\$ 258,925	\$750 x 360 - based on historical rates
Title II	\$ 11,047	Based on historical data of \$40 per FRL
Federal Lunch Program	\$ 148,969	Lunch = \$2.98 x 181 days x 276 FRL
Federal Breakfast Reimbursement	\$ 96,480	Breakfast = \$1.93 x 181 days x 276 FRL
Other Revenue Federal sources (E Rate)	\$ 9,341	\$150 per newly enrolled student
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (Fundraising)	\$ -	
Other (please describe)	\$ -	
Other (Fundraising)	\$ 50,000	Assumes modest fund development by board
Other (please describe)	\$ -	
Total Revenue	\$ 2,950,902	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,474,456	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 21,750	Assumes \$750 x FTE
Bonuses	\$ 27,000	Assumes 60% of staff receive a \$1,500 bonus
Other (Teacher Recruitment for Y5)	\$ 3,000	Assumes \$500 x 6 (allow for turnover)
Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ 4,091	Assumes 7.65% for social security and medicare and 7.5% for retirement (Computed on Bonuses)
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,530,297	

Instructional Supplies and Resources		
Textbooks	\$ 70,000	Assumes \$200 per student (used 350 - students = teacher guide) (textbooks, student workbooks, teacher guides)
Library, periodicals, etc	\$ 13,631	Assumes \$25 per student for classroom library x 345 = \$8,750 School library \$5000
Technology	\$ 1,040	Assumes 1 document camera per classroom \$300 x 3 = \$900 + 1 camcorder per grade level at \$140 each
Assessment materials	\$ 12,083	Assumes \$35 per student
Computers	\$ 21,000	Assumes 10 per classroom (3) x \$700 each = \$21,000
Software	\$ 8,631	Assumes \$25 per student
Other classroom supplies	\$ 7,000	Assumes \$1,000 per grade level + 2000 building décor
Field trips, other unclassified items	\$ 10,000	Assumes \$2000 per grade level
Co-curricular & Athletics	\$ 5,000	Assumes \$1,000 per grade level
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 148,385	
Support Supplies and Resources		
Administrative Computers	\$ 4,500	Assumes purchase of 5 computers x \$900 each
Administrative Software	\$ -	
Administration Dues, fees, misc expenses	\$ 2,500	Assumes costs based on similar schools
Office supplies	\$ 6,000	Assumes \$500 per month
Other (copier lease)		Assumes 3 machines at \$1100 total - assumed in lease
Other (faculty/parent meetings)	\$ 1,500	Assumes incidental costs
Other (First Aid/Health Supplies)	\$ 500	Assumes annual costs for medical kits
Other (gifts & awards)	\$ 6,352	Assumes \$10 per student + \$100 FTE
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 21,352	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 500	Assumes costs based on similar schools
Charter Board Supplies & Equipment	\$ -	
Charter Board Dues, fees, etc	\$ -	
Other (copies/printing)	\$ 500	Assumes incidental costs
Other (D&O Insurance)	\$ 2,000	Assumes costs based on similar schools
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Board Expenses	\$ 3,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 10,000	
Payroll Services	\$ 5,800	Assumes \$200 per employee
Accounting Services	\$ 66,950	Assumes costs as quoted by INISchools
Printing/Newsletter/Annual Report Services	\$ 10,357	Assumes \$30 per student
Consultants	\$ 5,000	Assumes costs based on similar schools
Internet Services	\$ 2,500	Assumes costs based on similar schools
Telephone/Telecommunication Services	\$ 2,500	Assumes costs based on similar schools
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 18,000	Assumes costs based on similar schools

Travel	\$ 2,500	Assumes travel to high achieving schools and other PD travel needs
Postage	\$ 3,452	Assumes \$10 per student
Special Education Services	\$ 25,000	Assumes contracted service needs
Student Information Services	\$ 2,848	Assumes Kickboard Management System: \$8.25 per student
Food service	\$ 257,722	Assumes Revenue + 5% for labor
Transportation	\$ -	
Nursing Services	\$ -	
Other (student uniforms)	\$ 4,892	Assumes \$30 per new student, \$10 for returning student
Other (bank charges)	\$ 125	Assumes costs based on similar schools
Other (student recruitment)	\$ 3,500	Assumes costs based on similar schools
Other (SPED administration)	\$ 25,750	Assumes costs based on quote from INISchools
Other (performance analysis/compliance)	\$ 18,566	Assumes costs based on quote from INISchools
Total Professional Purchased or Contracted Services	\$ 470,463	
Facilities		
Rent, mortgage, or other facility cost	\$ 475,000	Assumes costs based on CSSS estimate
Furniture & Equipment	\$ 68,400	Assumes costs based on similar schools
Gas/electric	\$ 42,075	Assumes costs based on similar schools
Water/ Sewer	\$ 5,100	Assumes costs based on similar schools
Grounds Keeping	\$ 4,080	Assumes costs based on similar schools
Maintenance Services	\$ 25,440	Assumes costs based on similar schools
Custodial	\$ 44,000	Assumes costs based on similar schools
Waste disposal	\$ 5,100	Assumes costs based on similar schools
Debt Service for Facilities (Interest Only)	\$ -	
Other (Security System/Alarm)	\$ 1,836	Assumes costs based on similar schools
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 671,031	
Other		
Contingency	\$ 29,509	1% of revenue
Indiana Charter School Board Administrative Fee	\$ 63,083	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 92,593	
Total Expenditures	\$ 2,937,120	
Carryover/Deficit	\$ 13,782	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,496,596	\$3,400 x 72 = \$244,800 (K), \$6,800 x 72 = \$489,600 (Gr 1) , \$6,800 x 72 = \$489,600 (Gr 2), \$6,800 x 67 = \$455,600 (Gr 3), \$6,800 x 62 = \$421,600 (Gr 4), 6,800 x 58 = \$394,400 (Gr 5)
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 176,256	\$2448 x 72 = \$176,256 Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ 5,000	Assumes conservative estimate - historically closer to \$10,000 as per DOE GT Coordinator
Textbook Reimbursement	\$ 24,834	Assumes \$77 x 323 (80% FRL) - based on historical rates
Summer School	\$ -	
Other State Revenue (Early Literacy Intervention Grant)	\$ 10,000	Assumes applicants receive \$10,000 from DOE assuming proposal meets requirements.
Other State Revenue (State Special Education)	\$ 50,764	Assumes estimate based on 10% = 40 students. 23 x \$533 (speech only) = \$13,858. 17 x \$2,265
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 20,776	Assumes conservative estimate calculated on a base pay amount of \$519.40 per SPED (10%)
Title I	\$ 302,360	Assumes \$750 x 403 - based on historical rates
Title II	\$ 12,901	Assumes costs based on historical data of \$40 per FRL
Federal Lunch Program	\$ 173,959	Assumes Lunch = \$2.98 x 181 days x 323 FRL
Federal Breakfast Reimbursement	\$ 112,665	Assumes Breakfast = \$1.93 x 181 days x 323 FRL
Other Revenue Federal sources (E Rate)	\$ 8,687	Assumes \$150 per newly enrolled student
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (Fundraising)	\$ -	
Other (please describe)	\$ -	
Other (Fundraising)	\$ 50,000	Assumes modest fund raising by board
Other (please describe)	\$ -	
Total Revenue	\$ 3,444,798	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,805,878	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 26,250	Assumes \$750 x FTE
Bonuses	\$ 31,500	Assumes 60% of staff receive a \$1,500 bonus
Other (Teacher Recruitment for Y6)	\$ 3,000	Assumes \$500 x 6 (allow for turnover)
Other (Payroll Taxes and Benefits on Staff Bonuses)	\$ 4,772	Assumes 7.65% for social security and medicare and 7.5% for retirement (Computed on Bonuses)

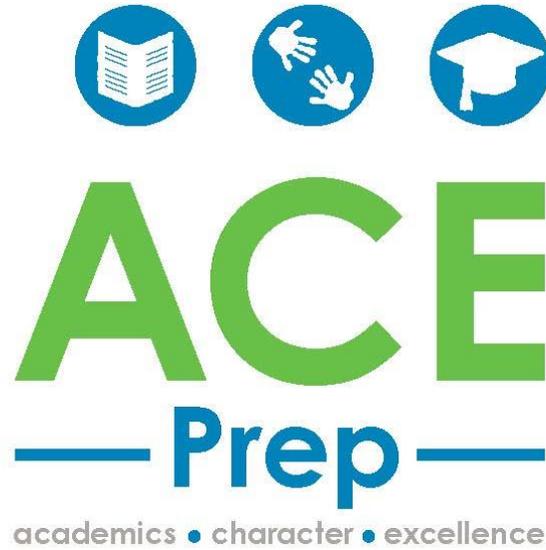
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Personnel Expenses	\$	1,871,400	
Instructional Supplies and Resources			
Textbooks	\$	81,600	Assumes \$200 per student (used 408 for students + teacher guides) (textbooks, student workbooks, teacher guides)
Library, periodicals, etc	\$	15,079	Assumes \$25 per student for classroom library + School library \$5000
Technology	\$	2,840	Assumes 1 document camera per classroom \$300 x 3 = \$900 + 1 camcorder per grade level at \$140 each
Assessment materials	\$	14,110	Assumes \$35 per student
Computers	\$	21,000	Assumes 10 per classroom (3) x \$700 each = \$21,000
Software	\$	10,079	Assumes \$25 per student
Other classroom supplies	\$	8,000	Assumes \$1,000 per grade level + \$2000 building décor
Field trips, other unclassified items	\$	12,000	Assumes \$2000 per grade level
Co-curricular & Athletics	\$	6,000	Assumes \$1,000 per grade level
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Instructional Supplies and Resources	\$	170,707	
Support Supplies and Resources			
Administrative Computers	\$	4,500	Assumes purchase of 5 computers x \$900 each
Administrative Software	\$	-	
Administration Dues, fees, misc expenses	\$	2,500	Assumes costs based on similar schools
Office supplies	\$	6,000	Assumes \$500 per month
Other (copier lease)	\$	1,100	Assumes Lease of 3 machines
Other (faculty/parent meetings)	\$	1,500	Assumes incidental costs
Other (First Aid/Health Supplies)	\$	500	Assumes annual costs
Other (gifts & awards)	\$	7,531	Assumes \$10 per student + \$100 FTE
Other (please describe)	\$	-	
Total Support Supplies and Resources	\$	23,631	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	Assumes costs based on similar school
Charter Board Supplies & Equipment	\$	-	
Charter Board Dues, fees, etc	\$	-	
Other (copies/printing)	\$	500	Assumes incidental costs
Other (D&O Insurance)	\$	2,000	Assumes costs based on similar school
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Board Expenses	\$	3,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	Assumes costs based on similar schools
Audit Services (compliant with SBOA requirements)	\$	10,000	Assumes costs based on similar schools
Payroll Services	\$	7,000	Assumes \$200 per employee
Accounting Services	\$	68,959	Assumes costs as quoted by INISchools
Printing/Newsletter/Annual Report Services	\$	12,094	Assumes \$30 per student
Consultants	\$	5,000	Assumes costs based on similar schools
Internet Services	\$	2,500	Assumes costs based on similar schools

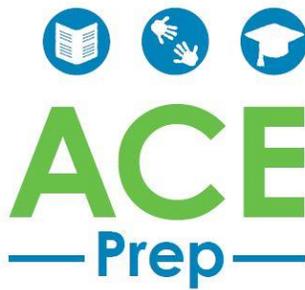
Telephone/Telecommunication Services	\$ 2,500	Assumes costs based on similar schools
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 18,000	Assumes costs based on similar schools
Travel	\$ 2,500	Assumes travel to high achieving schools and other PD travel needs
Postage	\$ 4,031	\$10 per student
Special Education Services	\$ 30,000	Assumes contracting services
Student Information Services	\$ 3,326	Assumes Kickboard Management System: \$8.25 per student
Food service	\$ 300,955	Assumes Food Service Revenue + 5% for labor
Transportation	\$ -	
Nursing Services	\$ -	
Other (student uniforms)	\$ 5,471	Assumes \$30 per new student, \$10 for returning student
Other (bank charges)	\$ 125	Assumes costs based on similar schools
Other (student recruitment)	\$ 3,500	Assumes costs based on similar schools
Other (SPED administration)	\$ 26,523	Assumes costs as quoted by INISchools
Other (performance analysis/compliance)	\$ 19,123	Assumes costs as quoted by INISchools
Total Professional Purchased or Contracted Services	\$ 526,609	
Facilities		
Rent, mortgage, or other facility cost	\$ 475,000	Assumes costs as quoted by CSSS
Furniture & Equipment	\$ 20,000	Assumes costs based on similar schools
Gas/electric	\$ 42,917	Assumes costs based on similar schools
Water/ Sewer	\$ 5,202	Assumes costs based on similar schools
Grounds Keeping	\$ 4,162	Assumes costs based on similar schools
Maintenance Services	\$ 25,949	Assumes costs based on similar schools
Custodial	\$ 44,000	Assumes costs based on similar schools
Waste disposal	\$ 5,100	Assumes costs based on similar schools
Debt Service for Facilities (Interest Only)	\$ -	
Other (Security System/Alarm)	\$ 1,873	Assumes costs based on similar schools
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 624,202	
Other		
Contingency	\$ 34,448	1% of revenue
Indiana Charter School Board Administrative Fee	\$ 74,898	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 109,346	
Total Expenditures	\$ 3,328,895	
Carryover/Deficit	\$ 115,903	

Cumulative Carryover/(Deficit)

Attachment 18

Budget Narrative





Provide, as **Attachment 18**, a detailed budget narrative. 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:
 1. Start-up costs,
 2. Any special education costs incurred,
 3. Any transportation costs necessary to ensure the school will be accessible for all enrolled students, and
 4. Required retirement plan contributions.

NOTE: *Limit attachment to five (5) pages.*

The Founding Team 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 and accompanying narrative align to the mission, academic program, and priorities of ACE Prep, and demonstrate the school's financial viability. ACE Prep will take the following steps to guarantee and demonstrate sound financial management.

- 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.
- ACE Prep will approve an annual budget, as well as establish monthly cash flow projections and a multi-year financial projection.
- The Head of School and Operations Manager will prepare the annual budget in coordination with third party provider INISchools and 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 consider the budget, address any questions or concerns, and vote for its approval at the following Board meeting after its full review.
- The annual budget will include all estimated revenues and expenditures for the year



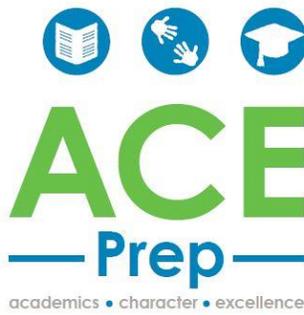
and provides for a positive cash balance at the end of each year as carryover, which allows the school to withstand unexpected financial challenges.

- The Head of School will ensure that monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board with an income statement and balance sheet.

As indicated, ACE Prep plans to contract with a third party back-office provider INISchools to help manage the financial and accounting systems and reporting for the school. The Board will annually evaluate the services of the financial back-office provider and approve annual contracts for such services. The Board will be responsible for financial oversight; the Head of School will be responsible for the daily financial management of the school. The Head of School and Board Treasurer, in partnership with INISchools, will issue monthly financial reports to the Board, and the Head of School and Treasurer will hold monthly meetings with the Finance Committee. INISchools will provide continuous support to the school in analyzing, reconciling and adjusting the budget and cash flow projections and account balances, and will ensure that records are maintained in accordance with generally accepted accounting principles.

Budget Assumptions

- **Per-Pupil Tuition.** Without knowing the outcome of the 2015 Legislative Session, we are estimating per-pupil funding conservatively, yet are aware that the funding formula could be altered in a manner that makes our conservative estimates too high.
- **Public Charter School Program Grant (PCSP).** We have budgeted conservatively based on historical awards given to newly authorized charter schools, recognizing that there is no guarantee that these funds will be available to the extent we have projected.
- **Student Enrollment.** We built a conservative budget taking into account a 7% attrition rate beginning in Y3 when we stop backfilling students after second grade. We will make every effort to remain the school of choice for our families, however we realize circumstances occur, particularly family mobility, and anticipate some withdrawal.
- **Sublease in Y2.** The build-out of the Hillside property will happen in phases, however in 2017-18, we will have garnered enough usable space to fit our K-2 needs, and therefore, would consider leasing a portion of the building to help offset expenses. The ideal tenant would be a Y1 middle or high school charter school that opens with the same slow growth model of 1-2 grade levels at a time.
- **Substitute Teachers.** We do not account for substitute teachers in our budget, however realize that staff will be out from time to time. Our approach is to handle all absences internally through members of our leadership team and avoid disruptions to culture that occur when substitute teachers are in the classroom. All members of the leadership team will hold a valid teaching license and can fill in as needed.



- **Turnover.** While it is the desire to minimize teacher turnover, we realize teachers may not remain with us through their career. During the hiring process, we focus on the realities of a start-up model and evaluate mission alignment to make smart hiring decisions. The nature of a slow growth model means that until we reach full capacity in 2020, we are hiring a new grade level of teachers every year. Our budget currently allocates \$500 per new hire for recruitment efforts and over accounts for the number of new teachers we'll need due to accounting for natural turnover that will occur.

Revenue Estimates

Per-Pupil Revenue

Due to the timing of submission of our application with the coinciding legislative session, and knowing that alterations in the per-pupil funding formula will most likely occur as an outcome, we have built a conservative budget using \$6,800 per student in anticipated state revenue.¹ To remain as conservative as possible, we have assumed that these rates stay flat, and allocate 0% inflation increase in revenue over the next five (5) years. We base all student enrollment numbers on our school design, which is a slow growth model informed by best practices of high performing charter schools nationally, starting with 72 Kindergarten and 72 First Grade students in Y1 and growing one grade level per year.

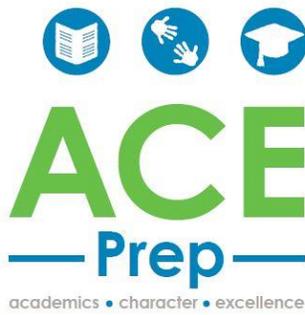
Staffing Levels

Personnel expenses comprise a significant portion of ACE Prep's annual budget. The school views high-quality administrators and teachers as critical to our success. **Figure 18.1** outlines how the school will be staffed from start-up through year five.

Figure 18.1 Organizational Structure Years 1-5					
Position	2016-17 144 students	2017-18 216 students	2018-19 288 students	2019-20 360 students	2020-21 432 students
Head of School	1	1	1	1	1
Operations Manager	1	1	1	1	1
Dean of Culture	1	1	1	1	1
Development and Community Outreach Coordinator	.5	.5	1	1	1
Office Manager	1	1	1	1	1
K-5 Teachers ²	9	13.5	18	22.5	27
Special Education Coordinator	.5	1	1	1.5	2
Director of Lower Academy					.5

¹ Our proposed location is within the boundaries of Indianapolis Public Schools (IPS). During the 2014-2015 school year, the total per pupil funding for IPS was \$7,058.37.

² For every 2 classrooms teachers we will hire a literacy teacher creating a 1.5 teacher model during literacy instruction and creating a student to teacher ratio of 6:1 during small group literacy rotations.



Director of Upper Academy					.5
---------------------------	--	--	--	--	----

Facilities Expenses

Charter School Support Services (CSSS) will purchase and upfit the Hillside property offering comprehensive facility development and acting on behalf of ACE Prep in construction meetings, inspections, and warranty reviews. CCSS will acquire and lease FFE and technology based on the school model and provide property management services, and these costs are subsumed into the property agreement. Rent will be scaled to match yearly enrollment, with the goal of full property ownership transferring to ACE Prep by Y5. An itemized list of projected construction costs can be found at the end of the narrative. Assumptions based on similar school models and/or historical context once the school is operational are in the notes column of the projected budget found in **Attachment 17**,

Technology Costs

Technology used for classroom design and instructional purposes has been consumed in the cost of the overall property loan and will be paid over the course of four years. We assume 10 computers per classroom, a document cameras per classroom, and a camcorder per grade level. Computers for staff have been budgeted at \$900 per new hire. We assume cost of software at \$25 per student.

Variable Income – Grants, Donations, Fundraising

- **Grants.** We will aggressively pursue grants aligned to our mission. In Y0, we will receive \$250,000 from the Walton Family Foundation. Aside from the PCSP Grant in Y1-Y3, we have included in our budget monies from the State of Indiana for High Ability Students (\$5,000), as well as an Early Literacy Intervention Grant (\$10,000).
- **Donations.** We have not built a budget around donations, however we anticipate having the ability for the public to make a donation on our website.
- **Fundraising.** We have built into our budget \$50,000 per year for fundraising, but do not need these funds to carry a positive balance year-to-year. Monies will be used to fund non-essential components of our school design, such as the cost to professionally design flyers, folders, and materials for presentations to potential donors.

A. Contingency Plan

Given our understanding of the pitfalls and challenges of charter schools that have come before us, we have strategically outlined contingency plans to mitigate the trials of school start-up. We will be aggressive with circumventing challenges by over-planning and executing our work at a high-level. Two factors could adversely impact the financial viability of the school: (1) public funding or entitlements that are delayed or lower than expected and (2) under-enrollment. To the extent that public funds are temporarily unavailable, we expect to cover expenses with back lines of credit that will be paid down as soon as public per-pupil allocations become available. In addition, we have budgeted 3% of expected revenue per year as a contingency fund.



We will address the risk of under-enrollment by maintaining flexibility regarding timing of long-term capital and staffing commitments. The senior administrative staff will have effective teaching experience, allowing them to step into a number of roles we expect to address with additional full-time staff as the staff grows, ensuring students receive small group literacy instruction, and as needed, intensive remediation support. We would also consider delaying capital improvements and securing capital equipment in the case of severe under-enrollment. In addition, ACE Prep would seek to contain costs by seeking pro bono services or reduced rate services (e.g., consultants, legal services).

B. Anticipated Expenses

Start-Up Costs

The Walton Family Foundation has a partnership with Building Excellent Schools (BES), in which each BES Fellow is eligible to receive \$250,000 in startup grants from the Walton Family Foundation. This money is awarded upon successful charter authorization and approved grant application from BES. We have budgeted full receipt of these monies in July 2015. A BES Commitment Letter can be found at the end of this narrative.

INISchools

As our anticipated back-office provider, INISchools will offer a wide range of operational support to ACE Prep in the areas of finance and accounting, state reporting and compliance, as well as contracting direct services for special education based on individual student needs. A full breakdown of their anticipated costs as accounted for in our six year budget can be found at the end of this narrative.

Special Education Costs

ACE Prep is determined to provide all students with appropriate programming to meet their needs. The school has budgeted revenue of \$519.40 per qualifying student in IDEA funds (based on historical amounts) and has estimated State Special Education revenue on projected categorical disabilities for the student population we intend to serve.³ In the case of students who may need individual service providers or substantial external support greater than currently allocated, we will alter our budget as necessary to ensure these students are able to receive the services needed within our school.

Transportation Costs

We did not budget for transportation, as busing is not provided to our students. Should demand from families warrant, our Board will analyze all associated expenses and determine if ACE Prep can viably take on the cost of transportation.

Retirement Plan Costs

ACE Prep plans to offer enrollment in both TERF/PERF at 7.5% of each salary.

³ For a detailed breakdown of categorical Special Education assumptions, refer to the line item notes in the yearly budget found in Attachment 17.

ACE PREPARATORY ACADAMEY- Indianapolis, IN
HILLSIDE-PRELIMINARY SCOPE BUDGET



SPECIFICATION SECTION CONSTRUCTION COST

Division 0 - Bidding & Contract Requirements	\$	12,250.00
Division 1 - General Requirements	\$	65,250.00
Division 2 - Sitework	\$	89,000.00
Division 3 - Concrete	\$	25,000.00
Division 4 - Masonry	\$	40,000.00
Division 5 - Metals	\$	15,000.00
Division 6 - Wood & Plastics	\$	7,000.00
Division 7 - Thermal & Moisture Protection	\$	2,000.00
Division 8 - Doors & Windows	\$	45,000.00
Division 9 - Finishes	\$	310,000.00
Division 10 - Specialties	\$	69,090.00
Division 11 - Equipment	\$	1,250.00
Division 12 - Furnishings	\$	20,000.00
Division 13 - Special Construction	\$	2,500.00
Division 14 - Conveying Systems	\$	5,000.00
Division 15 - Mechanical	\$	135,000.00
Division 16 - Electrical	\$	66,000.00
Subtotal	\$	909,340.00
General Contractor Overhead & Profit (5%)	\$	45,467.00
Contingency (5%)	\$	45,467.00
Construction Total	\$	1,000,274.00

OTHER COSTS

Design/Engineering	\$	73,150.00
Bid Document Printing	\$	1,000.00
Site Survey/Civil Engineering	\$	3,500.00
Soils/Environmental Testing	\$	1,000.00
Environmental Abatement	\$	15,000.00
Zoning Consultant/Application	\$	5,000.00
Land/Building Acquisition	\$	210,000.00
Legal Fees/Appraisal	\$	7,500.00
Audio/Visual Equipment	\$	5,000.00
Furniture /tech (by Owner - Purchase/Operate/Lease)	\$	150,000.00
Other Costs Total 294,438	\$	471,150.00

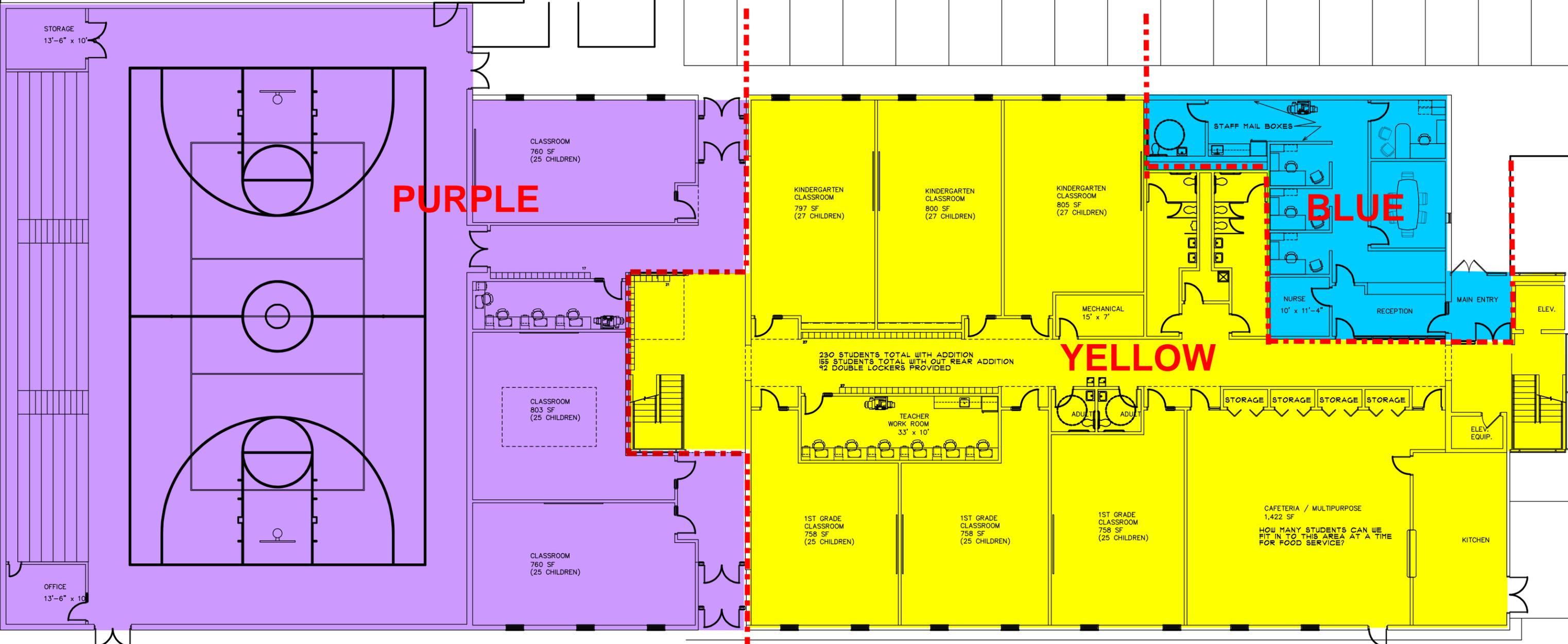
CSSS Development Fee @ 5% \$ 73,571.20

Total Estimated Project Costs \$ 1,223,845.20

Alternate - Second Floor Only	\$	600,000.00
-------------------------------	----	------------

Alternate - Kitchen Equipment

\$ 100,000.00



STORAGE
13'-6" x 10'

OFFICE
13'-6" x 10'

PURPLE

CLASSROOM
760 SF
(25 CHILDREN)

CLASSROOM
803 SF
(25 CHILDREN)

CLASSROOM
760 SF
(25 CHILDREN)

KINDERGARTEN
CLASSROOM
797 SF
(27 CHILDREN)

KINDERGARTEN
CLASSROOM
800 SF
(27 CHILDREN)

KINDERGARTEN
CLASSROOM
805 SF
(27 CHILDREN)

MECHANICAL
15' x 7'

230 STUDENTS TOTAL WITH ADDITION
155 STUDENTS TOTAL WITH OUT REAR ADDITION
92 DOUBLE LOCKERS PROVIDED

TEACHER
WORK ROOM
33' x 10'

1ST GRADE
CLASSROOM
758 SF
(25 CHILDREN)

1ST GRADE
CLASSROOM
758 SF
(25 CHILDREN)

1ST GRADE
CLASSROOM
758 SF
(25 CHILDREN)

CAFETERIA / MULTIPURPOSE
1,422 SF
HOW MANY STUDENTS CAN WE
FIT IN TO THIS AREA AT A TIME
FOR FOOD SERVICE?

KITCHEN

STAFF MAIL BOXES

BLUE

NURSE
10' x 11'-4"

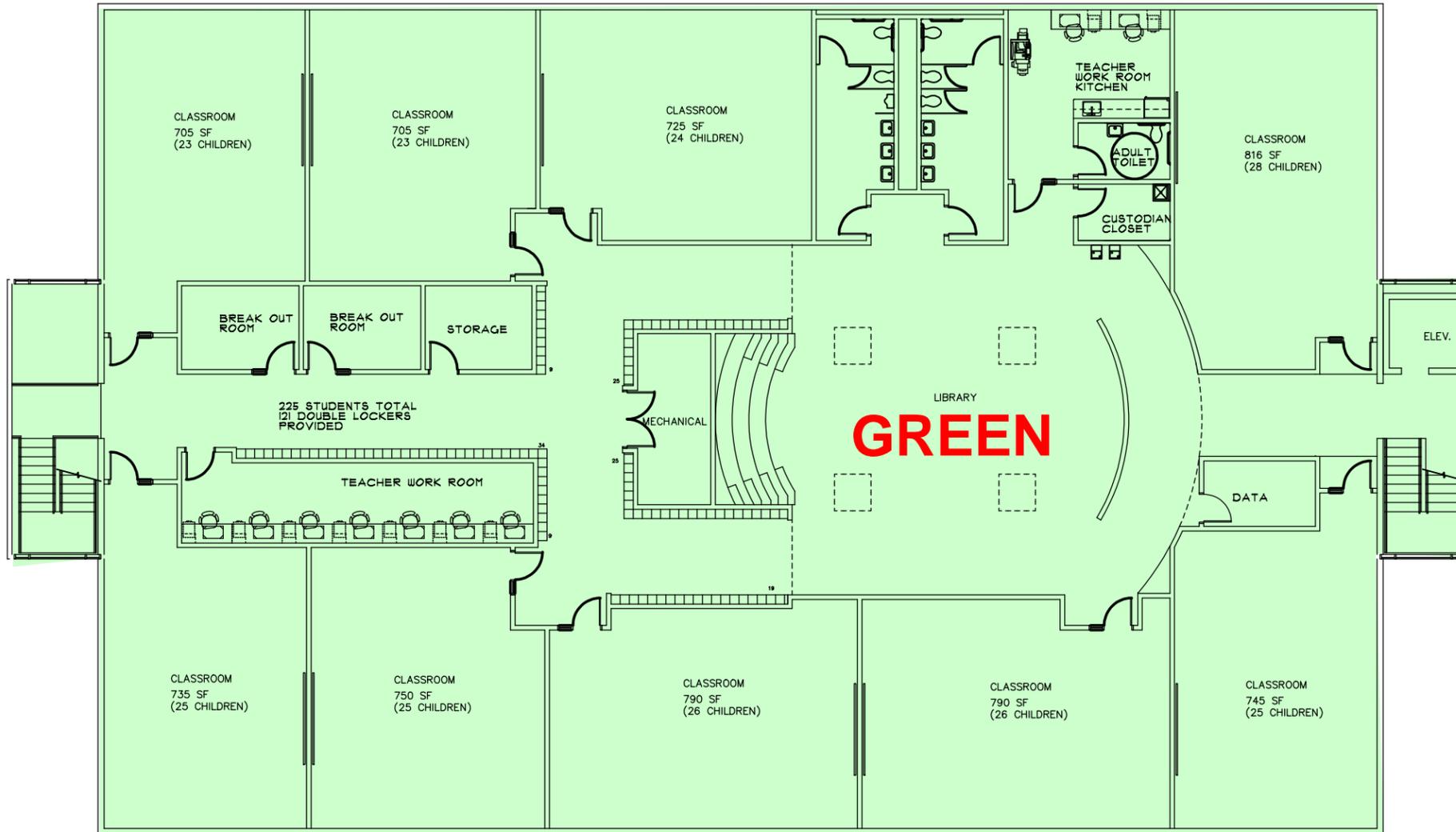
RECEPTION

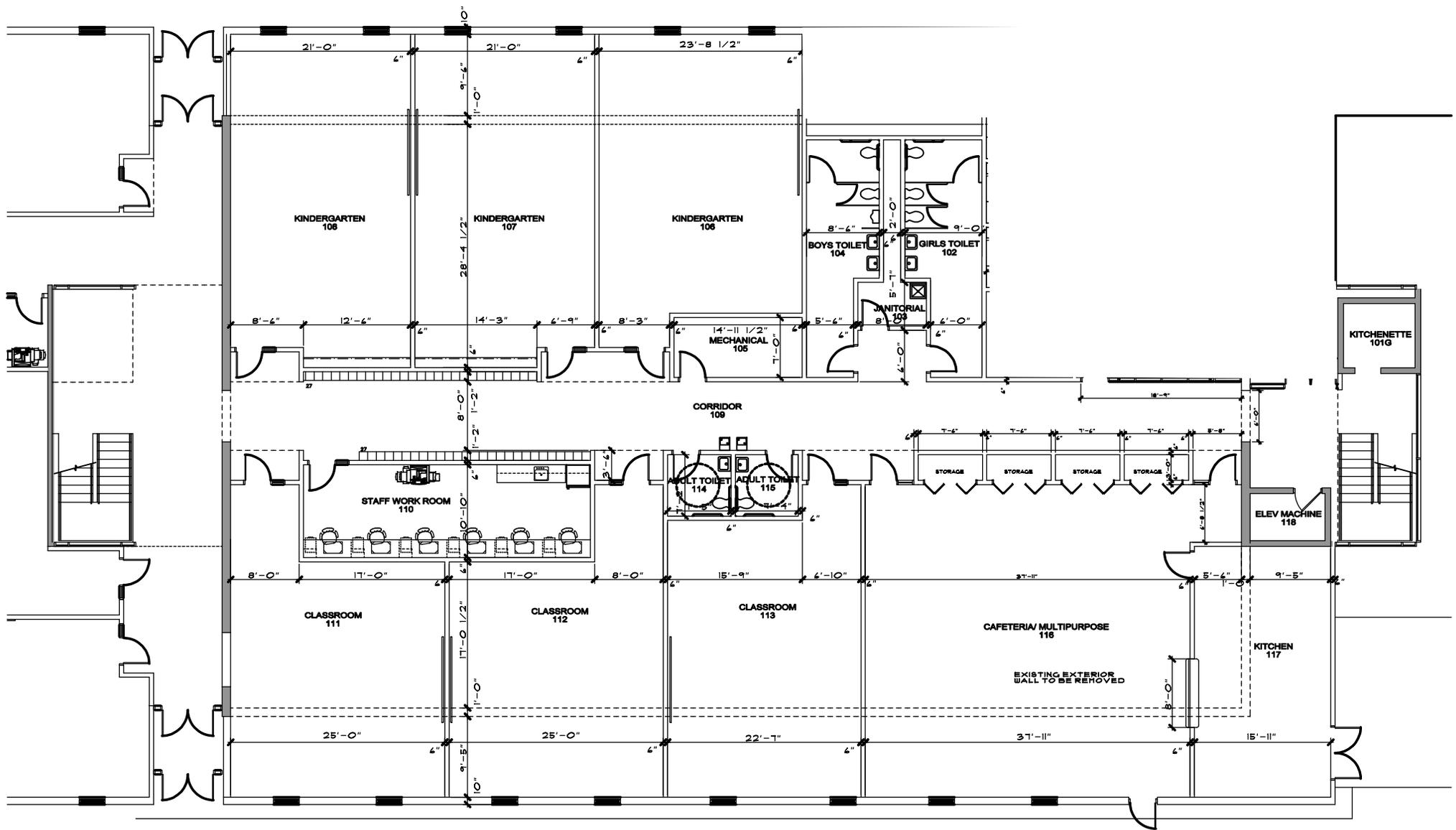
MAIN ENTRY

ELEV.

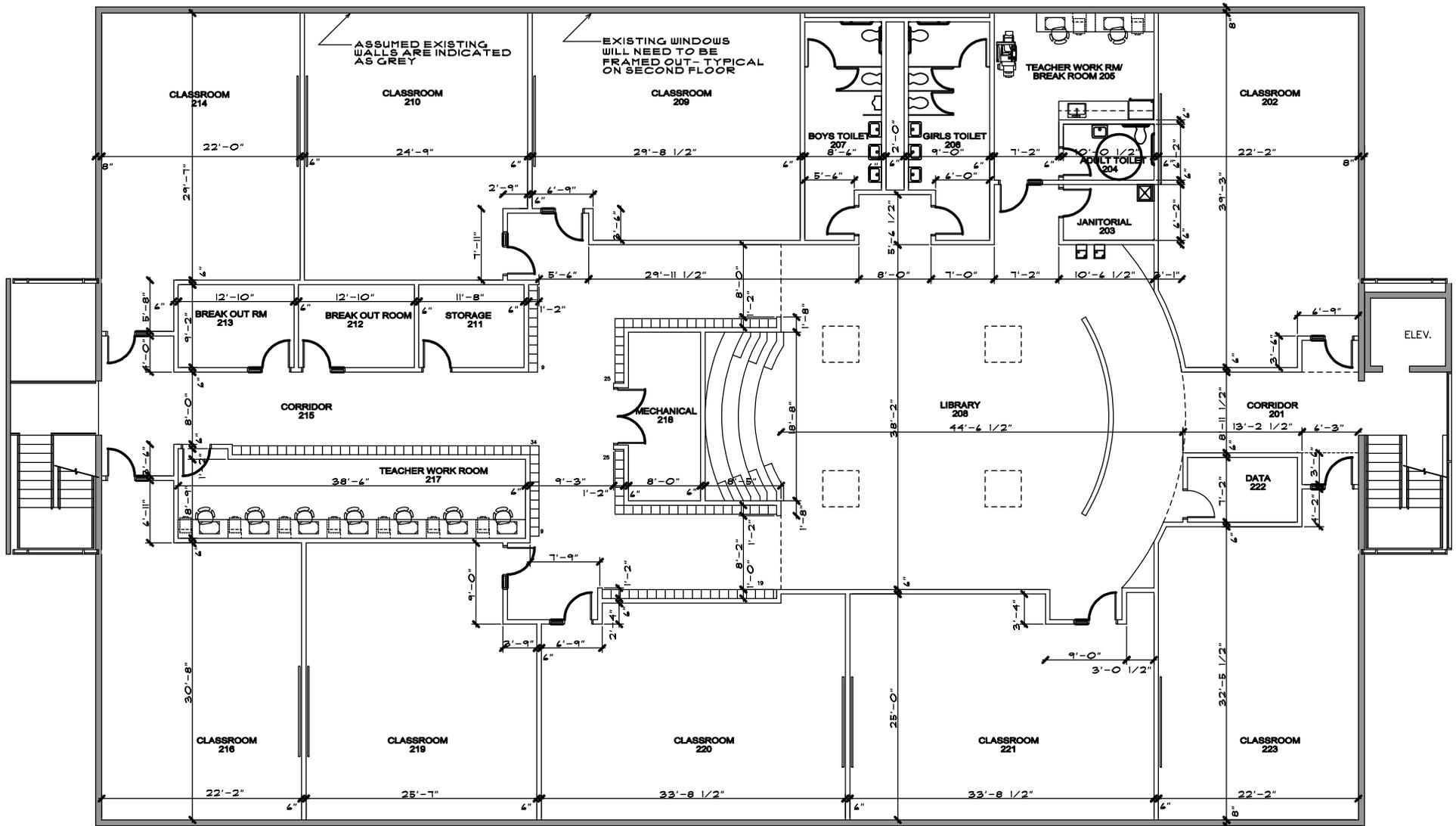
ELEV.
EQUIP.

YELLOW





Yellow Phase
 scale: 1/16" = 1'-0"



Green Phase
 scale: 1/16" = 1'-0"



February 19, 2015

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Re: Commitment of Start-Up Funds to ACE Preparatory Academy Charter School

To Whom It May Concern,

I am pleased to inform you that the Building Excellent Schools Post Authorization Fund, infused through funding provided by the Walton Family Foundation to Building Excellent Schools, will make available \$250,000 of start-up funds to ACE Preparatory Academy Charter School for the start-up year (fiscal year 2015-2016) upon charter authorization. These funds will be characterized as a \$250,000 grant.

The grant is given in support of the start-up needs of ACE Preparatory Academy Charter School and will be contingent upon authorization of ACE Preparatory Academy Charter School.

Sincerely,

A handwritten signature in black ink that reads "Matthew A. Brunell".

Matthew Brunell
Chief Operating Officer
Building Excellent Schools

To: Anna Shults
From: Jeff Lozer
Re: ACE Academy Service Fee Estimates
Date: February 27, 2015

You have asked for service fee estimates to include in your soon to be filed application for charter with the Indiana Charter School Board. Based on our initial discussions we have provided the estimates below and narrative descriptions of the services you have asked us to focus on. These estimates have been provided as a result of the information you have given to us, and they may increase or decrease based on the ultimate needs of ACE Academy. In the event ACE Academy is chartered and it seeks to enter into a service relationship with INISchools, the terms and conditions of that relationship will be memorialized in a service agreement.

Services Requested:

Finance and Accounting Support:

INISchools will provide the following:

- Implementation and setup of Blackbaud's Financial Edge (FE) software (Work to commence Spring 2016 with a targeted "Go Live" date of June 1, 2016)
- Planning meetings with appropriate School staff in regards to accounting system setup preferences
- Training School staff to complete data entry of accounting transactions in FE
- Working with School staff to create efficient processes within the accounting department
- Development of an accounting procedures manual
- Responsibilities beginning June 2016 (unless otherwise stated):
 - Attend monthly meetings with School staff to discuss current financial issues
 - Assisting with data entry responsibilities
 - Reconciliation of monthly bank statements
 - Preparation of month-end journal entries
 - Monthly review of General Ledger for accuracy
 - Preparation of monthly financial statements
 - Grant management including preparation of grant reimbursement claims and grant reporting
 - Preparation of Form 9 (beginning January 2017)
 - Preparation of quarterly Interest Earned Reports
 - Preparation and submission (with School approval) of retirement fund reports (including PERF and TRF)
 - Review of quarterly and annual payroll tax returns prepared by School's payroll company
 - Preparation of IRS Forms 1099 and 1096 (beginning January 2017)



- Review of accounting records in anticipation of annual audit (beginning June 2017)
- Preparation of information for property tax return (Not responsible for actual tax return)
- Manage fixed asset schedules including depreciation schedule and State Form 369

School will be responsible for purchasing at least 2 user licenses for Blackbaud's The Financial Edge (FE) fund accounting software. This software is cloud-based and will allow appropriate School and INISchools personnel access to the accounting system. While the accounting system license will be owned by School, INISchools will help School with the setup and implementation of the accounting system. The fee estimates include the costs for license acquisition.

Special Education Administration

INISchools will provide comprehensive special education services for School. INISchools will work in tandem with (and under the direction of) the School's Principal to deliver effective interventions and maintenance of effort, while ensuring proper documentation and compliant processes and procedures. In particular, INISchools will provide the following:

- Preliminary Consultation – INISchools, at School's direction, will consult with School as it refines its Special Education function. This consultative support will include, but not be limited, to the following: evaluation of policies and file setup/maintenance, evaluation of compliance with state and federal requirements, assessment of providers performing direct services and the development or refinement of a school budget for direct special education services. It is expected that this activity will be performed in the May-July 2016 timeframe and all such work performed will be at the request of School.
- Special Education File Maintenance - INISchools will maintain the School's filing system and establish effective processes for Child Find, Records Requests and General File Maintenance.
- Compliance Monitoring – INISchools will ensure School's compliance with state and federal authorities through monthly communication with School's Teacher(s) of Record, production of monthly reporting for School, and periodic internal audits of materials.
- Speech/Language Services – INISchools will itself, or through a third party approved by School, provide on-site speech and language services one day per week. Fees for such services will be in addition to those estimated herein.
- Additional Therapies – INISchools will itself, or through a third party approved by the School, provide additional therapies in support of School's special education program. Fees for such services will be in addition to those estimated herein.
- Direct Administrative and Management Support – INISchools, through its Director of Special Education, will directly support the School. This support will include, but is not limited to: Federal B and State reporting, Medicaid reimbursement, audit preparation, ongoing supervision of the compliance function and professional development and coaching. This service shall also include working with the School, at its request, to develop a direct services budget assumption for school year 2016-17 and for successive years.

State Reporting and Compliance.

INISchools will support and manage the School's reporting and compliance functions. This will include the following services:

- Ensuring that School has set up and is maintaining a calendaring system for state, federal and, if needed, authorizer reports;
- Ensuring that School has set up and is properly maintaining:
 - ✓ STN App Center;
 - ✓ DOE Online;
 - ✓ Testing sites;
 - ✓ Learning Connection;
 - ✓ Title I reports.
- Following up at regular intervals with School staff and performing ongoing management and troubleshooting services.
- Supporting the School on an as needed basis for the filing of state reports and reports to the School's charter authorizer.

In addition, INISchools will provide School with access to its performance management system. INISchools, pursuant to a Data Sharing Agreement, will construct a data mapping framework between School's student information system (SIS) and any secondary data sources identified by School (for which there may be an additional charge). This arrangement will permit nightly uploading of School's data residing on its SIS to the INISchools data warehouse; this will enable INISchools to merge and cross-tabulate the data to make available digital dashboards to School. These constantly refreshed visualizations of progress will provide School with a real time understanding of school and student performance. This will allow the School leadership team to track, act upon and manage performance indicators that are essential to the success of the school and its students.

A Table identifying the services described above and the estimated fees for those services can be found on the following page.

Thank you for asking us to be of service.

February 2015
Estimated Service Fees for ACE Academy

Service	Pre-Opening	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Description
General Admin	-	-	-	-	-	-	-	includes IT support, INIschools executive time/cost allocation
Marketing	-	-	-	-	-	-	-	includes creative charges, targeted recruitment and other support
Finance/Accounting	\$10,000	\$40,000	\$45,000	\$65,000	\$66,950	\$68,959	\$71,027	year 1 includes .5 FTE at school and implement charges and modest controller support; yr.2 includes .5 FTE at school level and normal Controller/CFO level support yrs. 3 and thereafter include .75 FTE plus controller; everything inclusive of third party software
Curriculum	-	-	-	-	-	-	-	Includes curriculum plan, curricular maps, lesson plans, materials review and acquisition and licenses for online content
SPED	\$10,000	\$10,000	\$20,000	\$25,000	\$25,750	\$26,523	\$27,318	includes start up development and ongoing admin support, does not include costs of direct services
Professional development	-	-	-	-	-	-	-	includes pre-opening training and ongoing PD to support current teachers and new hires
Performance Analysis/Compliance	\$2,500	\$12,500	\$17,500	\$18,025	\$18,566	\$19,123	\$19,696	includes 2 year build to full data services and state reporting support
HR	-	-	-	-	-	-	-	includes start up, hiring to fill turnover, management of sub teachers
Total ACE	\$22,500	\$62,500	\$82,500	\$108,025	\$111,266	\$114,604	\$118,042	

Attachment 19

Not Applicable

